

# AHLAN

A Manual for Establishing  
Resettlement Campuses  
Together



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### Recommended Citations

APA: Every Campus A Refuge (2023) AHLAN: A Manual for Establishing Resettlement Campuses Together. Greensboro, NC. [everycampusarefuge.net/ahlan-manual](http://everycampusarefuge.net/ahlan-manual).

Chicago: AHLAN: A Manual for Establishing Resettlement Campuses Together. Greensboro, NC: Every Campus A Refuge, 2023. [everycampusarefuge.net/ahlan-manual](http://everycampusarefuge.net/ahlan-manual).

MLA: AHLAN: A Manual for Establishing Resettlement Campuses Together. Every Campus A Refuge. Greensboro, NC, 2023. [everycampusarefuge.net/ahlan-manual](http://everycampusarefuge.net/ahlan-manual).

# AHLAN

A Manual for Establishing Resettlement Campuses Together  
(AMERiCA - Together)

A Project of Every Campus A Refuge

Created In Partnership With And Support From:

Welcoming America:  
Fund to Foster Belonging

The National Association  
of System Heads (NASH) -  
Refugee Resettlement Initiative (RRI)

Center for New North  
Carolinians (CNNC) Fellows

Community and Justice Studies  
at Guilford College

The Center for Principled Problem  
Solving and Excellence in Teaching  
at Guilford College (CPPSET)

Bookend Consulting, LLC

# DEDICATION

*Arabs commonly use the word "ahlan" to express welcome.*

*In its literal meaning, "ahlan" means "family" or "kin" and is derived from a classical expression of hospitality in the Arabic language: "hallaltum ahlan wa watta'tum sahan" - حللتم أهلاً ووطئتم سهلاً*

*"You come as kin, walk with ease."*

*We dedicate this Manual - and its vision for an America that makes newcomers feel at ease - to all the individuals who partake in acts of welcome, big and small, that make our newest Americans, our newest neighbors, feel like kin.*



# A WORD FROM OUR SPONSORS

This manual fills a critical gap for campuses seeking to foster belonging for all of its students, staff, and faculty - including those arriving from other countries. We are honored to support ECAR's work in creating welcoming campuses for newcomers through our Fund to Foster Belonging grant. We are excited to see this addition to the welcoming field of work and grateful to ECAR's leadership and partners for charting a path for the higher education community to get more involved in fostering belonging for all.

Rachel Perić, Executive Director,  
Welcoming America



In my many years working with universities, it is common to meet faculty, staff and students who want to help refugees, but often they are unsure how to do so. Every Campus A Refuge (ECAR) is the first ever roadmap for universities to support refugee families in their early months in this country. In addition to serving this very real and immediate mission, ECAR also 'gives back.' As ECAR sites demonstrate, hosting refugees on university campuses is an opportunity to connect, to learn about others' countries and experiences, all of which becomes a part of their common journey towards the building and the rebuilding of this great nation. NASH - the leadership organization representing the 50 states' public university systems, over 420 university, college and community college campuses - is helping to magnify ECAR's reach. With the AHLAN Manual, we have a valuable resource that can further guide and assist existing champions of refugee support on university campuses, and future committed champions who will also benefit from this exceptional and historic program.

Dr. Colleen Thouez, Founder and Director,  
The Refugee Resettlement Initiative, NASH



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**WHAT IS THE  
AHLAN MANUAL, HOW  
DID IT COME ABOUT,  
AND HOW SHOULD IT  
BE USED?**

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# WHAT IS THE AHLAN MANUAL?

Every year, the US welcomes refugees for resettlement through the [US Refugee Admissions Program](#). A refugee is a person who cannot return to their country of origin due to a well-founded fear of persecution or death on account of their race, religion, nationality, membership in a particular social group, or political opinion. Refugees resettling in the US face barriers to their inclusion. The AHLAN Manual is a living document that seeks to remove barriers to refugee resettlement and inclusion by transforming the landscape of refugee resettlement through the creation of Resettlement Campuses.

## Key Term:

Resettlement Campuses are colleges and universities that [dedicate housing, facilities, and personnel to enrolled and non-enrolled newcomers](#) and serve as sponsor or co-sponsor sites for initial to [medium-term](#) resettlement providing inclusion support while transforming the educational experiences of their students (e.g. Every Campus A Refuge ECAR).

AHLAN makes it as easy as possible for campus and community leaders to draw on best practices and strategies and then adapt guidance in AHLAN to their local campus and community contexts to establish Resettlement Campuses.





## WHAT ARE SOME OF THE TYPICAL IMPLEMENTATION STAGES?

Here's what a timeline for establishing and implementing a Resettlement Campus could look like. This could vary greatly for each campus.



### Learning and Organizing - YOU ARE HERE

To Do - Read AHLAN

Resources Available to You - ECAR consulting



### Capacity Building

To Do - Work through AHLAN (Map, Create Buy-in, and Build Your Ecosystem)

• Bring partners together and action plan • Work with local funders.

Resources Available to You - ECAR coaching • ECAR/NASH Training (Register [Here](#))

• [Local Funders](#).



### Infrastructure Building

To Do - Locate safe housing and utilities. Cost varies based on the location of the institution (average \$15k to \$30k a year). Ask the appropriate person at your institution what costs are on your campus. This is most likely the head of housing/facilities • Solidify partnerships (e.g. with local resettlement agency, see [sample MOU](#)) • Identify staffing support (e.g. part-time staffing, graduate assistantships/fellowships, and student organizations) • Prepare volunteers

• Check readiness.

Resources Available to You - [Funding from ECAR](#) • ECAR Volunteer Training

• [Implementation Checklist-At-A-Glance](#).



### Hosting and Resettling

To Do - Raise donations and purchase goods & materials • Provide housing and access to campus resources, facilities, and amenities • Provide inclusion support

• Ensure safety, agency, dignity, and privacy • Support resettlement partners.

Resources Available to You - [ECAR Best Practices](#) • [Resources Folder](#) • [Program](#)

[Coordinator Handbook](#) • [Detailed Implementation Checklist](#) • ECAR Community of Practice.



### Transition

To Do - Support guests in securing safe, affordable, and permanent housing off-campus • Provide inclusion support.

Resources Available to You - [ECAR Best Practices](#)\* • [Resources Folder](#) • [Program](#)

[Coordinator Handbook](#) • [Detailed Implementation Checklist](#) • ECAR Community of Practice.



### Post-Hosting

To Do- Maintain a connection with formerly hosted refugees • Continue to provide inclusion support • Promote institutional longevity of your Resettlement Campus

• Leverage network of supporters.

Resources Available to You - [ECAR Best Practices](#) • [Resources Folder](#) • [Program](#)

[Coordinator Handbook](#) • [Detailed Implementation Checklist](#) • ECAR Community of Practice.

\*The Refugee Welcome Collective [Community Sponsorship Manual](#) is another valuable resource.

## HOW DID AHLAN COME ABOUT?

In 2021, Every Campus A Refuge (ECAR) received the Fund to Foster Belonging Grant from [Welcoming America](#) to host the first annual ECAR Gathering, a three-day event that sought to bring together immigrants, refugees, and US-born residents to engage in “Do-It Together activities.” The primary outcome or “product” of our activities together would be an open-access manual for higher education institutions for “Do-It-Together” Resettlement Campuses, titled: “AHLAN: A Manual for Establishing Resettlement Campuses Together (AMERiCA-Together).”

The team who organized the ECAR Gathering partnered with the Community and Justice Studies program at Guilford College. Together, they conducted a research study engaging Gathering participants as a way to help focus and prioritize the resources in AHLAN. The study was guided by two key questions:

- What do higher education institutions do as partners in a resettlement ecosystem, and what could colleges and universities do to play a greater role in refugee resettlement and integration?
- Which priorities should guide personnel in higher education as they seek to transform their institutions into Resettlement Campuses?

For more information about the origins of AHLAN, please refer to the [Appendices](#).



## WHAT ARE THE RESULTS OF THE STUDY?

Analysis of the data collected at the September 2022 ECAR Gathering indicates eight major priorities for the establishment of Resettlement Campuses (in no particular ranked order):



Housing



Basic Needs (food, clothing, etc.)



Community and Sense of Belonging



Language Access



Transportation



Employment



Healthcare and Mental Health



Educational Access

### *Reminder:*

These eight priorities serve as the empirical foundation for the guidance in AHLAN.



### *Testimonial:*

Housing providers need to change their mindset. Employers need to change their mindset. Government officials need to change their mindset. There's an argument to be made here for the practical elements of this [a resettlement campus] that can really appeal to businesses and employers and government officials.

ECAR Gathering participant who works at a refugee resettlement agency, September 2022





## WHAT ARE THE RECOMMENDATIONS THAT EMERGED FROM THE STUDY?

As a result of the overall study analysis, the research team made the following recommendations for action by personnel and students of colleges and universities:

- **Recommendation 1:** Advocate for campus personnel and students to participate in and/or host a training about becoming a Resettlement Campus.
- **Recommendation 2:** Use the resources in AHLAN to conduct an initial institutional assessment of capacity to determine the feasibility of becoming a Resettlement Campus.
- **Recommendation 3:** Apply this research and the resources in AHLAN as a model to help expand the curricular and co-curricular activities related to resettlement on your campus.
- **Recommendation 4:** Adopt pedagogical models that position and support students as co-researchers and partners.

