

SCHOLARS AT RISK
N E T W O R K

HOW TO HOST

A handbook for
higher education partners



“There is a strong impulse among those supporting scholars at risk to make a difference in the world right now, at this point in time.”

SAR HOW TO HOST HANDBOOK

Introduction	5
Why a handbook?.....	5
Why are scholars threatened?.....	6
Who threatens scholars?	7
What types of threats?	7
Why a network?	8
Why host a threatened scholar?.....	8
Getting started	9
How do you join the network?	9
Local SAR committees.....	10
Building support: Events and other activities	11
Preparing to host: Surveying resources.....	12
Selecting and inviting a scholar to campus.....	15
Application, nomination or referral?	15
Selecting a scholar: Scholarship, risk and other considerations	16
Security and confidentiality	23
Inviting a scholar	25
Preparing to welcome a scholar to campus	26
Mentoring	27
Immigration	28
Travel.....	30
Housing/accommodations.....	31
Administrative set-up: Keys, IDs, payroll and accounts.....	31
Planning a welcoming event	33
Finalize plans with the scholar.....	33
Arrival and adjustment	34
First 48 Hours.....	34
First two weeks.....	34
The International Office.....	35
Making the most of the visit	36
Professional life.....	37
Public talks and activities.....	39
Security concerns.....	39
Health and wellness.....	40
Plan early! Getting ready for post-visit.....	43
Plan ahead.....	43
Return, renew or move on?.....	44
Planning to return home	45
Renewing the visit	45
Moving to another SAR host.....	46

Concluding the visit.....	46
Showing thanks	47
References and reviews	47
Evaluation.....	47
Trouble-shooting: Dealing with unexpected challenges	48
Appendices	50
1. Institutional membership agreement.....	51
2. Letter to form local SAR committee: Template.....	53
3. Invitation letter: Template.....	54
4. Invitation letter: Example	55
5. Checklist for local SAR committees	56
6. Model press release: Template	59
7. Model press release: Example.....	60
8. Sample scholar bios for media.....	61
9. Scholar end-of-visit report	62
10. End-of-visit report for local SAR committee/mentors	65
11. Internet security resources	68
12. Jobs, fellowships, and study opportunities for at-risk scholars	69
13. Resources for hosts and scholars in the United States	71
14. Resources for at-risk scholars in other countries	78

SCHOLARS AT RISK

NETWORK

About Scholars at Risk

Around the world today, scholars are attacked because of their words, their ideas and their place in society. Those seeking power and control work to limit access to information and new ideas by targeting scholars, restricting academic freedom and repressing research, publication, teaching and learning. The Scholars at Risk Network responds to these attacks.

Scholars at Risk (SAR) is an international network of higher education institutions, associations and individuals acting together to protect threatened scholars, promote academic freedom, and defend everyone's right to think, question and share ideas freely and safely. Scholars at Risk members save lives by providing sanctuary to professors, lecturers, researchers and other intellectuals who suffer threats in their home country. Through temporary academic positions, SAR members help scholars to escape dangerous conditions and to continue their important work. In return, scholars contribute to their host campuses through teaching, research, lectures and other activities. Many scholars return to their home countries after their visit. When safe return is not possible, SAR works with scholars to identify opportunities to continue their work abroad. The benefits are clear: scholars are free to live and work without fear. SAR members gain talented academics and inspiring, courageous educators. The world benefits from solidarity among higher education institutions, greater awareness of current threats to academic freedom, and deeper appreciation of the vital role of higher education and scholarship in free societies. Scholars at Risk also educates the public about attacks on scholars and higher education communities through the SAR website, email bulletins, publications and events. The SAR Speaker Series brings threatened scholars to member campuses to engage directly with students, faculty, alumni and the community. SAR also advocates on behalf of imprisoned scholars and undertakes research aimed at promoting understanding and respect for academic freedom and related values.

Higher education institutions, associations and other like-minded organizations in any country are encouraged to contact Scholars at Risk to inquire about joining the network.

Scholars at Risk depends on the generous financial support of friends inside and outside higher education communities to sustain our work. Gifts of any size are gratefully appreciated, including gifts in honor or memory of others, matching gifts and legacies.

