

## Project Welcome: Libraries and Community Anchors Planning for Resettlement and Integration of Refugees and Asylum Seekers (Proposal Number: LG-82-16-0059)

### Introduction

Images of Syrian war refugees streaming into Europe flashed across our screens in the summer of 2015 and continue to be the focus of media, policy and politics worldwide. What has been less visible is the work of community anchors, individuals, and non-profit organizations to assist the newly arrived refugees or asylum seekers. Libraries and other community anchors in Europe are key institutions actively engaged in providing resources and services to respond to the needs of these refugees or asylum seekers. What can librarians in the United States (U.S.), with our own experiences with migrants, learn from our European and other international colleagues with their current and distinct experiences with forced migration? This planning grant was prompted by this question. By bringing together international colleagues with U.S. librarians, other community anchors, refugee and asylum seeking community members and organizations, "Project Welcome: Libraries and Community Anchors Planning for Resettlement and Integration of Refugees and Asylum Seekers," a one-year planning grant, with the American Library Association as its action partner, will assess the information needs and gaps of refugees and asylum seekers in order to develop recommendations and an action agenda on information resources, services, training and/or research for their resettlement and integration. Project Welcome addresses IMLS Agency Goal 2 focused on Community in order to learn how libraries and other community anchors can better serve refugees and asylum seekers, and the IMLS "Learning in Libraries" funding priority, with an emphasis on designing participatory learning programs that demonstrate innovation and scalability.

Project Welcome will be directed by Principal Investigator (PI) Clara M. Chu and co-directed by Susan Schnuer of the Mortenson Center for International Library Programs <http://www.library.illinois.edu/mortenson/> at the University of Illinois Library. The Center, with its extensive international experience, is well-positioned to develop a collaborative learning space, using a multi-sector, "glocal" consultative approach to guide libraries to assist and empower refugees and asylum seekers. *Glocal* refers to understanding issues globally to make an impact locally. The underlying principle is that refugees and asylum seekers are welcomed by and in libraries.

### 1. Statement of Need

#### Refugees and Asylum Seekers: Unprecedented Numbers Seeking Safety from Persecution

The journey of fleeing one's home to finally relocating in a recipient country is fraught with challenges reports Tara Horn in her *Ignite* presentation "On Being a Refugee." (<http://igniteshow.com/videos/being-refugee>) At the time of her presentation in 2010, Horn cited over 30 million people living in exile worldwide. Five years later, the number has doubled according to the United Nations High Commissioner for Refugees (UNHCR). The 59.5 million people now displaced worldwide is the highest number since World War II, and includes 19.5 million refugees, 38.2 million internally displaced persons (IDPs), and 1.8 million asylum-seekers<sup>1</sup>.

There has been a steady stream of people forcibly displaced or forcibly migrating from their homes, with ebbs and flows, since World War II. The current urgency of Syrian refugees, made visible by the media and by refugees themselves, using information and communication technologies (ICTs), has undoubtedly challenged policy, politics and the worldwide community to respond. This heightening awareness and acute need for the world community to provide safety for those persecuted is demonstrated by South Korea, which on 23<sup>rd</sup> December

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<sup>1</sup> UNHCR *Global Trends Forced Displacement 2014* report. Retrieved September 28, 2015 at: [http://www.unhcr.org/556725e69.html#\\_ga=1.198977071.1009440741.1443463275](http://www.unhcr.org/556725e69.html#_ga=1.198977071.1009440741.1443463275).

2015, for the first time in its history, welcomed its first group of refugees for resettlement, 22 refugees from Myanmar. <http://www.iom.int/news/south-korea-welcomes-first-refugees-resettlement> In response to the most recent crisis, countries like Germany and Canada have each undertaken to accept 25,000 Syrian refugees. Although the U.S. is the recipient country in the world, resettling the largest number of refugees, it has had a more measured response with regard to the number of Syrian refugees it will accept within the overall number of refugees the U.S. resettles. The U.S. president in consultation with Congress sets an annual refugee ceiling which has been 70,000 per year, and is expected to increase to 85,000 in FY16 and 100,000 in FY17. (<http://www.ncsl.org/research/immigration/the-u-s-refugee-resettlement-program-a-primer-for-policy-makers.aspx#2>) Last fall, the U.S. decided to accept 10,000 refugees from Syria, after which some states indicated that they would not resettle Syrian refugees. On the other hand, Illinois's Senator Durbin, having visited refugee camps, has called for an increase in the number of Syrian refugees to be resettled in the U.S. to 100,000.