For more information about the recommendations from this study, please refer to the [Appendices](#).

## WHAT IS AHLAN DESIGNED TO DO?

AHLAN is designed to:

1. Prepare advocates (you!) with the information, concepts, framework, and skills for action-planning at prospective Resettlement Campuses.
2. Prepare you as a champion and messenger within your campus and other campuses in your ecosystem.
3. Allow you to map the ecosystem of people, relationships, resources, and opportunities available as well as foreshadow needs.
4. Allow you to apply the information we provide in the context of your campus.
5. Allow you to use AHLAN as a realistic to-do list that will help you build capacity before developing the infrastructure needed to host and support refugees through a Resettlement Campus Ecosystem.

### Key Term:

Resettlement Ecosystem is a constellation of organizations, agencies, and individuals (including refugees) providing support and services to newcomers.

### Key Term:

A Resettlement **Campus** Ecosystem is a **hyperlocal** constellation of organizations, agencies, and individuals (including refugees) that are either already providing support and services to newcomers, or poised to do so if they are brought into a mutually beneficial partnership, with a **higher education institution as a central actor in that constellation** (Matheis et al).



## WHO SHOULD USE AHLAN?

AHLAN is intended for a broad audience of students, staff, faculty, administrators, trustees, and anyone involved in postsecondary education willing to champion a Resettlement Campus movement on their campuses.

With materials and resources ranging from advocacy to planning to assessment to collaboration, and more, each section and its resources will speak to each person and campus in unique ways.

Look for the sections that make sense to you and work with those resources.

## HOW SHOULD YOU USE AHLAN?

The key to AHLAN is simple: start wherever you can, on any page, with any resource.

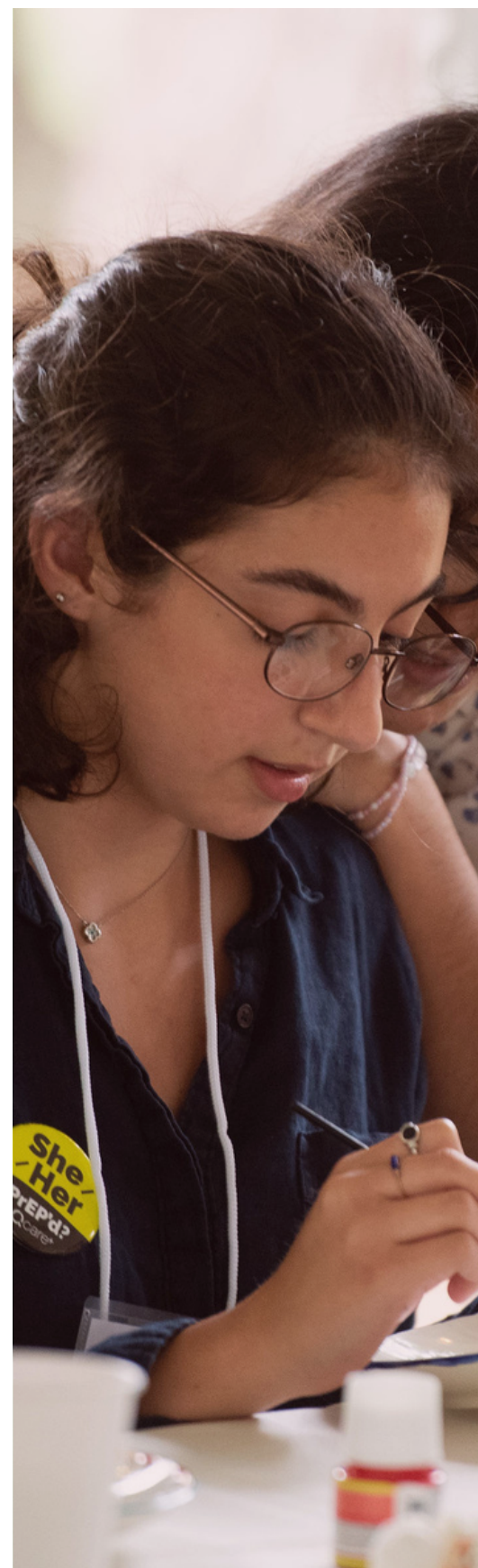
There are quick-action guides and checklists to help you get started, templates for planning, suggestions for building support and addressing resistance, and a plethora of different resources.

You can even skip right to the section, “Building Your Ecosystem” on page 52 and follow the prompts from there.

If a particular section calls to you, work with it. If it doesn't, move on to the next.

If along the way you feel lost, unsure what to do, or filled with questions, come back to AHLAN and try a different resource or guide.

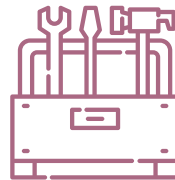
Just get going. The pieces will fall into place.



## WHERE TO NEXT?

Here are a few suggestions...

- Need help to frame your advocacy? Jump to the section, "Creating Buy-in Within Your Ecosystem" - Page 41.
- Ready to start planning? Jump to the section, "Building Your Ecosystem" - Page 52.
- Browse the Table of Contents to get an idea of the resources and move to any topic that sparks your interests.



Throughout AHLAN, keep watch for the Quick Action Tools Symbol. This will highlight resources and templates you can use right away.





# IMPORTANT CONTEXT FOR REFUGEE RESETTLEMENT IN THE US





# IMPORTANT CONTEXT FOR REFUGEE RESETTLEMENT IN THE US

## WHAT IS RESETTLEMENT AND WHAT IS INCLUSION?

Resettlement happens when refugees are able to live in a country that offers them organized support for inclusion and a pathway to citizenship. In 1980, the Refugee Act was passed in the US, establishing our country's refugee resettlement program as it exists today. This program is known as the US Refugee Admissions Program (USRAP). Since 1980, the US has welcomed and resettled more than 3.1 million refugees through USRAP. Under USRAP, refugee resettlement happens through resettlement agencies (RAs) whose case managers provide assistance to refugees upon arrival to the US. In addition to USRAP, the Special Immigrant Visa (SIV) program also resettles refugees. The eligibility criteria for SIV are similar in many ways and those who receive SIV qualify for many of the same supports as refugees.

### *Important Note:*

Upon arrival to the US, refugees receive a one-time stipend of \$1,275.\* Refugees are expected to achieve economic self-sufficiency within **90 days** of arrival and begin paying back the plane ticket that brought them to the US six months after arrival.

\*This number is as of 2023. This number changes each year due to federal policy.



Lutheran Immigration  
and Refugee Service



**CWS**  
Church World Service



**EMM**  
EPISCOPAL MIGRATION MINISTRIES



world relief™



Welcome the stranger.  
Protect the refugee.



The 10 Resettlement Agencies\*\*

\*\*These have hundreds of local affiliate resettlement agencies.

In 2023, the US government established another program for refugee resettlement, this time through private sponsorship, called [Welcome Corps](#). Under this program, a group of five American citizens or residents can privately sponsor refugee families and individuals, including students.

*Key Term:*

Resettlement is an organized support for refugee **inclusion** and a pathway to citizenship.

## WHAT DOES REFUGEE INCLUSION MEAN?



Rights, such as voting.



A standard of living comparable to native-born individuals (sustainable livelihood).



Agency and self-reliance.



Contributing to the social life in a new home country without fear of discrimination.



Access to tools, resources, and opportunities.



Proficiency in English to access important resources and opportunities (e.g. driver's license, employment, tenant advocacy).

*Key Term:*

In other words, **inclusion** means rights, access, and a sense of deep belonging. Inclusion is NOT assimilation, where refugees are expected to lose "ethnic and cultural differences" (Ager and Strang 2008, 175).



## WHAT BARRIERS TO INCLUSION DO REFUGEES FACE?



Refugees face barriers to inclusion due to their past experiences of trauma which place them in worse physical and mental health conditions than other im/migrant populations (Donato and Ferris 2020, 12).



Additionally, the US resettlement program provides refugees with only a one-time stipend of \$1,275 and expects them to achieve self-sufficiency within 90 days of arrival as well as repay their flight ticket.



Minimal opportunities for pursuing meaningful and sustainable employment due to the expediency with which refugees have to find jobs and achieve economic independence. This results in routine underemployment for refugees.



Little time, space, or resources to pursue opportunities in education, intercultural connections, and community building.



Importantly, because refugees do not receive their social security number's (SSN) before arrival and do not have a credit history or pay stubs, finding safe and affordable housing is an enormous challenge.



Lack of affordable health resources, including culturally responsive and appropriate mental health support, also adds to these challenges.