Learn more, get involved, or make a gift at www.scholarsatrisk.org.



Introduction

This handbook is primarily for higher education institutions in the Scholars at Risk Network (SAR), collecting in one place practical information and resources based on the prior experiences of network members, assisted scholars, and SAR office staff. In preparing this handbook, we recognize that every visit arrangement between a scholar and an institution—whether for a short speaking engagement or a long-term academic visit—presents unique questions. Nevertheless, there are certain common situations and practices that lend themselves to advance cataloging and discussion. We do that here. Addressing these early and in an organized fashion should facilitate a positive experience for the visiting scholar and institution alike.

In the pages that follow you will find information about Scholars at Risk, what to expect as a scholar or host institution, and a guide for each phase of the hosting process. Appendices include examples of Scholars at Risk informational materials; templates and sample letters and announcements; forms and other relevant information. Some details and resources may be more useful to institutions and scholars in the United States, reflecting the bulk of the network's experience in its early years. More recent experience includes a much broader range of host

countries, and we expect future editions of this handbook to include more detailed information on other countries. Still, the general discussion of the hosting process, various challenges that may arise, best practices for dealing with situations, and model resources should be useful for any institution, regardless of location. SAR office staff are available to clarify any information in the handbook or to assist with any questions not addressed inside.

Finally, as this handbook is based on the prior experiences of participating institutions and assisted scholars, Scholars at Risk invites institutions and individuals to share any information which might be useful to include in future editions.

Why a handbook?

In most cases hosting visits by at-risk scholars is not very different from hosting other international visitors, especially for shorter visits. At the same time, the fact that SAR scholars have experienced threats at home—or may fear threats in the future—may raise a number of additional considerations. Recognizing these considerations when planning a visit can help to ensure a more positive experience. Such considerations may include:

- The uncertainties of flight, exile, visa restrictions, asylum processes, work

authorization, etc., especially when family are present or left behind.

- Financial challenges are common but not insurmountable. Scholars who have endured years of harassment (including possible legal fees or loss of income) or made hasty departures, frequently do not have much, if any, savings. If they do, it is usually not available once they leave their home country or would be severely devalued by conversion, making it difficult for scholars to pay in advance for travel, hotels, etc. and receive payment or reimbursement at a later date.
- Sensitivity to the trauma of forced relocation and past experiences is essential. Most scholars are able to resume their work relatively easily. Some invariably will benefit from supportive encounters with other refugees or counseling professionals. Scholars may have personal security concerns, either for themselves upon their hoped-for return to their home country or for family members or colleagues left behind.
- Some scholars will face a painful, personal decision concerning their long-term plans. Should they accept refugee status or live with the uncertainty of exile, holding on to hopes that change is coming at home, that safe return will be possible soon, if not this year then next? Family issues play a large part in these questions—even scholars who are single adults generally leave extended family behind. Married scholars frequently are forced to leave

spouses and children, at least for an initial period while they reestablish themselves. These issues may not arise in each visit, they are important to keep in mind.

This handbook offers suggestions for addressing these unique considerations of at-risk scholars, along with suggestions for addressing normal challenges associated with hosting any international visitor.

Why are scholars threatened?

Scholars at Risk has worked with many hundreds of scholars worldwide who have suffered a wide variety of academic freedom and human rights violations. Based on these real examples, we see three general reasons why scholars are threatened.

Scholars are threatened because the content of their work, research or teaching is perceived as threatening by authorities or other groups. Academia by nature requires the development of ideas, exchange of information and expression of new opinions. Where such ideas, information and opinions are considered threatening, individual scholars are particularly vulnerable.

Scholars are also threatened because of their status. Because of their education, frequent travel and professional standing, scholars are often prominent members of their community. This is especially true where a scholar is a member of a political, ethnic or religious minority, for female scholars and for scholars in developing countries where opportunities for advanced education are limited. In these circumstances, an attack on an individual

scholar may be a highly visible, efficient means for intimidating and silencing an entire community of people.