This past year the United States has handled a different case of displaced people, that is, the increasing number of children from Central America, unaccompanied or with their families arriving at the southern border of the U.S. (<http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e492086&submit=GO>) These children in crisis reach our borders seeking asylum, and have yet to be classified and accepted as refugees. In contrast, most Syrian refugees who reach the U.S. would have been reviewed by the United Nations High Commissioner for Refugees (UNHCR) in a European or other country, been classified as a refugee, referred to be resettled in the U.S., and then subjected to a U.S. high security screening process of an average of 18 months prior to being accepted as a refugee for resettlement in the U.S.

The United States offers humanitarian protection to refugees through two channels: refugee resettlement and asylum status (see Supportingdoc1). "A refugee is defined by the Immigration and Nationality Act as any person outside his or her country who has a "well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion." (National Conference of State Legislatures <http://www.ncsl.org/research/immigration/the-u-s-refugee-resettlement-program-a-primer-for-policy-makers.aspx#2>). Displaced persons hoping to resettle in the U.S. as refugees can be referred by the UNHCR, or petition directly outside or inside the U.S. While their refugee status is under review, displaced persons are considered asylum seekers, and for these reasons of policy, process and scope, both terms, refugees and asylum seekers, are used by Project Welcome. The term refugee is used to refer to a person who has received this official classification, and an asylum seeker (or *asylee*) refers to a displaced person who has applied for resettlement in a recipient country and is under review.

In the process of fleeing from their home, refugees do not bring much with them and are uncertain of their future, but critical to their survival is information. This includes knowing where they are going, what are their legal rights, who can help them, how to re-start their lives, and how to thrive once resettled. Recognizing that refugees and asylum seekers have needs beyond resettlement, and integration is critical to their long-term well-being, Project Welcome is concerned with resettlement as well as integration. For example, a window to ongoing unmet needs in refugee communities across the U.S. is the case of Somali refugees in Lewiston, Maine, 10 years after resettlement:

It's not utopia. Unemployment among the refugees remains high, and even after a decade many still speak limited English. For some, PTSD and other effects of trauma hinder acculturation. Social services are strained. And among some Lewistonians, racial and religious bias lingers<sup>2</sup>.

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<sup>2</sup> Anderson, Cynthia. "Isbedal: A Maine Mill Town and the 5,000 Refugees Who Call It Home," *Huffington Post*, Posted: 12/11/2015 1:10 pm EST; Updated: 12/12/2015 12:59 pm EST. Retrieved December 12, 2015 at: [http://www.huffingtonpost.com/cynthia-anderson/lewiston-maine-refugees\\_b\\_8730476.html](http://www.huffingtonpost.com/cynthia-anderson/lewiston-maine-refugees_b_8730476.html).

Addressing these information needs is of broad and national significance, and as an issue of international concern, one that U.S. librarians would benefit from understanding the experiences and practices of international librarians addressing resettlement and integration. There may be commonalities between refugees and asylum seekers, but because their rights and benefits differ, it is important to learn their spectrum of information needs.

#### Libraries Supporting Refugees and Asylum Seekers: Knowledge to Deliver Appropriate Services

U.S. libraries have experience serving immigrants, newcomers and culturally diverse communities, with a number of previous IMLS grants that have supported services and/or training to better serve these groups. However, to date there is little research, training materials or other library resources that intentionally address resettlement and integration of refugees and asylum seekers. With the increased number of displaced people and the influx of larger numbers of refugees from new areas, such as Syria, and children seeking asylum, intentional assessment of needs and gaps to assist libraries, the project's primary target/beneficiary, to serve those who have experienced forced migration is needed. Refugees and asylum seekers are the beneficiary "service community."