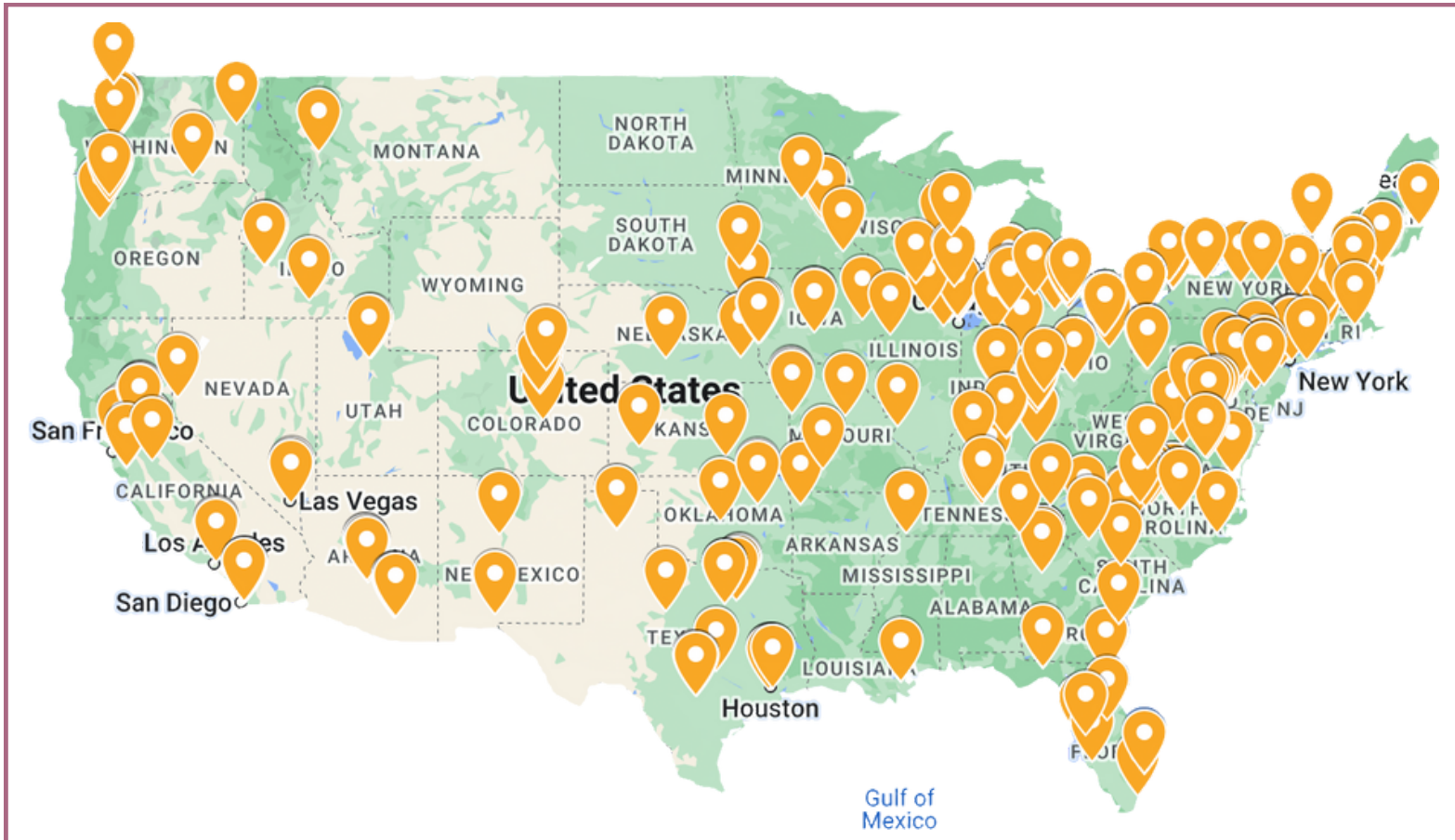
## WHERE DOES RESETTLEMENT TYPICALLY HAPPEN?

Refugee resettlement has thus far happened through the United States Refugee Admission Program (USRAP) which resettles refugees through the local offices of refugee resettlement agencies (RAs). RA case managers deliver core services and support to refugees.

There are 373 resettlement agency offices in the US today. Resettlement can happen within 100 miles of an RA office, but typically RAs work within a much smaller radius.

At present, all states except for Wyoming have RAs and a resettlement program.

[The resettlement program](#) has faced significant operational, financial, and loss of infrastructure challenges (CMS Report, 2020).



Resettlement Typically Happens Here: 373 RA Offices

## WHERE CAN RESETTLEMENT HAPPEN?

Under the Resettlement Campus model and the new historic private sponsorship program, Welcome Corps, resettlement can also happen through co-sponsorship and private sponsorship by groups from public and private colleges and universities.

There are nearly 4,000 colleges and universities across the country.

AHLAN is grounded in the belief that university and college campuses are indeed ideal for refugee resettlement and inclusion and can help alleviate the burdens placed on many refugee resettlement agencies. They are like small cities (ecosystems) with many facilities, resources, and amenities on and off campus, as well as rich partnerships with the local community. As such, they are ideally poised to support the successful inclusion of refugees.

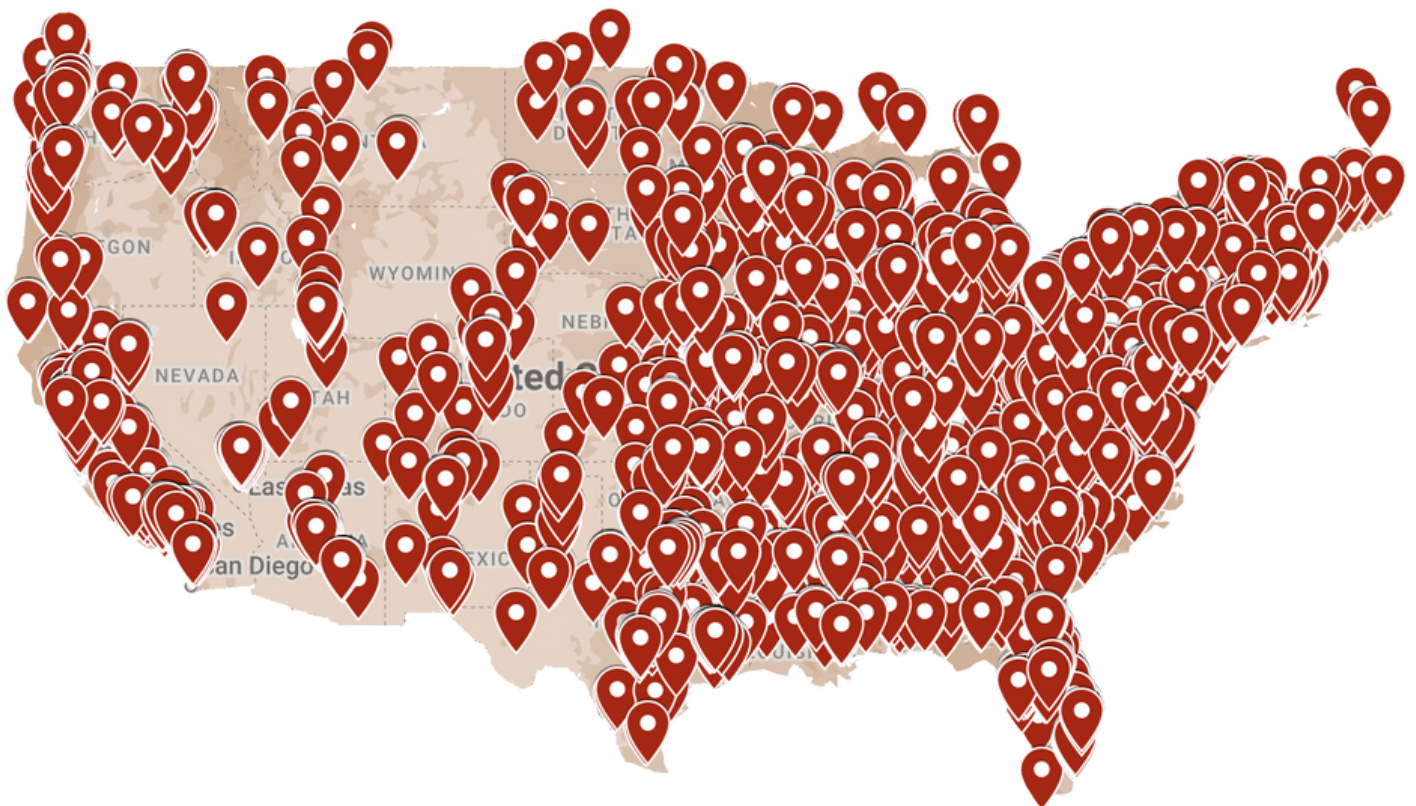
“

*Testimonial:*

As a university we've been partnering with, besides the resettlement agencies, the YWCA [that] we've been working in partnership with a lot, and they've been amazing.

ECAR Gathering participant who works at a higher ed institution  
September 2022

”



Resettlement Campuses can also play a significant role in advocating outside of their campuses and creating true transformation.

Transforming social institutions involves altering fundamental processes and structures such that they a) mirror and respond to the dignity of the communities who need them, and b) show resilience against corruption, inequity, and injustice. ECAR and the Resettlement Campus model seek to transform social institutions to replace hostility with hospitality, and to ensure that refugees encounter equity and a sense of justice. We invite you to be part of this process as allies, advocates, accomplices - as champions.

As you transform your campus and build your resettlement ecosystem, you will need to work with a range of individuals and organizations, each offering unique support as champions, advocates, allies, and accomplices.



works for systems change by adding their time and energy to the issues impacting marginalized groups.

ADVOCATE

ALLY



works for systems change on behalf of marginalized groups.




CHAMPION

organizes and facilitates networks to alter oppressive/inequitable structures in transformational ways that grow and sustain resettlement ecosystems that support refugees. Coordinates among organizations and individuals who bring different resources, strengths, commitments, etc. to build and sustain resettlement ecosystems.