Scholars are threatened because of their exercise of fundamental human rights belonging to all persons, especially freedom of expression. Academic freedom involves the right of scholars to carry out research and to disseminate and publish the results thereof, to express freely their opinion about the institution or system in which they work, to be free from institutional censorship, and to participate in professional or representative academic bodies. When authorities excessively restrict research, travel and other means of collaboration, scholars may be unable to advance their work. As a result scholars may call for greater openness and transparency in society generally, an action that can strengthen an authority's resolve to restrict scholarship and target individual scholars for persecution.

In addition, threats against scholars may be compounded during situations of internal armed conflict and civil or international wars, where masses of persons may be threatened with random violence and where the breakdown law and public order may facilitate increased levels of targeted attacks against scholars and other specific classes of persons.

Who threatens scholars?

There is a tendency to assume that attacks on scholars are committed by a repressive state power—a dictator or junta. Sometimes that perception is correct. But the defense of academic freedom requires a more studied model. In some places the

repressive agent is only one branch or wing of a government, like the military, the secret police, a political party or sub-national authority. At other times it may be a non-government agent, including militants and paramilitaries. (Indeed, in some places scholars have come under attack from *both* the left, in the form of left-wing armed guerilla movements, *and* the right, in the form of armed paramilitary death squads.) These also include religious authorities, criminal organizations or even otherwise-legal commercial enterprises.

What types of threats?

While any given scholar may suffer one or more types of incidents, frequently scholars experience incidents which escalate in intensity, leaving a scholar vulnerable to more serious, more violent attacks. For example, a scholar may initially suffer some form of harassment, including perhaps warnings and surveillance. This may escalate to denial of accesses or permissions, confiscation of notes and computers files, professional or personal slander or defamation, or even physical or sexual intimidation. The scholar's colleagues may themselves be warned to avoid the scholar, or may do so themselves, so as to avoid a similar fate. This leaves the scholar increasingly vulnerable to more serious pressures, including arbitrary dismissal, exile, arrest on false charges, detention with or without trial, imprisonment, even torture, disappearance and death.

Also worth noting are the types of wider attacks suffered by higher education communities as a whole. These include

ideological pressure and censorship (including imposition of approved national ideology, book burning and ideological revisionism), closing of schools and universities, suppression of strikes or protests, restrictions on travel and exchange of information, and discriminatory restrictions on academic resources, including discrimination against women, indigenous peoples, and cultural or ethnic minorities.

Why a network?

Scholars at Risk is an international network of higher education institutions, associations and individuals. The network's breadth makes it easier to identify scholars most in need of assistance and provides maximum flexibility in finding support for them, including temporary hosting arrangements. Furthermore, the network facilitates the exchange of ideas and best practices among member institutions, making hosting more effective and less costly than isolated, *ad hoc* efforts. This maximizes the resources available for threatened scholars and therefore increases the number of scholars who can be helped.

Beyond direct assistance for individual scholars, the network strengthens solidarity within the global higher education community in support of academic freedom and related values. Attacks on these values are a global problem, too numerous and widespread for any single institution or individual to address alone.

A collective response is needed. The Scholars at Risk Network provides that response.

Why host a threatened scholar?

One simple answer is because lives are at risk and SAR members have the ability to save lives. Hosting threatened scholars also saves important voices, and scholars can continue to make advances in their fields and strengthen global knowledge through their research and teaching. Host institutions gain insight and understanding of other societies and cultures and help preserve the local intellectual capital of societies under threat.

The presence of a Scholars at Risk scholar is a source of inspiration to the host institution and its faculty, staff, students and alumni. These visits afford opportunities for public and private exchanges through which host faculty, students and alumni can interact with these deeply inspiring and courageous individuals.

Finally, by responding to attacks, Scholars at Risk and its member-institutions build solidarity that strengthens the global academic community. Host institutions are recognized as leaders whose commitment to university values—including academic freedom and its constituent freedoms of thought, opinion and expression—gives concrete example to a better, brighter future.

Getting started

The most important decision you can make to help in defending academic freedom and threatened scholars is not the ultimate decision to host a specific individual, but the initial decision to get involved. Join the Scholars at Risk Network. Membership is open to higher education institutions in any country that embrace the principle that scholars should be free to work without fear.