*Unlike other newcomers to the U.S., refugee integration starts in the country of asylum. First contact and cultural orientation begin before refugees depart for the U.S., and orientation continues as communities are resettled in the USA<sup>3</sup>.*

Touchpoints between libraries and refugees/asylees can occur at any time, starting from the time prior to displacement to their stay at refuge shelters/camps to resettlement to post-resettlement. Touger Vang, a Hmong refugee and now a public librarian in California, has encountered limited library services targeted to refugees through his many years of experience as a community organizer and research fellow at the Center for New North Carolinians <http://cnnc.uncg.edu>. As a result, he developed and presented a 10-step community insider guide for librarians to serve refugees and assist in their resettlement (see Supportingdoc2). For example, Step 1 is Learn Who We Are, which emphasizes that they are distinct from immigrants, and an idea for Step 4. Outreach: Attract Refugees to the Library is to participate in refugee community events and set up outreach booths.

A review of information needs and services for refugee resettlement and integration in the U.S. reveals disparities, the unprecedented number of refugees from diverse regions indicates a complex set of issues, and the refugee crisis being global in nature, all indicate that an international perspective and understanding of the challenges are needed, with recommended actions that can be implemented locally. The following knowledge gaps were identified in order for libraries and community anchors to effectively address resettlement and integration of refugees and asylum seekers:

1. information needs and experiences of refugees and asylum seekers
2. information resources and services libraries need to provide for resettlement and integration of refugees and asylum seekers
3. library training needed to prepare U.S. librarians to serve refugees and asylum seekers

Although knowledge gaps may exist, librarians have not been deterred from acting. The response of European libraries to the recent influx of Syrians seeking asylum has been immediate and definitive (see Supportingdoc2 for reports of European and U.S. libraries serving refugees). Project Welcome will build upon and complement existing library services for refugees and asylum seekers. By recognizing existing resources, services, skills, training and research for resettlement and integration of refugees and identifying those needed, Project Welcome will ensure to recognize best practices and reduce duplication in the development of viable recommendations and a robust action agenda.

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<sup>3</sup> Center for Applied Linguistics. Retrieved September 28, 2015 at: <http://www.cal.org/areas-of-impact/immigrant-refugee-integration/refugee-integration>.

## 2. Impact

Working with the American Library Association (ALA) as an action partner, this planning grant, *Project Welcome: Libraries and Community Anchors Planning for Resettlement and Integration of Refugees and Asylum Seekers*, **aims to learn about and articulate ways libraries can address the information needs of refugees and asylum seekers in order for libraries to support and empower refugees and asylum seekers in their resettlement and integration process.** To inform the planning process, it will gather data through online and face-to-face communication with librarians and refugee organizations, and at a 2-day collaborative learning meeting, bring together international colleagues with U.S. librarians, community anchors, refugee community members, and governmental and non-governmental (international, national and local) agencies serving refugee and asylum seekers in order to learn how to effectively support resettlement and integration in the U.S. The findings will be analyzed by the Mortenson Center and ALA to develop recommendations and an action agenda, appropriate to the needs of the refugee and asylum seeking communities, and as possible, in cooperation with other community anchors, refugee community organizations and others.

As part of this planning grant, the Mortenson Center will develop a project website for this project to capture the discussions, presentations, and recommendations and will work to make this work widely available. As a result of the planning grant, we anticipate working with crucial and dedicated partners to develop a future proposal that would select a targeted area from designing library materials, services, training, to research, identified as crucial to meeting the needs of refugee and asylum seeking populations.

### Objectives, Outcomes and Impacts/Benefits of Project for the Library Field

The primary target audience of Project Welcome is the library field nationally, with particular impact on public libraries, and its secondary target audience is community anchors, refugee organizations, libraries outside the U.S. Project Welcome will strengthen the collective impact of libraries, community anchors and refugee agencies to support resettlement and integration. The beneficiary “service community” of this planning grant are refugees and asylum seekers in the U.S., who will benefit from librarians and other community anchors implementing the recommendations and action agenda, generated by Project Welcome.