ACCOMPLICE



conscientious of the risks facing targeted/disadvantaged groups, takes actions that may involve facing similar risks as they works for transformation, and knows that their liberation is connected to the liberation of marginalized groups.



# WHAT ARE RESETTLEMENT CAMPUSES AND WHY DO THEY MATTER?

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## RESETTLEMENT CAMPUSES AND RESETTLEMENT ECOSYSTEMS

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The establishment of more Resettlement Campuses is our ultimate goal in the creation of AHLAN. College and university campuses can provide many of the necessities refugees need when resettling: housing, goods, facilities, community, and language support. With Every Campus A Refugee's (ECAR) support, the number of Resettlement Campuses is growing, and we hope to help many new colleges and universities become Resettlement Campuses through the resources collected here and available as an open access guide.

The concept of a Resettlement Campus is unlocking a whole new wave of possibilities for resettling refugees and the communities accessible to them. This movement is also transforming the landscape of colleges and universities.





## WHAT ARE THE FOUR PRINCIPLES GUIDING THE RESETTLEMENT CAMPUS MOVEMENT?

There are four principles that ground the resources in AHLAN.

These principled commitments help maintain the liberatory and transformative dimensions of resettlement efforts.



The dignity of refugees and radical hospitality on the part of hosting institutions ([Abdo](#), 2023).



The need for long-term institutional transformation through an ecosystem of regional and local partnerships.



The importance of designing institutional policy and practice on the basis of lived experience and narrative testimonies, guiding values and principles, and empirical data gathered and evaluated from both qualitative and quantitative sources.

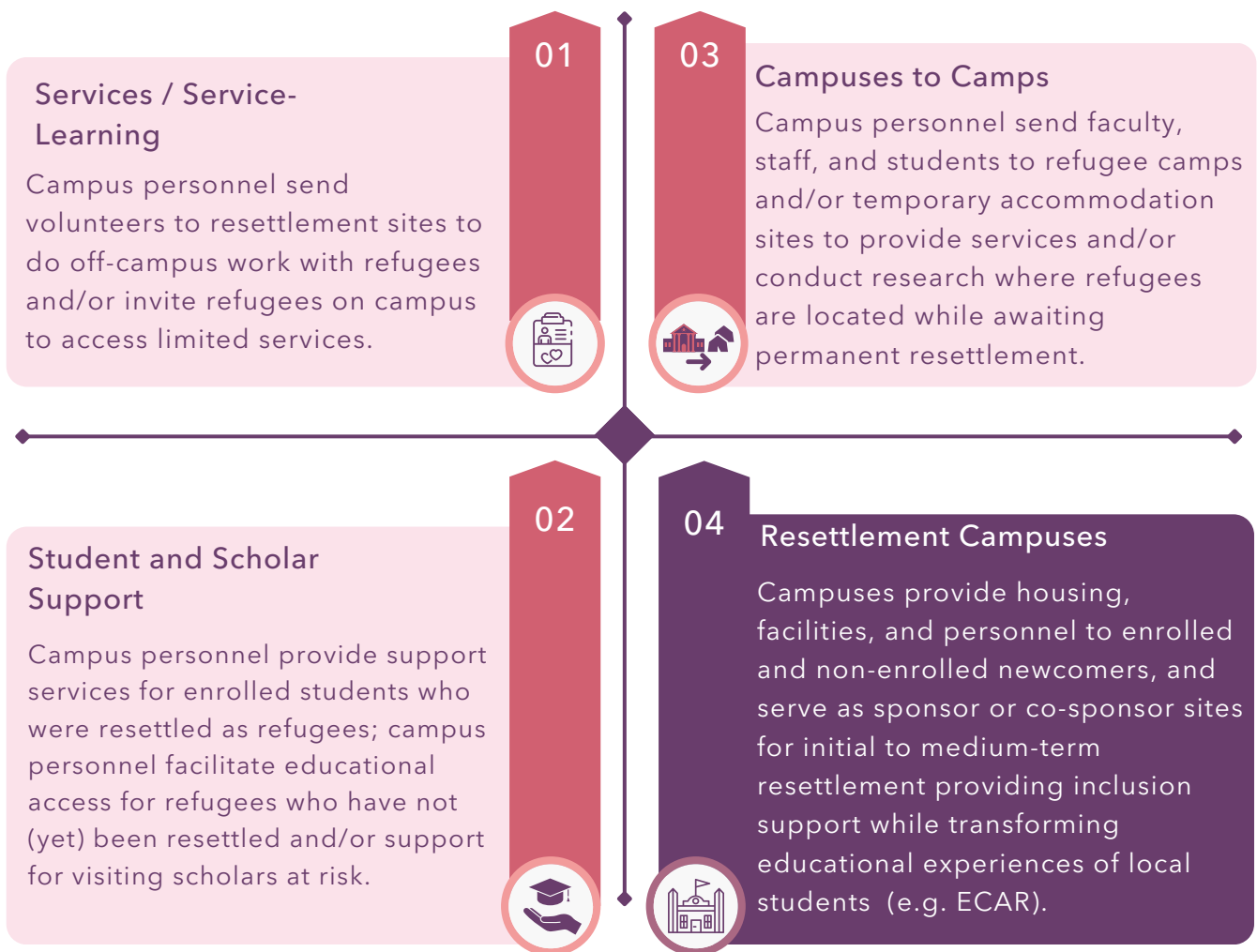


The power of place-based curricular opportunities and co-curricular programming to transform the landscape of postsecondary education ([Sapra et al](#), 2023).



## WHAT ARE THE CURRENT INTERSECTIONS OF REFUGEE RESETTLEMENT WITH US COLLEGES AND UNIVERSITIES?

Resettlement Campuses don't exist in a vacuum. Historically, there have been three main ways higher education institutions have engaged with teaching and learning about refugee resettlement (Sapra, Matheis, & Abdo, 2023). The following typology illustrates four modes of engagement.



Sapra, Sonalini Matheis, Christian, & Abdo, Diya. (2022)

### Reminder:

AHLAN is a toolkit to build capacity for increased engagement within the 4th model - the Resettlement Campus - a higher education institution that leverages its material and human resources to support refugee resettlement and inclusion while transforming the educational experiences of its students.

## WHY DOES IT MATTER TO CREATE AND SUSTAIN RESETTLEMENT CAMPUSES?

Why are we so passionate about creating such ecosystems of support with Resettlement Campuses at their centers? Why does it matter? There are many reasons. Here are a few based on the experiences of [current Resettlement Campuses](#).

Click on each reason for a deeper dive with related case studies, testimonials, and research studies.



[This is personal.](#)



[This is institutional.](#)



[This is educational.](#)



[This is about dignity.](#)



[This is a public service.](#)



[This is holistic.](#)



[This is relevant.](#)



[This is transformative.](#)



[This is scalable.](#)



[This is global.](#)



[This is the future.](#)



## WHAT ARE RESETTLEMENT CAMPUS ECOSYSTEMS?

To make lasting change toward becoming a Resettlement Campus Ecosystem, we have to begin by using and sharing new language.

The language below explains the goals and outcomes to work toward. Start preparing to explain this concept to others on your campus and in the surrounding community. It will probably be new for a lot of people, so be patient and persistent.

### *Reminder:*

A Resettlement Campus Ecosystem is a hyperlocal constellation of organizations, agencies, and individuals that are either already providing support and services to refugees, or poised to do so if they are brought into a mutually beneficial partnership, with a higher education institution as a central actor in that constellation (Matheis et al).

### “

### *Testimonial:*

At Guilford, we tried to develop some partnerships, like with our local Co-Op, for food provision, especially for the first couple of weeks of a family's arrival, before the food stamps kick in. We've also developed relationships with Bob's Closet and Barnabas, where refugees can go and do free shopping for furniture and clothes. So like those resources that are in the community, we try to develop relationships with them so that we can get resources, we can get things. Faith communities, for sure e.g., mosques, churches, etc.

ECAR Gathering participant who volunteers with the Guilford ECAR Chapter, September 2022

### ”



## WHAT DEFINES A RESETTLEMENT CAMPUS ECOSYSTEM?

Let's think about the definition of a Resettlement Campus Ecosystem and consider it piece by piece.



**Hyperlocal** - this refers to what is nearby a campus, such as the town, county, or region. This also refers to the broader networks connected to a campus, such as alumni, trustees, donors, etc.



**Constellation** - this refers to a network, a map, an interconnected group of different organizations and individuals working together for a common goal.



**Poised** - this refers to the reality that many partners and supporters are ready for the invitation, whether or not they know it.




**Mutually beneficial partnerships** - this is about win-win outcomes that increase the power of community connections and coordinated efforts.



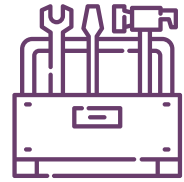
**Central actor** - this points to an institution - your campus! - that has the people and systems who can invite and organize partnerships and collective action.





# FINDING YOUR PLACE: MAPPING YOUR ECOSYSTEM

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# MAPPING YOUR ECOSYSTEM

A great way to identify your ecosystem is to map it. Situate yourself and identify your ecosystem by going through the following mapping exercises.