Members participate many different ways—from attending network-wide meetings and conferences to serving on network research and advocacy committees, to hosting lectures, panels and other events aimed to educate the public about attacks on academic freedom and scholars worldwide. Members also are invited, when it makes sense and there is a good match, to host an at-risk scholar, although hosting is not a requirement of membership.

How do you join the network?

Accredited higher education institutions in any country committed to the principle that scholars should be free to work without fear may be members. Academic associations and other organizations sharing common interest in academic freedom and related values are invited to join as affiliates. Individuals are invited to join as friends of Scholars at Risk.

Institutional and affiliate members designate one or more individuals to serve as the institution's representative(s) to the network and are strongly encouraged to establish a local Scholars at Risk

committee. Members are asked to contribute an annual subscription to support the activities of the network office, including services for scholars and members, the SAR website, email alerts, newsletter and publications, the SAR Speaker Series, conferences, trainings and other activities. Please note: It is the network's policy that the annual subscription should never present an obstacle to participation, therefore higher education institutions that may have difficulty with the subscription are invited to contact the network office to request a reduction or waiver.

To become a member, institutions may return an Institutional Membership Agreement and a letter on institution letterhead acknowledging participation from an appropriate institution officer. An Institutional Membership Agreement can be requested from the network office and is attached as Appendix 1.

What are the benefits of joining the network? Benefits of SAR membership include:

- clearly demonstrating commitment to academic freedom and related values;
- increasing solidarity among higher education committees worldwide;
- access to courageous and inspiring educators for academic visits and events;
- links with international higher education institutions;
- faculty development opportunities;
- internship opportunities for students;

- help from SAR in applying for third-party funding for at-risk scholars;
- help from SAR staff in counseling scholar-visitors about relocation, adjustment, job searching and post-visit transitions;
- voting privileges at the SAR annual meeting and other member meetings;
- discounted registrations at SAR conferences and events;
- subscription to the SAR newsletter;
- discounts on SAR publications; and
- a listing in the SAR member directory, website and annual report.

If we are unable to host a scholar, can we still participate? Yes. The SAR network was created not only to offer temporary positions of academic refuge to threatened scholars but to increase solidarity in the within higher education community worldwide. The ability to host a scholar is a function of timing, funding, departmental needs and other issues. Network members who are unable or not ready to host a scholar may participate in other SAR activities, including the SAR Speaker Series, academic freedom workshops, trainings, conferences and faculty and student research and advocacy projects. Members may help identify and nominate threatened scholars for assistance. Members unable to host may still help the network office find hosts for scholars by reviewing candidate information and recommending contacts or possible opportunities at other institutions. Members may also encourage and inspire other institutions to join the network, by sharing information about Scholars at Risk with the other academic associations

and institutional networks to which they belong.

What does it mean to pledge to host a scholar? Members are invited to pledge in advance to host a scholar. A pledge is a non-binding, good faith commitment to try to host a suitable candidate for a defined term (generally 1 year). In making and meeting this pledge, some members have designated existing faculty vacancies or visiting faculty lines, while others have created new positions to assist at-risk scholars. While not required from network members, pledges greatly increase the network's effectiveness, by allowing us to better anticipate availability.

Local SAR committees

While member institutions are required to designate at least one representative, SAR recommends that each establish a local committee to oversee and energize the institution's participation. This may be a new stand-alone Scholars at Risk committee or an existing committee tasked with SAR responsibilities, such as an existing committee on international studies, human rights or international programs. Committee members might include faculty, administrators, alumni, potential and current donors, student representatives and community representatives. Try to include committee members from a variety of departments and areas within the institution and community, as this generally makes the committee more visible and effective.

What is the principal activity of a local SAR committee? The local SAR committee reviews lists of candidates who

are seeking assistance, evaluates any possible matches, and plans for a scholar's visit.