The Project Welcome planning grant addresses IMLS Agency Goal 2 focused on Community in order to learn how libraries and other community anchors can better serve refugees and asylum seekers, and the IMLS “Learning in Libraries” funding priority, with an emphasis on designing participatory learning programs that demonstrate innovation and scalability. By creating a collaborative learning space, U.S. librarians will learn with and from international librarians, refugees and asylees, and refugee governmental and non-governmental agencies. The objectives, learning outcomes and impacts/benefits of Project Welcome are described in Tables 1-2 below. The participatory design of the project use a multi-sector approach engages broad input, consensus building, and buy-in from others in and/or outside the field, nationally and internationally. The long-term impact of the project is that it is a planning grant that will develop recommendations and an action agenda that will drive future and continued work by the library and information profession in service of refugees and asylum seekers. Armed with an informed and strategic action plan that includes the voices of refugees and asylum seekers, Project Welcome will strengthen the collective impact of libraries, community anchors and refugee agencies to support resettlement and integration.

Table 1. Objectives with Associated Outcomes and Impacts/Benefits

O# = objective number or outcomes and impacts/benefits associated with the specific numbered objective

| Objectives  | Learning Outcomes  | Impacts/Benefits  |
|---|--|---|
| O1. use a multi-sector, glocal, consultative process to learn about the information needs of refugees and asylum seekers  | O1. librarians (US & international) and other stakeholders will understand the information needs of refugees and asylum seekers from multiple perspectives. (L1) | O1. Librarians and other stakeholders can develop more effective services individually and collectively based on data from multiple inputs.   |
| O2. understand how librarians learn or can learn about refugee and asylum seeker needs and experiences  | O2. Librarians know how to keep informed on the development of refugees and asylum seekers locally, nationally and internationally. (L2)                         | O2a. Librarians keep current on refugees and asylum seekers as part of their professional development.<br>O2b. Librarians have a web resource on libraries welcoming refugees and asylum seekers.   |
| O3. create a collaborative learning space to provide library and other stakeholders the opportunity to shape library and information strategies to ensure libraries are effectively serving refugees and asylum seekers | O3. Librarians and other stakeholders have a say on the recommendations and action agenda for library services for refugees and asylum seekers. (L3)             | O3. Recommendations and action agenda for library services for refugees and asylum seekers are data driven, reliable and viable.  |
| O4. understand strengths and opportunities in supporting the resettlement and integration of refugees and asylum seekers  | O4. Librarians and other stakeholders understand their role in service to refugees and asylum seekers. (L4)  | O4. Libraries play a role in resettling and integrating refugees and asylum seekers.  |
| O5. develop recommendations on information resources, services, skills, training and/or research to support resettlement and integration of refugees and asylum seekers and a corresponding action agenda               | O5. ALA and the Mortenson Center engage a glocal strategy in planning for libraries to support and empower refugees and asylum seekers. (L5)                     | O5a. The data-driven recommendations and action agenda provide a path for deliberative action for libraries serving refugees and asylum seekers.<br>O5b. The action agenda will inform library action/change, individual or collective, re: information resources, services, skills, training and research needed for resettlement and integration.<br>O5c. The action agenda will be distributed widely within and outside the library field, and internationally in the library profession. |

The following performance indicators measure the achievement of learning outcomes identified in the project. Success will also be measured by activities being completed during the timeframe of project, and evaluation will be conducted to determine success toward the outcomes (see below).

Table 2. Learning Outcomes with Associated Performance Indicators and Targeted Activities

L# = Learning outcome number or associated performance indicator and activities

| Learning Outcomes   | Performance indicators   | Completion of the Project Activities   |
|---|--|--|
| <p>L1. Librarians (US and international) and other stakeholders will understand the information needs of refugees and asylum seekers from multiple perspectives.</p> <p>L2. Librarians know how to keep informed on the development of refugees and asylum seekers locally, nationally and internationally.</p> | <p>L1. Symposium evaluation, member check at strategy session, website use, project documents downloaded</p> <p>L2. Website use, project documents use, project documents downloaded</p> | <p>L1-5 A website on project activities and resources for libraries to serve refugees and asylum seekers</p> <p>L1-4. 2-day collaborative learning space/meeting</p> <p>L2-4a. online dialogue with the library community and consultation with VOLAGs on How can libraries better serve refugees?</p> <p>L2-4b. a thought paper on “How can libraries better serve refugees?” as background for 2-day meeting</p> |
| <p>L3. Librarians and other stakeholders have a say on the recommendations and action agenda for library services for refugees and asylum seekers.</p>  | <p>L3. Participation in online, ALA and individual consultations</p>   |  |
| <p>L4. Librarians and other stakeholders understand their role in service to refugees and asylum seekers.</p>   | <p>L4. Symposium evaluation, website use, project documents download</p>   |  |
| <p>L5. ALA and the Mortenson Center engage a glocal strategy in planning for libraries to support and empower refugees and asylum seekers.</p>  | <p>L5. National and international participation in online and ALA consultations, thought leaders are representative of national and international experience and expertise</p>           | <p>L5. Planning meetings post 2-day collaborative learning meeting</p>   |