## HOW DO YOU MAP YOUR RESETTLEMENT ECOSYSTEM?

1. Begin by using the [ECAR Partnerships for Establishing Resettlement Campuses \(PERC\) map tool](#) (please see the next page) which allows you to identify local resettlement agencies, colleges and universities, refugee service providers, and advocacy organizations to facilitate the development of local ecosystems for refugee resettlement support.
2. Map other community resources and partnerships.
3. Map newcomer and resettled refugee assets.
4. Map your on-campus resources.
5. Map your curricular and co-curricular programming.



## 1. MAP YOUR ECOSYSTEM USING THE PERC MAPPING TOOL



As soon as possible, use this resource to map your resettlement ecosystem. The PERC mapping tool is a free online resource that will help you to identify and connect with local resettlement agencies and refugee support organizations who can inform you about local community needs and partner with you.

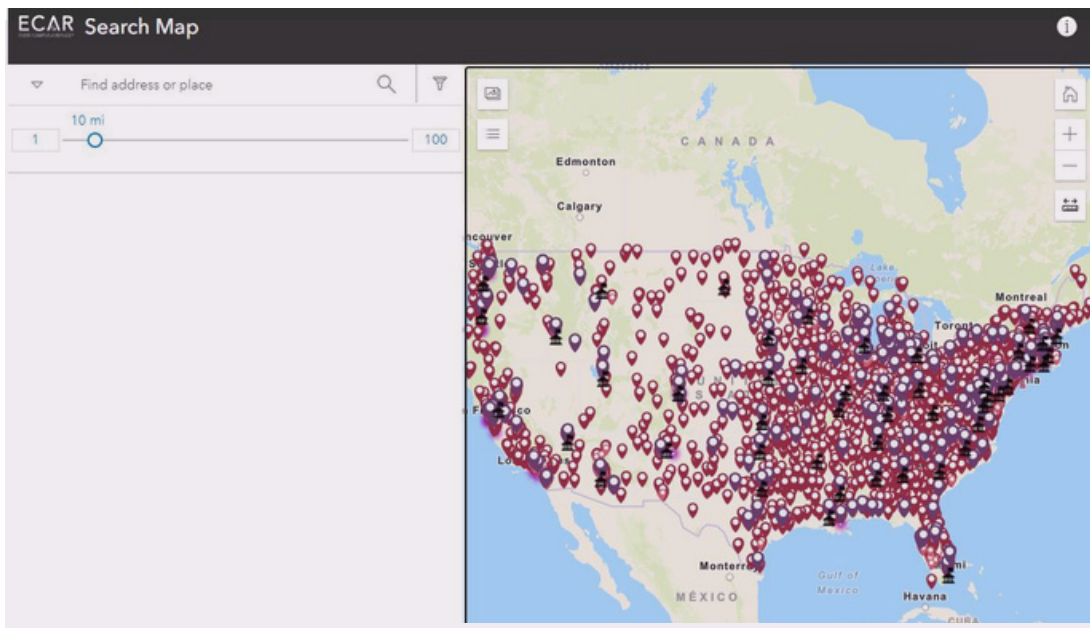
- a. Enter a US address or location.
- b. Determine your search radius.
- c. Find contact information for surrounding colleges and universities, refugee state coordinator offices, refugee resettlement agencies, and refugee support and advocacy groups.



Find the PERC Map Tool on our website or by clicking [here](#).

### *Missing something?*

We would appreciate your help in staying up-to-date with resettlement agency offices and resources. Please fill out this [form](#) so that we can update our map tool.





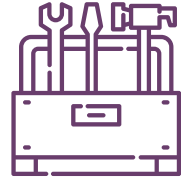
## 2. MAP YOUR EXISTING OR POTENTIAL PARTNERSHIPS IN THE COMMUNITY: WHAT ORGANIZATIONS, AGENCIES, BUSINESSES EXIST IN YOUR ECOSYSTEM?



Many Resettlement Campuses leverage partnerships with the following. Add to the list please!

- Nonprofit organizations, community centers, & mutual aid groups
- Other local colleges & universities
- Local refugee resettlement agencies
- Organizations that work with immigrants & refugees
- Local groceries or co-ops (can provide culturally appropriate food & ingredients for free for a certain period of time)
- Local farmers markets or Corner Market (can offer space for newcomers to sell products)
- Local nonprofit creative reuse center (can donate household items)
- Local bike organizations (can donate bikes, helmets, & bike use training)
- Local faith communities & other community groups (can donate funds, appropriate & seasonal clothing, technology [laptops & desktops], furniture, home supplies, bus tickets, gift cards, and much more)
- Local public library
- Literary center/ESL center





- Local restaurants & small businesses (can donate items & gift cards for silent auction fundraiser)
- Local apartment complexes (can waive the application fee for applications or security deposits)
- Local shops (can allow campus groups to table & receive 10% of proceeds from a day's sales)
- Local daycare (can offer tuition-free day care spots for pre-school children)

- Local mattress store (can donate new mattresses)
- Local roller derby club, basketball, or other sports teams (can raise funds at one of their bouts/games)
- Local high schools (can gather frequently-needed items for new guests)
- Local adult education programs
- YMCA/YWCA
- Boys and Girls Club
- What does your community have?

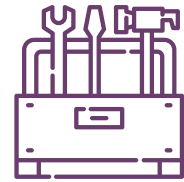
What can you add to the list?

- 
- 

- 
- 



### 3. MAP NEWCOMER ASSETS: WHAT SKILLS, STRENGTHS, AND EXPERTISE DO NEWCOMERS AND RESETTLED REFUGEES BRING?



Newcomers and resettled refugees are central partners in the creation of Resettlement Campuses. As stated in previous sections, their voices and perspectives are foundational from inception to implementation. In addition, they have partnered in the activities of a Resettlement Campus in the following ways:

- Resettled refugees have participated as co-designers and co-creators of Resettlement Campuses.
- Resettled refugees have offered classes and workshops.
- Resettled refugees have provided language acquisition and interpretation support.
- Resettled refugees have acted as cultural navigators and brokers.
- Resettled refugees have helped identify new employment, housing, and core services.
- Resettled refugees have supported with community events, gatherings, and building social networks.

What can you add to the list?

- \_\_\_\_\_
- \_\_\_\_\_



## EXAMPLES OF PARTNERSHIPS AND NEWCOMER ASSETS



Bikewalla provides a Resettlement Campus a free bike and helmet for each member of a hosted family.



Bob's Closet is a local organization that allows community members to shop for clothes for free.



Hosted newcomer and artist Ali Al-Khasrachi provides calligraphy workshops on a Resettlement Campus.

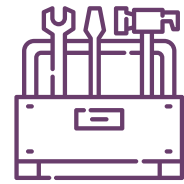


Hosted newcomer and singer-songwriter Blaise Pascal gives performances at Resettlement Campus events.



Deep Roots Market is a local co-op that provides two weeks of culturally appropriate and fresh produce to newcomers hosted by a Resettlement Campus.

# 4. MAP YOUR ON-CAMPUS RESOURCES: WHAT ARE THE RESOURCES AND SERVICES CAMPUSES HAVE TO OFFER NEWCOMERS?



On Resettlement Campuses, newcomers have availed themselves of the following campus resources and amenities to facilitate a more meaningful resettlement and inclusion experience. Which of these does your campus have? If you think of other resources, add them to this list!

- Housing
  - English Language Acquisition Programs
  - Career Services & Employment Opportunities
  - Cultural, Social, & Community Programming
  - Clinics (Healthcare, Counseling)
  - Cafeterias
  - Gyms
  - Libraries
  - Sports Teams, Fields, & Equipment
  - Event Spaces
  - Human Resources, Skills, Expertise
  - Law Clinics
  - Storage/Warehouse (Furniture, etc.)
  - Accessible Natural Environment (Parks, Forests, Lakes, etc.)
  - Farms, Community Gardens
  - Communication Methods
  - Supplies/ Materials, etc.
  - Musical Instruments
  - Art Supplies & Galleries
  - Departments & Offices
  - Student Clubs, Organizations, & Teams
- What can you add to the list?
- -



## EXAMPLE STORIES OF ON-CAMPUS RESOURCES



Ali Al-Khasrachi used a Resettlement Campus's art department, art supplies, and art studio to create artwork which was then exhibited in the campus art gallery.



Blaise Pascal used instruments on campus to practice his music and play with faculty, staff, and students to practice his singing-songwriting.

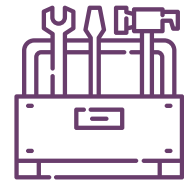


Abdul Hameed Danesh hosted by a Resettlement Campus found employment on campus.



A newcomer Family hosted by a Resettlement Campus received custom-tailored English Language Acquisition classes.

# 5. MAP YOUR INSTITUTION'S CURRICULAR AND CO-CURRICULAR PROGRAMMING AND OPPORTUNITIES: WHICH OF THESE CAN BE ACTIVATED TO SUPPORT NEWCOMERS?



Many Resettlement Campuses have leveraged the following curricular and co-curricular programming to support refugee inclusion and transform their students' educational experiences. Which does your campus have? Add to the list please!