What other activities might a local SAR committee undertake? Many local SAR committees also educate their community about the importance of academic freedom by planning lectures, panels or other activities. SAR committees may designate representatives to serve as liaisons to the network and participate in network activities and events, including participation in SAR academic freedom workshops, research or advocacy team projects, or on the network board and network-wide committees. Local committees may identify and supervise students interested in interning with SAR. They may also plan and direct fundraising initiatives for SAR-related activities on their campus.

What time commitment is required? The time commitment required by a local SAR committee will vary depending on what activities it chooses to pursue. If an institution is preparing to invite a scholar to campus, committee members may be asked to review candidates. Some SAR committees may hold meetings to arrange for a scholar's visit and plan for activities, while others may communicate more informally by email or telephone.

Can the network office help to organize a local SAR committee? Yes. Network staff are happy to discuss how to go about forming a local SAR committee. You can also find a model letter to send to faculty, administrators and others, inviting them to participate in a local SAR committee in Appendix 2.

Building support: Events and other activities

It is important to build support on your campus, whether you have already identified a scholar to host or are planning to host in the future. The more administrators, faculty, staff, students and community members who are aware of your involvement with SAR and your plans to host a scholar, the more likely you are to find the help you will need. Do not be afraid to ask them! Despite the hectic schedule of campus life, we are constantly impressed by people's willingness to share their time and to help. Some ideas for involving people include:

Speaker Series events: The SAR Speaker Series educates campus communities and the public about threats to academic freedom and attacks on scholars. The series provides an opportunity for higher education institutions to invite at-risk scholars to campus for short visits to share their powerful stories in a personal, meaningful way. The SAR office can suggest scholars assisted by the network who are available to speak and can help to arrange the visit according your campus' interest and schedule. Although each event is specific to the campus, speakers generally discuss some combination of their academic work, the threats they experienced and how these relate to higher education, academic freedom and the wider human rights situation in their home country. Often SAR Speaker Series events open space for dialogue between administrators, professors, students and the public about contemporary issues affecting higher education. If requested, a network representative can attend to

discuss the vital role of network member-institutions in promoting academic freedom and related values. For more information on the Speaker Series, please contact the SAR office or visit www.scholarsatrisk.org to request a copy of the *SAR Speaker Series Handbook*, which provides advice on planning events.

Discuss candidates: Sharing information about SAR candidates with colleagues (especially local SAR committee members) is a good way to raise awareness about your institution's membership in the network. The SAR office circulates confidential information about scholars seeking hosts to network representatives via email and within the secure member section of the network website. Local representatives can share this information on a case-by-case basis with colleagues in the relevant departments asking them to evaluate a candidate for possible fit at the institution. If there is a good fit, the SAR representative can explore arranging a visit. If not, colleagues in relevant departments can still help by suggesting colleagues in other departments or at other institutions who might be able to help the scholar. (Remember, however, that candidate information is confidential and should only be shared within the institution for purposes of evaluating the possibility of a visit. It should not be forwarded outside the institution. The local SAR representative can transmit any suggestions of contacts at other institutions to SAR staff, who will reach out directly.)

Use the media: Writing a post or story for a blog, social media site, newsletter, campus or local newspaper or alumni

magazine is a great way to highlight your institution's membership in Scholars at Risk and to attract new volunteers and donors from within the community.

Preparing to host: Surveying resources

A successful hosting arrangement requires more than just financial support—it requires good planning, a good fit between the scholar and the host campus, and good communication among all involved. Still, financial support—salary, stipend, housing allowance, etc.—is usually required to make a visit possible.¹ Therefore, it is a good idea when considering hosting a scholar to survey what resources might be available both within the institution and from external sources.

Internal sources of support

For most SAR visits, the institution will provide at least some internal support, even when a scholar has access to external sources. Types of internal support can include direct funding for a salary or stipend, and indirect or in-kind support for housing or a housing subsidy/allowance, maintenance or meal plans, tuition waivers, office space, computers, research or laboratory supplies, academic travel support, language or other training fees, etc. In some cases, such as where central administration support is available, a visit may be funded from one source, however in most cases support

¹ Even where financial support is not available, scholars may benefit from institutional affiliation; access to libraries, computers and other research facilities; and interaction with departmental colleagues and students.

from multiple sources is combined to make the visit possible. Some of the more common sources of support used at SAR member-institutions include:

Central administration: Offices within central administration have frequently supported SAR scholars, including the offices of the President, the Provost, the Vice-Provost for Academic Affairs or the Vice-Provost for International Affairs. At some member-institutions the central administration has created a designated fund to support regular visits by at-risk scholars, while at other institutions central administration funding has been granted on a case-by-case basis, often as a matching contribution to departmental or other sources of support.