Evaluation

Evaluation of the project will be both summative and formative. In order to measure that project objectives have been successfully achieved, associated learning outcomes, performance indicators and activities have been identified (see Tables 1-2). Formative evaluation will take place to assess that progress is being made toward completing project activities and the performance indicators will show the achievement of each learning outcome. Specific numeric targets have not been set as performance indicators but the evidence will be monitored and reviewed to determine reach and impact of project activities and materials. Summative evaluation will employ

survey and member check-in methods. Survey of symposium participants will measure selected learning outcomes. A process of member check-in with thought leaders and action partners and their reflection on learning outcomes will determine to which objectives, thus, learning outcomes have been reached. This group will also receive a survey to be obtain data to measure achievement of performance outcomes association with IMLS Agency Goal 2 focused on Community (see Supportingdoc4).

### 3. Project Design

#### Goals and Objectives

*Project Welcome: Libraries and Community Anchors Planning for Resettlement and Integration of Refugees and Asylum Seekers* aims to learn about and plan the information needs of refugees and asylum seekers in order for libraries to support and empower refugees and asylum seekers in their resettlement and integration process. The objectives of this one-year planning grant are:

Table 3. Objectives and Associated Participants and Activities

| Objectives  | Participants   | Activities (see Supportingdoc4)  |
|---|--|--|
| <p>O1. use a multi-sector, glocal, consultative process to learn about the information needs of refugees and asylum seekers</p> <p>O2. understand how librarians learn or can learn about refugee and asylum seeker needs and experiences</p> <p>O3. create a collaborative learning space to provide library and other stakeholders the opportunity to shape library and information strategies to ensure libraries are effectively serving refugees and asylum seekers</p> <p>O4. understand strengths and opportunities in libraries to support the resettlement and integration of refugees and asylum seekers</p> <p>O5. develop recommendations on information resources, services, skills, training and/or research to support resettlement and integration of refugees and asylum seekers and a corresponding action agenda</p> | <p>O1-4. representatives from libraries (national and international), other community anchors, refugee/asylee governmental and non-governmental organizations (international, national and regional), refugee community leaders and other stakeholders</p> <p>O5. Mortenson Center and ALA</p> | <p>O1-5 Create a website on project activities and resources for libraries to serve refugees and asylum seekers</p> <p>O1-4. Hold a 2-day collaborative learning space/meeting</p> <p>O2-4a. Hold online and face-to-face dialogue with the library community and consult with select refugee agencies on How can libraries better serve refugees?</p> <p>O2-4b. Produce a thought paper on “How can libraries better serve refugees?” as background for 2-day meeting</p> <p>O5. Planning meetings throughout project and more specifically after 2-day collaborative meeting</p> |

### Design, Methodology and Activities

Project Welcome: Libraries and Community Anchors Planning for Resettlement and Integration of Refugees and Asylum Seekers, a one-year planning grant, will commence on 1<sup>st</sup> May 2016, and use a multi-sector, glocal, consultative process to learn about and plan to address the information needs of refugees and asylum seekers. The application of this ground-breaking and distinctive approach is possible due to the expertise and experience of Clara M. Chu and Susan Schnuer of the Mortenson Center and the experienced staff at ALA. (see Section 5: Project Resources) in understanding global library issues and trends, and promising practices in order to identify appropriate solutions engaging local culture and resources. The core values of the Mortenson Center are represented in using a multi-sector, glocal, consultative approach.