- An existing Certificate or Minor or one that could be developed
  - Place-Based Pedagogical Models
  - Project Driven Courses (TESOL, Global Studies, Social Sciences)
  - Graduate Assistantships
  - Student Clubs & Organizations (Amnesty, International Student Club)
  - Graduate & Undergraduate Research (e.g. theses, dissertations, capstone projects, etc.)
  - Independent Studies
  - Service Learning Programming (Bonner, AmeriCorps)
  - Living/Learning Communities
- What can you add to the list?
- \_\_\_\_\_
  - \_\_\_\_\_



## EXAMPLES OF CURRICULAR AND CO-CURRICULAR PROGRAMMING



A graphic design student from a Resettlement Campus created a coloring book to teach hosted newcomer children the English alphabet and orient them to their new city.



At a Resettlement Campus students earn credit for hosting refugees on campus grounds and supporting them in their resettlement through the [Forced Migration & Refugee Resettlement Studies Minor](#).



A student at a Resettlement Campus did her thesis on their work with a hosted family. Listen to her experience [here](#).



At a Resettlement Campus, students and faculty run an Intercultural Café where hosted newcomers, resettled refugees, and students, faculty, and staff have conversations and drink tea together.



A Resettlement Campus is coordinated entirely by a student club! Students welcome and host newcomers, providing a variety of direct services while gaining hands-on experience.





# CREATING BUY-IN WITHIN YOUR ECOSYSTEM

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## GAINING SUPPORT WHILE MAPPING: WHAT ARE SOME GENERAL TALKING POINTS AND KEY MESSAGING STRATEGIES?

As you map your ecosystem and reach out to individuals and partners to discuss the possibility of refugee support on your campus and in your community, you might encounter hesitation, resistance, or misinformation. Use the following facts, talking points and key messages to correct misinformation, persuade, frame the issues, and respond to common challenges.

### IMPORTANT FACTS IN THE FACE OF MISINFORMATION

- **Refugees are forcibly displaced** - Refugees don't choose to leave their homes. They are forced to leave their hometowns due to persecution. They are escaping violence and conflict and are seeking safety and security elsewhere.
- **Refugees leave loved ones and loved homes behind** - Despite the conflict and violence, refugees love their countries. When they are forced to flee, they leave behind beautiful homelands and people they love.
- **Refugees have limited access to education** - By 2023, the percentage of refugees with access to higher education had risen to 6% from 1% in 2019. Nonetheless, this is still significantly below the global average of 41% for non-refugees. It is important to recognize that there are refugees who had received higher education prior to their displacement, countering the misconception that skilled refugees are rare (UNHCR).





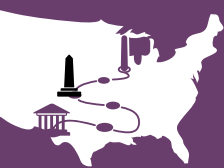
- Refugees undergo rigorous vetting before admission to the US - Refugees are well-vetted and undergo a long and arduous process of screening, review, and vetting by international and US agencies to ensure they are cleared for admission to the US. This process can take decades.



- Refugees rarely resettle - There are 35 million refugees eligible for resettlement in the world today. Less than 1% will ever resettle to a third country that provides a pathway to citizenship. The remaining 99% will live in protracted displacement without access or rights.



- Refugees don't receive a lot of resources upon resettlement - They get a one-time stipend of \$1,275 and must pay back their plane ticket.



- Refugees have a legal status upon arrival and are on a pathway to citizenship in the US - Refugees are not "illegal." Refugees have a legal status immediately upon arrival in the US, and they have a pathway to citizenship. They receive a social security number, have the right to work, and are eligible to receive permanent residency (Green Card) one year after arrival, and they are eligible for citizenship five years after arrival.



- Refugees are diverse - Refugees are not all the same. They are diverse. The media often represents refugees en masse, but refugees are individuals with unique stories and experiences. Refugees are athletes, engineers, chefs, constructions workers, bakers, teachers, doctors, mothers, fathers, children. They come from all countries, ethnic backgrounds, belief systems and religions, gender identities, and sexual orientations.

## THIS IS GOOD FOR OUR UNIVERSITY:

- **Long-Term Benefits** - Supporting refugees results in systemic changes that support our entire student body - it creates long-term "collateral benefits."
- **Internationalizing the University** - Working with refugees "internationalizes the whole university," including the curriculum and campus-to-community partnerships.
- **Student Recruitment and Retention** - Doing resettlement work allows us to recruit and retain students invested in meaningful experiences at a time of great disconnect.
- **Alumni Engagement** - Engagement with refugees produces alumni who remember their powerful co-curricular experiences and are more likely to give back to their alma mater.
- **Reparative Work** - Universities have often perpetrated real harm within their communities. Resettling refugees offers a unique opportunity to mend relations with their communities through reparative efforts. By opening their campuses as spaces of refuge and learning, these institutions not only help displaced individuals rebuild their lives but also bridge divides. This proactive engagement fosters empathy and collaboration, promoting healing and reconciliation within their communities.





- **Intercultural Skills and International Experiences** - Refugee resettlement work provides our students with innovative and powerful educational opportunities that hone their intercultural skills, offer them an international experience at home, and sustain their community engagement efforts.
- **Robust and Sustainable Relationships** - Creating a resettlement campus ecosystem allows us to build robust and sustainable partnerships and relationships not only between our campus and our community, but also within and on campus, breaking the silos between departments, offices, and programs.
- **Transformative Experience** - Walking alongside newcomers is a transformative experience for our campus community.
- **Our Mission and Values** - Advancing inclusion for refugees upholds and advances our mission and values as an institution.

### *THIS IS GOOD FOR OUR LOCAL & GLOBAL COMMUNITIES:*

- **Softer Landing** - Resettlement Campuses offer a softer landing and stronger beginning to our newest community members.
- **Serving our Region** - Supporting refugees allows our university to be locally responsive, serving the needs of our community and being of value to our region.
- **Participating in a Vital American Tradition** - Welcoming newcomers allow us to participate in the US tradition of providing safety to persecuted groups and individuals.
- **Investing in our Community** - Refugees bring diversity, skills, talents, and new perspectives, and are huge drivers of economic prosperity in the United States which allow us to further invest in our communities.

- **Transformative** - Welcoming newcomers to our community transforms the landscape of refugee resettlement in the United States by providing much needed avenues of material and community support.
- **Moral Imperative** - There are over 110 million displaced individuals in the world right now, but with less than 1% of refugees ever achieving resettlement, we can and should do better. We can and should set the tone for welcome and hospitality.
- **Building Bridges** - Engaging in refugee resettlement is humane and humanizing. It is not political or partisan. In fact, it builds bridges and offers opportunities to heal divisions.

1

**Diversity:**

Refugees enrich their new communities with unique international perspectives and experiences.



**Talent:**

Refugees add talent, experiences, and perspectives to campuses and communities.



3

2

**Community building:**

Refugees promote new & powerful opportunities for bringing campuses together and connecting campuses with local communities.



**Economy:**

Refugees are huge drivers of economic prosperity in the United States. For the most recent data on refugees' financial contributions to the US economy see [American Immigration Council](#).



4

## WHAT ARE SOME DIFFERENT WAYS TO FRAME ADVOCACY AND SUPPORT OF REFUGEES?

- **Institutional Goal Alignment** - Frame it as aligned with the goals of a “Town and Gown” effort or the purposes of a “Land-Grant University,”\* “Anchor Institution,” “Faith-based institution” or with specific institutional goals: curricular/co-curricular; diversity, equity, and inclusion; community engagement; experiential learning; capacity building; global/international initiatives; impact/making a difference; a practical education.
- **Mission, Values, Strategic Plan** - Frame it as aligned with aspects of an institutional mission, values, or upcoming strategic plan.



- **Powerful Educational Experiences** - Frame it as deeply educational and transformative for students who can receive credit for participating in Resettlement Campus efforts.
- **Advancement and Alumni Engagement** - Frame it as aligned with Advancement goals of graduating students with memorable experiences who are more likely to give back and stay connected, and as a way to engage existing alumni in work they are proud of.
- **Return on Investment and Student Recruitment** - The current generation of high school and college bound students want to enroll in schools where they are doing meaningful and engaging work, work that centers social justice and civic commitment. The work of a Resettlement Campus allows them to find themselves, to connect and engage, and to choose your campus.

\*A land-grant university is an institution of higher education in the United States designated by a state to receive the benefits of the Morrill Acts of 1862 and 1890.

- **It's Very Doable** - We have the resources that the community really needs right now.
- **Taking The First Steps** - Let's resettle one family.
- **Brand It** - Make it part of your campus brand or mascot. e.g. Cougars for Refugees. It creates pride in the project!
- **We Can Afford It** - Cost effective programming with no costs passed on to students.
- **Public Recognition** - As a great public relations opportunity.
- **Let's Be Pioneers** - As an opportunity to be a pioneer and leader in the space of higher education and refugee support, especially in your state!
- **Let's Join A Group of Leaders** - As an opportunity to be part of a great network already doing the work.
- **Let's Change Minds** - As a great conversation starter to inform, educate, and raise awareness.