School/division or departmental/faculty support: Support for a scholar's visit often comes from the school, division or department/faculty where he or she will be integrated at the host institution. Existing research, teaching or visitor lines or stipends may be available to fully or partially support the visit. However, caution should be used when building a visit around financial support that requires specific teaching levels or enrollments, as these may need to be adjusted to a scholar's unique circumstances. The SAR office can advise member-institutions on suitability of teaching requirements on a case-by-case basis. Two or more departments or faculties may co-host a visit. This allows costs to be shared and may increase the benefits of the visit for both scholar and host. Overall departmental support is a good source of funding a case-by-case approach, but it is

not ideal for hosting regular or annual visits by scholars in different disciplines. Support from schools and larger academic divisions may be preferable for regular hosting arrangements and long-term planning.

Centers and institutes: At many institutions, research centers and institutes have hosted SAR scholars or co-hosted them with other departments. These include regional, area or language studies centers and thematic institutes such as those working on human rights, peace and conflict, gender studies, refugees and migration or even environmental studies. Centers and institutes frequently have work spaces reserved for visitors and may have regular visitor programs which might sponsor or co-host a SAR scholar. Even if financial support is not available, centers and institutes often provide excellent professional contacts and opportunities to participate in research and campus events.

External sources of support

External sources of support can be found within the institution's local or regional community, as well as from sources more widely available to all institutions. (Please see Appendix 13 for a list of resources known to the SAR office that may be suitable for at-risk scholars in the United States and Appendix 14 for a list for at-risk scholars in other countries.) Examples of support that member-institutions have identified include:

Local SAR committee fundraising: Some member-institutions have successfully secured financial support for hosting

a scholar from local charitable groups, religious groups, alumni and other individuals. Student groups and faculty councils may contribute from activity fees or other existing sources, or may help with case-by-case appeals for particular scholars. Scholars from a particular region or country, for example, may appeal to alumni or local communities with ties to the same region or country. Raising support from alumni for a visiting scholar may have wider fundraising benefits for the institution. Committee members can arrange meetings between alumni and scholars they have helped to support or find other ways to include alumni supporters in local SAR activities. Such involvement can deepen relationships between alumni and the institution. SAR committee members are advised to coordinate any outreach to alumni with the institution's alumni affairs or development office.

Partnering with another institution: In some cases two or more SAR member-institutions have joined together to host a scholar. This works best in cases where the institutions are geographically close together and ties already exist between the institutions. One institution generally serves as the scholar's home campus, and the scholar visits the co-host(s) at regular intervals or for specific events.

Local foundations and fellowships: Local community and family foundations with ties to the member-institution or its location may be good sources of support. Host institutions may know trustees, board members, officers or prior grantees who could be consulted about seeking

support. Local fellowship programs should also be consulted, including programs administered through chapters of national or international organizations like the Rotary Club International.

Academic associations and other groups: Some member-institutions have identified support for hosting scholars from academic associations, professional societies and other nongovernmental organizations including human rights and refugee organizations. These have generally involved nominating the scholar for existing fellowships, research programs or emergency relief funds.

IIE Scholar Rescue Fund Fellowships: One of the most important sources of external support for threatened scholars is the Scholar Rescue Fund, a program of the Institute of International Education (IIE). The Fund awards grants to host institutions for support of threatened scholars from any discipline and any country. In most cases, the Fund requires that the host institution arrange to provide at least matching support, generally in the form of a stipend, salary or other direct assistance, although in-kind support is also considered. SAR has partnered with the Fund since its establishment in 2002 and is available to help member-institutions in applying for support from the Fund.