*Multi-sector* refers to obtaining input and learning from the diverse sectors that contribute to resettlement and integration of refugees and asylum seekers, including hearing the voices of refugees and asylum seekers. There will be open online and face-to-face opportunities to learn from diverse constituents and stakeholders as well as an invitation-only session to have advanced dialogue with representative thought leaders. Libraries as community anchors cannot act alone and need to understand how our work contributes to sustainable and appropriate practices.

*Glocal* refers to understanding issues globally to make an impact locally. Librarians from the U.S. and other countries serving refugees and asylum seekers will participate, as well as international, national and local organizations working on refugee and resettlement matters.

*Consultative* refers to providing multiple opportunities for participation, and creating a collaborative learning environment, where each participant has a voice. Furthermore, in the planning of libraries serving refugees and asylum seekers, the recommendations and action agenda will be developed between ALA and the Mortenson Center. The two organizations have a diverse and international reach to the library profession, have successfully worked with sectors outside of libraries, and are respected by the library field.

The following activities are proposed in Project Welcome and described in Supportingdoc4:

- **Planning meetings**
- **project website**
- **Online and face-to-face learning and consultation to develop a thought paper** on libraries serving refugees and asylum seekers, which participants of the 2-day collaborative learning space/meeting will be asked to read prior to meeting.
- a **thought paper** on “How can libraries better serve refugees and asylum seekers?”.
- **2-day collaborative learning space/meeting** – This meeting is made up of two components (an open symposium, followed by an invited strategy session) that will bring together representatives from libraries (national and international), other community anchors, governmental and non-governmental organizations working with refugees and/or asylum seekers (international, national and regional), refugee community leaders and others to examine and address the role they play in the resettlement and integration process of refugee and asylum seekers. In order to design relevant, scalable and sustainable refugee and asylum seeker library services, we will ask and learn: a) what are refugee and asylum seeker resettlement and integration needs and how do libraries learn about them?, b) how do they address these needs?, and c) how can they collaborate with other community anchors to deliver needed services? The dates of the 2-day collaborative meeting will take place during the last half of the project year, based on availability of Mortenson Center and ALA personnel and facilities



### Role and commitments of partnering organizations

**Action Partner** – The American Library Association will be an action partner and contribute to the planning process throughout the project. It will provide assistance with local arrangements, serve as a connector with other LIS associations, and the library profession, facilitate scheduling an unCommons session (2016 ALA Annual Conference) to obtain input from librarians, be an active observer during a 2-day symposium and strategy session, assess the findings, and develop recommendations and an action agenda. (see PartnerCommitment1)

### **Information Resources**

Three individuals representing different sectors have agreed to assist with their knowledge and provide appropriate leads for participants, with dissemination of project activities, and as appropriate, participate in the project. Support letters have been received from these individuals (see Supportingdoc3):

- Touger Vang, Outreach Public Librarian, Yolo County Public Library, Refugee Community Activist and Hmong Refugee
- Barbara Schleihagen, Executive Director, German Library Association
- Galya Ruffer, Director, Center for Forced Migration Studies, Northwestern University  
<http://buffett.northwestern.edu/programs/migration/>

## **4. Diversity Plan**

Refugees and asylum seekers, as members of our diverse communities, have not always been understood or explicitly addressed in library and information practice, education and research. In other words, librarians have not been trained to serve refugees and asylees, very few libraries have taken intentional action to provide services to meet their needs, and their needs have been conflated into immigrant or multicultural services. Librarians have limited knowledge about the background and needs of refugees and asylees themselves or the diversity within them. Country of origin, reason for fleeing, forced displacement experience, time of and since resettlement, socio-demographic background, and languages spoken are some of the potential distinctions within refugee communities. For example, in 2015 the largest shares of refugees arriving in the U.S. were resettled in Texas (11%, or 7,479 persons), California (8%, or 5,716), New York (6%, or 4,052), Arizona (5%, or 3,137), Michigan (4%, or 3,022), and Ohio (4%, or 2,989), and of all resettled refugees, 57% (39,920 individuals) originated from Burma (also known as Myanmar), Iraq, and Somalia, with the remaining top ten countries being the Democratic Republic of Congo (DRC), Bhutan, Iran, Syria, Eritrea, Sudan, and Cuba<sup>4</sup>.