## WHAT ARE SOME COMMON CHALLENGES AND FORMS OF RESISTANCE TO ANTICIPATE AND PREPARE FOR?



As you speak with others and champion refugee support, you might receive the following objections or challenges. Here are some ways to respond to them:

- **What about risk and liability concerns?** - Colleges and universities can either sign agreements with resettlement agencies who are taking on liability/insurance or are designating hosted refugees as “affiliates,” similar to scholar residents (not employees and not students). Many private institutions are including this effort as institutional programming that is covered by the institution’s general liability insurance.
- **We can't use state resources?** - State institutions are using discretionary non-state funds, donor-funded resources, grants/awards for housing, or state funding (HHS office) for core-services. We can apply for funding from [NASH](#) and [ECAR](#).
- **This sounds expensive. What about associated costs?** - This is incredibly doable and affordable. The cost of coordinating the effort can be leveraged through existing educational or staff positions (GAs, courses, service-learning etc.) presenting a powerful educational and pre-professional opportunity to the students who take this on. Temporary campus-owned housing is typically much less expensive compared to market rates. The cost of temporary housing can be offset by external funding streams that are available through ECAR and NASH and creative fundraising by the campus community. Everything else is raised through in-kind donations from the wider community.

- This sounds like a lot of work. What about time and energy? - The effort can be spread among a collaborative alliance with a dedicated coordinator leveraged from a staff position, student fellowship, faculty teaching a related course etc. and volunteers from a student body who will learn a great deal from the experience.
- What about safety and security concerns? - Refugees are one of the most well-vetted populations. They have undergone exhaustive vetting to ensure their eligibility for admission to the US, including establishing that they are not a security threat. Refugees are fleeing terrorism; they are not terrorists. Scapegoating of refugees as a security threat tends to distract from actual security threats.
- What about the risk of exploiting refugees at the expense of educating students? - All too often, seemingly principled and ethical campus engagement with refugee communities nonetheless prioritizes the interests of faculty and students in ways that fetishize refugees, treating resettling persons as transactional resources in an academic economy. ECAR maintains an emphasis on structural racism and institutional accountability by placing academic virtues such as intellectual curiosity and novel experiences, which are undoubtedly important, at a lower priority than the ability of refugees to feasibly refuse engagement while still retaining access to support services. For example, ECAR minor students are not allowed to interview hosted guests formally or informally; students are vetted/background checked and sign confidentiality agreements before interacting with guests. Their final projects must meaningfully serve refugee populations, responding to the identified needs of the local community






- Why not support local community members/students experiencing homelessness. What about equity and equality? - Refugees need temporary and initial support to get on their feet. And we should focus on finding innovative solutions to support refugees and other local community members. This is not mutually exclusive; this is both/and and not either/or. Challenge the myth of scarcity and ask who benefits when we consider these kinds of problems distinct and disconnected? Any systemic solutions to homelessness also need to intersect with resettlement. The causes of poverty and forced migration are connected, and we have to address both without using one as a reason not to do the other. Otherwise, we deem some worthy of suffering and some worthy of dignity.

*Tip:*

As you have conversations with folks to create buy-in, just ask for what you need to establish a Resettlement Campus. Be the champion or find the champion on your campus who will likely get the "yes." Importantly, don't be discouraged by potential resistance. Keep at it. And don't take "no" for an answer. "No" might not always look like a "no." It might look like the "reasons" we can't do this now. Why we need to wait to do this later. But later will never come. Just keep putting one foot in front of the other and lean on the networks of support available to you, including ECAR, until you get it done.



# BUILDING YOUR ECOSYSTEM

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# QUICK-START WORKSHEETS & CHECKLISTS

By this point, you have mapped your ecosystem and you've also learned how to build buy-in. So let's get to work!

## *GETTING STARTED*

Use the worksheets and checklists in this section to help identify potential allies, partners, and champions. The goal is to put together a coalition of supporters you can rely on to build support, focus on key details, and carry out the work of becoming a Resettlement Campus.

## *ACTION ITEMS*

Each checklist contains a short list of core action items for building resettlement infrastructure.

## *GUIDING QUESTIONS*

There are guiding questions for each action item that will help you itemize and plan to connect with supporters and partners in this work.



## SUPPORTERS AND PARTNERS

Do your best to answer each guiding question by listing the names of individuals and organizations whom you can invite to work with you (remember your mapping work) as you build energy for the Resettlement Campus effort.

### TO-DO

Use this checklist to keep track of your outreach efforts.



#### *Testimonial:*




I lift up as part of the ecosystem, the universe of private philanthropy, which we're all talking about when we talk about individual donations from community members that come to the campus but also ECAR as an institution needs to raise money to be able to sort of hire staff and recruit to make sure that it has all these resources to provide universities and to kind of manage this ecosystem of campuses as it expands. [...] So I would say part of the ecosystem of refugee resettlement is the nonprofits, the foundations, the individual donations that are helping to supplement the work.

ECAR Gathering participant working for a refugee support organization, September 2022



## WHAT TO KEEP IN MIND

Before you begin working through the checklists in this section, take some time to reflect on the following "foregrounding questions" and come back to your notes from time to time to help you stay on track.

<b>Foregrounding Questions:</b>	<b>Notes:</b>
<p>1) What actions will you take to ensure that the voices of those in affected populations will be central as collaborators and partners?</p> 	
<p>2) What will you do or say (remember talking points) to create buy-in and/or raise awareness about your campus's engagement in refugee integration and inclusion?</p> 	
<p>3) How will you seek to influence decision makers: data? reports? presentations? proposals? other strategies?</p> 	

## WHO TO BRING TO THE TABLE?

A strong coalition of representatives from different areas of an institution and from the surrounding community (especially newcomers and resettled refugees) will help build long-term stability and support for a resettlement program, and help to problem-solve as different challenges arise. Refer to the mapping resources provided earlier (pages 30-40) as you identify representatives from the following areas listed below. Invite them to partner with you for early planning, implementation, and for the long-term as part of your more immediate coalition within the broader resettlement ecosystem.

## SUGGESTIONS FOR ON-CAMPUS PARTNERSHIPS:

- Housing & Dining Services
- Finance & Administration
- International Student Programs
- Public Safety
- Academic Departments
- Academic Affairs (Senior Administration)
- Offices of Diversity, Equity, Inclusion & Belonging
- Student Affairs/Student Activities/Student Life
- Parking & Transportation
- Student Government Associations
- International Student Organizations
- Service-Learning & Volunteer Programs



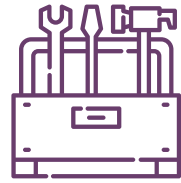










## SUGGESTIONS FOR OFF-CAMPUS PARTNERSHIPS:



- Newcomers & Resettled Refugee Community Members
- Refugee Resettlement Agencies
- Refugee & Immigrant Supporting Organizations
- Housing Advocacy Organizations
- Public & Private K-12 Schools
- Faith-Based Organizations
- Emergency Services (e.g. EMS, Fire Departments, Crisis Response Units)
- Community Based Organizations
- Mutual Aid Groups
- Job Training & Employment Advocacy Organizations
- Language Access Organizations
- Local Public Library System

# QUICK-START WORKSHEET AND CHECKLIST 1: ECOSYSTEM AND COMMUNITY PARTNERSHIPS






Action Item	Guiding Questions	Supporters & Partners	To-Do Checklist
<p>Commitment &amp; Alignment with Strategic Plan</p> 	<p>Who are the senior administrators (e.g. president, provost, vice presidents, etc.) you can invite to support?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Campus Administrative Personnel/ Points of Contact</p> 	<p>Who are the mid-level administrators and support personnel (e.g. deans, directors, coordinators) you can invite to support you?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Campus Academic Personnel</p> 	<p>Who are the faculty and other academic personnel you can invite to support you?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>




<p>Curricular &amp; Co-Curricular Engagement</p> 	<p>Which programs, departments, offices, centers, etc. can you partner with on campus and in the community to facilitate curricular/co-curricular engagements that bring students and newcomers into community with one another?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Campus Student Leadership &amp; Service-Learning Opportunities</p> 	<p>Who are the student leaders you can invite to support you? Which student organizations, including student government, can you partner with?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Newcomers &amp; Resettled Refugee Community Members</p> 	<p>Who are the newcomers (e.g. refugees), what are their perspectives, and what are the gifts and assets they contribute?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>




<p>Partnerships with Local Organizations</p> 	<p>Which organizations (e.g. resettlement organizations, non-profits, religious organizations, mutual aid organizations, etc.) in your city/town can you partner with?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Partnerships with Regional Organizations</p> 	<p>Which organizations (e.g. resettlement organizations, non-profits, religious organizations, mutual aid organizations, etc.) in your region can you partner with?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>



# QUICK-START WORKSHEET AND CHECKLIST 2: PRIORITIZING CORE RESOURCES



Action Item	Guiding Questions	Supporters & Partners	To-Do Checklist
<p>Housing</p> 	<p>Who are the personnel you can invite to work with you long-term to identify, prepare, and manage on-campus housing for newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Budgeting</p> 	<p>Who are the accounting, finance, and budgeting personnel who can help develop a budget proposal, advocate for funding, and/or offer administrative support regarding financial matters?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Staffing</p> 	<p>What kinds of staffing will you need to support the program, and who are the specific personnel who can support your staffing plans?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>

<p>Interns &amp; Volunteers</p> 	<p>Who are the personnel best positioned to coordinate intern and volunteer support? Which existing intern and volunteer programs (e.g. service-learning programs) can you partner with for support?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Supplies &amp; Donations</p> 	<p>Who can you work with to coordinate the work of finding and receiving supplies and donations for newcomers? Which existing on-campus programs and off-campus organizations can help with supplies and donations?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Transportation</p> 	<p>Which personnel can you work with to develop and provide transportation options to newcomers? Which existing on-campus programs and off-campus organizations can supplement the transportation needs of newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>