National and international fellowships and foundations: Unless there is a pre-existing relationship between the institution and the source, it is recommended that member-institutions consult the network office before seeking funding to host a scholar from a national

or international fellowship program or foundation. The network office can advise as to whether the source has been consulted previously and can, if desired, coordinate appeals from multiple

member-institutions so as to avoid confusion and unnecessary competition (such as when multiple members seek funding for the same scholar from the same source).

Selecting and inviting a scholar to campus

Some institutions are preparing to host a second, third or fourth scholar to their campus, yet the majority of member-institutions are considering inviting a scholar for the first time.

Application, nomination or referral?

Most member-institutions identify candidates to host by reviewing information that SAR provides to their designated SAR representative(s) or local SAR committee.

How does SAR identify at-risk scholars?

SAR assists threatened scholars working in any discipline and from any country. They may face immediate threats, or may have escaped immediate danger but continue to face difficulties when resuming their work.

Generally, SAR candidates arise in one of three ways:

- direct application by the scholar or persons acting on the scholar's behalf;
- nomination by other academics, administrators, staff, network member-institutions, or other higher education institutions;
- referral from contacts at academic associations, refugee and relief

agencies, media, human rights groups and others.

SAR prefers scholars to be nominated and referred because in these cases the candidates' scholarship and/or risk are generally well documented. A small number of candidates apply directly to SAR. This method is potentially important to severely threatened, isolated scholars who are not likely to be identified through nomination or referral.

How does SAR office bring candidates to the attention of network members?

The SAR office develops information about threatened scholars seeking assistance and evaluates their scholarship and allegations of risk. The office then circulates information to designated representatives at each institution by email and through a secure section of the SAR website.

Can institutions identify a candidate independently of the network?

Yes. Members are encouraged to identify their own candidate(s). SAR representatives and local SAR committee members are encouraged to solicit nominations from within the institution. This has two advantages: Soliciting nominations raises awareness of the institution's participation in network activities (regardless of the

number of nominations received) and helps to identify any pre-existing support within the community for nominated scholars. In these cases, the SAR office is available to assist with evaluating nominations and advising institutions or scholars before, during or after any visits. Institutions that self-identify candidates are encouraged to refer qualified nominees that cannot be accommodated locally to the SAR office for consideration by the wider network.

Selecting a scholar: Scholarship, risk and other considerations

Selection of SAR scholars is a two step process. First the SAR office compiles a list of candidates, and second, member institutions evaluate the candidates.

Step One: SAR scholars seeking hosts

In the first step, the SAR office compiles a list of scholars seeking hosts. To be included on the list, a scholar must be a good candidate for placement *somewhere* in the wide range of member-institutions, but does not have to be the right candidate for *every* institution in the network.

How does SAR compile the list? SAR staff begins compiling the list by developing a case file on every candidate. Regardless of how the scholar comes to SAR's attention—direct application, nomination or referral—SAR staff research the situation in the scholar's home country and the particulars alleged. Background and corroborating materials are sought, when appropriate, in a process of back-

and-forth between the SAR office, the scholar, any nominators or references and other sources. This process may take a few weeks or may continue for many months.

Once sufficient information is obtained, SAR staff use a three-part test to make a determination for inclusion: Part 1, is the candidate a "scholar"? Part 2, is the candidate "at risk"? And Part 3, is candidate suitable for hosting by a member-institution? SAR staff consider each question carefully, using a case-by-case approach to ensure that each candidate's situation is considered on its merits.

Is the candidate a scholar? In considering scholarship, SAR staff recognize that academic communities are comprised of scholars at different stages of their careers, including emeritus and senior scholars, advanced, mid-level or junior scholars and lecturers. The network also recognizes that academic environments around the world vary widely, and criteria for measuring scholarship in one environment—such as publications, tenure or advanced degrees—may not be reasonable indicators in other environments; for example, in countries with a prolonged history of conflict or repression.

SAR staff use a broad definition of "scholar" that takes these differences into account and reviews information about each candidate's work. This may include a CV, publication list and samples, letters of recommendation and other relevant material. Candidates are often asked to provide a summary of any on-going projects or writing, and any research or teaching that they would like to do during

a visit. In most cases, these materials can be shared with a member-representative evaluating a candidate for an invitation, but they should be treated as confidential and for evaluation purposes only.