Since the context of refugee resettlement has no borders and takes place in a global context, the consultative and learning spaces used in the project will facilitate learning about refugees and asylum seekers from a diverse global perspective. Without funding, it would be challenging to carry out the multiple consultative activities, and engage the participation and contributions from the multiple sectors, refugees and asylees, and national and international librarians to understand the needs of refugees and asylum seekers. Additionally, the project partners hold the necessary culturally diverse and international expertise, recognition in the professional community, successful grant completion, and connections with relevant professional and community networks to ensure the broad engagement of and dissemination to multi-sector constituencies.

## **5. Project Resources: Personnel, Time, Budget**

### Personnel

**Clara M. Chu** is the Principal Investigator of Project Welcome and will serve as Project Director, responsible for project oversight, design, evaluation, reporting, and co-implementation.

<sup>4</sup> Zong, Jie and Batalova, Jeanne. "Refugees and Asylees in the United States," *Migration and Information Source*. October 28, 2015. Retrieved December 3, 2015 at: <http://www.migrationpolicy.org/article/refugees-and-asylees-united-states>.

Chu is Director of the Mortenson Center for International Library Programs, and Mortenson Distinguished Professor at the University of Illinois at Urbana-Champaign. She has also held academic positions at the University of California at Los Angeles and The University of North Carolina at Greensboro, where she served as Department Chair. As a leading voice on multicultural library and information practices, education and research, her most recent research is collaboratively examining the information needs of Southeast Asian Refugee Undergraduates, and Agency in the Preservation of Refugee Cultural Heritage <https://aprch.wordpress.com>. She is active professionally, most recently serving as 2014/15 President of the Association for Library and Information Science Education (ALISE) and 2013-15 Division IV Chair, Professional Committee & Governing Board Member of the International Federation of Library Associations and Institutions (IFLA). She has studied in Canada, the U.S. and Mexico, and obtained her Ph.D. from the University of Western Ontario.

**Susan Schnuer** will serve as Co-Director of Project Welcome, responsible for operations, facilitation, budget management, and co-implementation.

Schnuer has worked at the Mortenson Center for International Library Programs for the past 25 years and is current the Associate Director. She has been involved in the development and implementation of professional development programs for the over 1200 librarians from more than 90 countries. Schnuer has been invited to present at meetings and conferences world-wide, and is professionally active with the International Relations Round Table of the American Library Association (ALA) and the International Federation of Library Associations and Institutions (IFLA). She has been honored for her contributions in international librarianship from national and international organizations. Schnuer received her B.A. from Tufts University, her M. Ed. From Boston College, and her M.S. in Library Science from the University of Illinois. She began her career as a bilingual education teacher then worked as a trainer for a number of years at the National Clearinghouse for Bilingual Education.

**The Mortenson Center for International Library Programs** <http://www.library.illinois.edu/mortenson/index.html> is a unique program located at the University of Illinois with a mission to strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding, and peace. It has offered professional development programs to over 1200 librarians from more than 90 countries.

**Action Partner** – The American Library Association will be an action partner and contribute to the planning process throughout the project. Through such cooperation, ALA is also a potential ongoing action partner. ALA brings international and national professional dimensions through the participation of two offices:

- Office for Diversity, Literacy and Outreach Services <http://www.ala.org/offices/diversity> (Jody Gray, Director)
- International Relations Office <http://www.ala.org/offices/iro> (Michael Dowling, Director).