<p>K-12 Schools</p> 	<p>Who can you work with to support newcomers as they access K-12 schools? Which existing on-campus programs and off-campus organizations can facilitate communication between K-12 schools and newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Healthcare</p> 	<p>Who can you work with to support newcomers as they access healthcare services? Which existing on-campus programs and off-campus organizations can facilitate communication between clinical healthcare services and newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Religious &amp; Spiritual Organizations</p> 	<p>Who can you work with to support newcomers as they seek connections with religions and spiritual organizations? Which existing on-campus programs and off-campus organizations can facilitate communication between religious and spiritual organizations and newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>




<p>Language Skills &amp; Access</p> 	<p>Who can you work with to support newcomers as they seek to learn local languages (e.g. English and Spanish)? Which existing on-campus programs and off-campus organizations can facilitate access to language skills services for newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Newcomers &amp; Resettled Refugee Community Members</p> 	<p>Who are the newcomers (e.g. refugees), and what are the gifts and assets they contribute to the work of establishing core resources for your resettlement program?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>



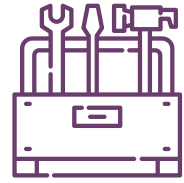
# QUICK-START WORKSHEET AND CHECKLIST 3: PARTNERING WITH SERVICES AND LONG-TERM RESETTLEMENT







Action Item	Guiding Questions	Supporters & Partners	To-Do Checklist
<p>Immigration Advocacy</p> 	<p>Who can you work with to support newcomers as they seek advocacy and support regarding their long-term applications for citizenship and/or help with other needs related to their immigration status? Which existing on-campus programs and off-campus organizations can provide advocacy related to immigration for newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Legal Advice</p> 	<p>Who can you work with to support newcomers as with needs for legal advice? Which existing on-campus programs and off-campus organizations can facilitate communication between legal advocates/law offices and newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>




<p>Employment &amp; Finding Work</p> 	<p>Who can you work with to support newcomers as they seek job training and/or employment opportunities? Which existing on-campus programs and off-campus organizations can facilitate access to job training and/or support of employment for newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Finding &amp; Securing Long-Term Housing</p> 	<p>Who can you work with to support newcomers as they seek out long-term housing? Which existing on-campus programs and off-campus organizations can facilitate housing access for newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Newcomers &amp; Resettled Refugee Community Members</p> 	<p>Who are the newcomers (e.g. refugees), and what are the gifts and assets they contribute to the work of partnering with services and establishing pathways to inclusion?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>

# QUICK-START WORKSHEET AND CHECKLIST 4: FOSTERING DEEP BELONGING AND COMMUNITY



Action Item	Guiding Questions	Supporters & Partners	To-Do Checklist
<p>Power Dynamics in Intercultural Interactions</p> 	<p>Who are some of the skilled experts on and/or off campus who can help contribute positive influences such as trainings and professional development opportunities related to some of the big picture power dynamics in intercultural interactions?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Intercultural Communication</p> 	<p>Who are some of the skilled experts on and/or off campus who can help contribute positive influences such as trainings and professional development opportunities related to intercultural communication?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>

<p>Intercultural Relations</p> 	<p>Who are the skilled experts on and/or off campus who can help organize and facilitate interactions and community-building across different cultural and identity groups? Who can help bring people from various cultural and identity groups together for formal and/or informal gatherings?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Facilitating Connections with Local Networks</p> 	<p>Who are some of the skilled experts on and/or off campus who can help facilitate connections across various local networks? Which programs, departments, offices, centers, etc. can you partner with on campus and in the community to facilitate inclusion and support for newcomers?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>

<p>Campus Networks</p> 	<p>Who are some of the individuals and organizations hosting existing campus events where you can have a presence to share information about resettlement efforts?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Advocacy, Culture Work and Campus/Community Events</p> 	<p>Which individuals and organizations can you partner with on your campus and/or in the community to hold events that challenge the stereotypes and stigmas attributed to refugees (e.g. film screenings, informational panels, op-eds, etc.)</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>
<p>Newcomers &amp; Resettled Refugee Community Members</p> 	<p>Who are the newcomers (e.g. refugees), and what are the gifts and assets they contribute to the work of partnering with services and establishing pathways to long-term resettlement?</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated Contact</li> <li><input type="checkbox"/> Met &amp; invited partnership</li> <li><input type="checkbox"/> Gained their commitment</li> <li><input type="checkbox"/> Followed up with informational materials</li> </ul>

## PLANNING TIMELINE



The previous check-lists help establish a vision for an ideal Resettlement Campus. Use this worksheet or something similar to organize your to-do lists and action-items into a year-long plan for outreach, building support, and establishing a Resettlement Campus infrastructure.

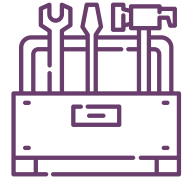
You do not need to check every box before you start the work to develop your Resettlement Campus infrastructure. Some of the tasks may be accomplished after many of years of successfully resettling. While you should always aim high, remain realistic and practical.

Along the way, you will probably need to revise the timeline and move different action items earlier or later.

Month 1	(e.g. map ecosystem; identify local needs)
Month 2	(e.g. initial assessment checklists)
Month 3	(e.g. map/identify on-campus partners; send outreach)
Month 4	(e.g. convene meeting; identify off-campus partners)

Month 5	(e.g. identify administrative support; meet; schedule training)
Month 6	(e.g. full group planning meeting)
Month 7	(e.g. develop a to-do-list/use checklists)
Month 8	(e.g. ECAR/NASH-RRI Training)
Month 9	(e.g. meet with key personnel to secure resources)
Month 10	(e.g. info panel; campus film screening)
Month 11	(e.g. draft proposal; work with ECAR and local RA)
Month 12	(e.g. submit proposal/budget for Resettlement Campus)

# FAST-TRACK YOUR TEAM'S LEARNING AND PLANNING



Want to get things moving fast? Does your group of supporters want to expand their knowledge and skills? Wherever you are in your planning process, consider hosting the ECAR/NASH-RRI training and inviting current and prospective supporters.

## ABOUT THE TRAINING

Every Campus A Refuge (ECAR) has partnered with the National Association of System Heads' (NASH) Refugee Resettlement Initiative (RRI) to offer a FREE, certificate-bearing "training-of-trainers" program entitled, "[Creating Inclusive Communities Together: Transforming Higher Education Through Refugee Integration](#)," to higher education champions of refugee resettlement and inclusion.

The training is participatory, interactive, and action-driven with the goals of:

- Enriching your knowledge on forced migration and refugee resettlement;
- Empowering you to see the possibilities for your institution in refugee resettlement and inclusion support and related transformative curricular and co-curricular programming; and,
- Equipping you with the tools to create a campus welcoming to refugees.

Register [here](#) today!





# CALL TO ACTION

The rich diversity and complexity of campuses and broader regional communities offer great opportunity, and it means there is not a single pathway to establishing a Resettlement Campus ecosystem. Ideal Resettlement Campus ecosystems take creativity, effort, crossing of boundaries, and forming of new relationships and partnerships. As you encounter complicated questions and problems to solve along the way - and you will! - know that the positive long-term outcomes will be worth it. The transformative work may take months or even years, and it is important to be as realistic as you are passionate. Begin the work, return to resources like AHLAN, join the ECAR network for additional support, and make a new home for refugees!

# LEAN ON US

Do you have questions about how to become a Resettlement Campus or need additional information? Contact [everycampusarefuge@gmail.com](mailto:everycampusarefuge@gmail.com).

# GIVE US FEEDBACK

Tell us what you thought of AHLAN. Take this one minute [survey](#).



Scan this QR code  
to complete the evaluation!





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All images used in AHLAN are from the inaugural 2022 Every Campus A Refuge Gathering and other ECAR promotional images. The ECAR Gathering photos are by Autumn Hollifield.



ECAR  
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# ACKNOWLEDGEMENTS

AHLAN would not have been possible without the expertise and tireless efforts of...

## **The 2022 ECAR Gathering Core Organizing Committee:**

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- Meredith Summers, Chief of Staff, Office of the President, Guilford College, NC
- Alessandra Von Burg, Professor, Wake Forest University, NC
- Laura Wagner, Presidents' Alliance on Higher Education and Immigration

## **The Guilford College Community and Justice Studies Student Research Team:**

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- August Hutchins, Student and ECAR Volunteer, Guilford College, NC
- Eli C.S. Jamison, Associate Professor of Practice, Virginia Tech, VA
- Matt Johnson, Strategic Community Partnerships Officer, CWS Lancaster, PA
- Jake Keyel, Assistant Professor, Rowan University, NJ
- Pascal Pampu, Student and ECAR Volunteer, Guilford College, NC
- Laura Wagner, Presidents' Alliance on Higher Education and Immigration

**And, attendees at the inaugural ECAR Annual Gathering held in September 2022 on the campus of Guilford College in Greensboro, North Carolina, U.S.A.**





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# APPENDICES

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[The Origin of AHLAN](#)

[Why Does It Matter to Create and Sustain Resettlement Campuses?](#)

[Glossary](#)

[Additional Resources Useful for Resettlement Campuses](#)