### **Budget**

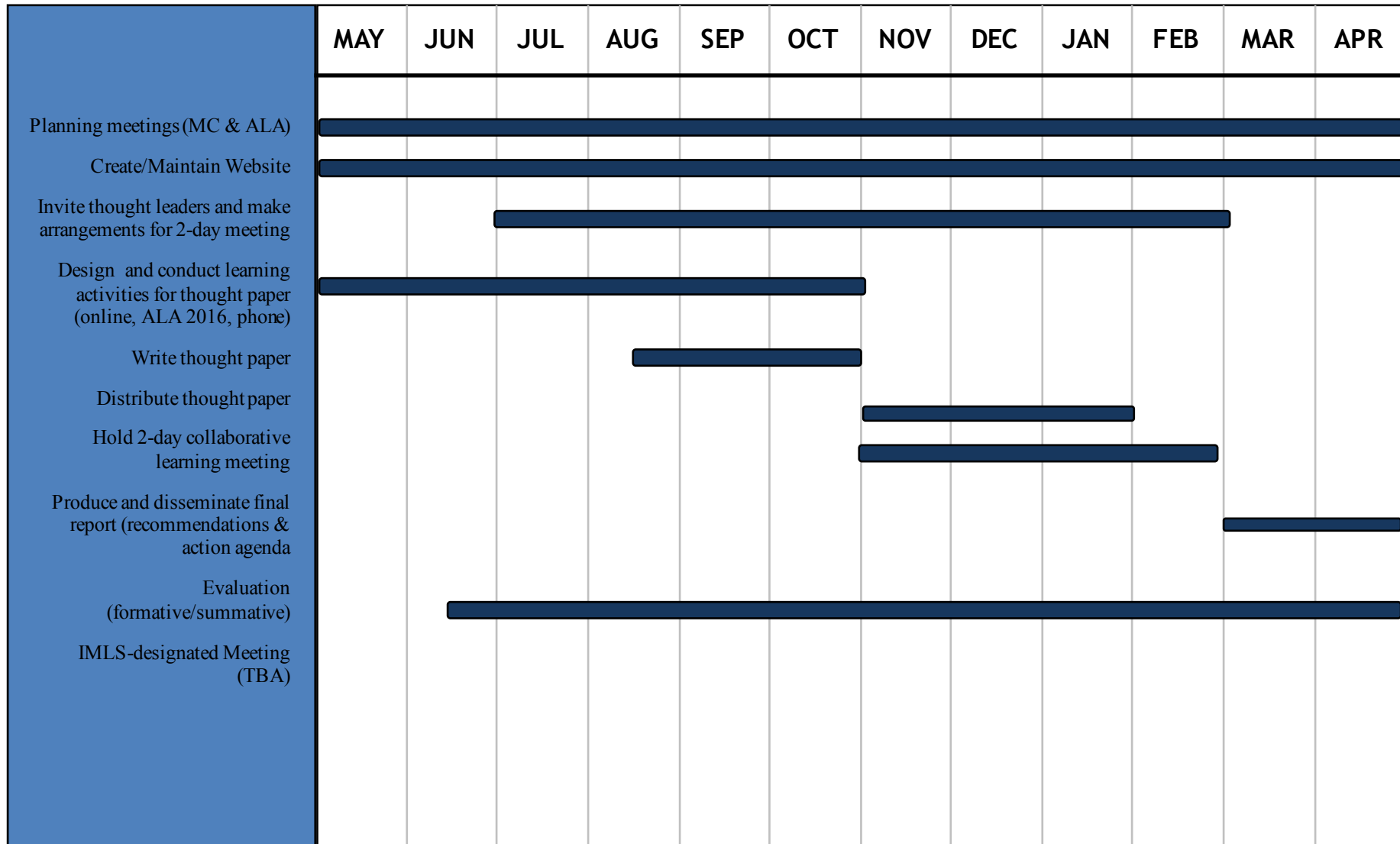
We request \$49,994 to fund travel costs for 12 U.S. and 3 European thought leaders and 4 Mortenson Center staff to attend a 2-day meeting (collaborative learning space/meeting), travel costs for the Co-Directors to obtain data from the library community at the American Library Association Conference (3 days in Orlando, June 2016), travel costs for the Co-Directors to attend three 1-day planning meetings with its action partner in Chicago, meeting materials and planning costs.

### **6. Communications Plan [Not required for Planning Grant]**

### **7. Sustainability [Not required for Planning Grants]**

# Project Welcome: Libraries and Community Anchors Planning for Resettlement and Integration of Refugees and Asylum Seekers (Proposal Number: LG-82-16-0059)

## Schedule of Completion (05/01/2016 – 04/31/2017)



MC = Mortenson Center for International Library Programs  
 ALA = American Library Association