Although the majority of candidates included on the list are traditional academics or researchers working full- or part-time with a higher education institution, in some cases private researchers or independent scholars not affiliated with any higher education institution may be included. In exceptional cases, the list may also include students, writers, journalists, artists, musicians, legal or medical professionals, human rights defenders, or other intellectuals who, while not traditional scholars, may have unique intellectual contributions to offer to SAR network member-institutions. Again, candidates from any country and any discipline qualify.

SAR staff use this broad definition of “scholar” for reasons of practicality and of principle. In practical terms, the list includes a broad range of candidates to match the interests of SAR member-institutions. Some members are more able to host traditional, mid-career or senior scholars, while others are better suited to hosting junior and non-traditional scholars, such as writers and artists. By including the full range on the list, the SAR network can meet the interests of all member-institutions while creating opportunities for as many candidates as possible. In terms of principle, non-traditional and junior candidates are included on the list—at least in exceptional cases—because they suffer the

same threats to free inquiry and free expression as more senior or traditional academics. Often threats against these junior and non-traditional candidates are used to intimidate an entire academic community.

Is the candidate “at risk”? Candidates are asked to provide SAR with a statement outlining the risks they are facing. A candidate is considered “at risk” if he or she is either currently suffering a qualifying threat or is suffering the ongoing affects or disadvantages of such threats in the recent past. Qualifying threats generally involve infringement or violation of an internationally recognized human right by a third-party outside of the control of the candidate. Threats may be directly related to, or independent of, a candidate’s scholarly work, and may vary in severity from concerns about future persecution to immediate, urgent risk to the life or liberty of the candidate or a related person. Common threats include, among others, displacement or exile, discrimination, censorship, intimidation, harassment and violence.

Many candidates are still in their home country when seeking help. These are often the most urgent cases, but also among the most difficult to assess and to assist. Challenges include difficulty obtaining detailed information, particularly about anonymous threats; difficulty accessing communications while under threat or restriction; travel documents or exit and entry permissions being denied or withheld; uncertainties about the family joining the candidate or staying behind; and uncertain arrangements for travel,

including details of departure, transit stops and arrival. These uncertainties make it difficult to anticipate precisely when a scholar will arrive at a host institution, exactly what kind of assistance the scholar will require, and when, if ever, a scholar is likely to be able to return to the home country or otherwise reestablish his or her career elsewhere. Because these cases generally require the most flexibility from the network office and host campus, they may not be suitable for all institutions.

Other candidates may have only recently made their own way into exile. Although they may be temporarily safe from immediate, physical threats, they are still considered “at risk” if on return to their home country they would be subject to renewed threats and they have not achieved a status outside their home country that would prevent them from being forced to return. Still, other candidates have been displaced previously and have had difficulty reentering academic life. Although it may seem as though a scholar who has been displaced for some time would no longer be at risk, barriers imposed or created by past persecution do impede scholars from resuming their work, particularly in a new country where they also face cultural barriers and lack of professional, cultural or social support. Visa restrictions, financial and legal problems, family issues and other factors may explain a period in exile without resumption of steady scholarly work. Candidates in exile who suffer ongoing affects or disadvantages from prior threats are still considered “at risk” until they can adjust and compete for opportunities in the new academic community on their own. Because these cases

are more predictable and amenable to advance planning and scheduling, they are generally suitable for most institutions.

Is the candidate suitable for hosting by a member-institution? The touchstone for successfully matching scholars with hosts is the understanding that institutions have a limited time in which to review cases, limited capacity to host visitors, and their own unique needs and interests to be factored into in any visit. Keeping this in mind, SAR staff prioritize on the list those candidates who are most suitable for hosting.

Among the most important considerations are language skills. Scholars with the ability to converse in the language of the prospective host country have an advantage in seeking opportunities to visit. This is especially true if the financial support for the visit requires teaching in the local language. Even where teaching is not required, the ability to converse in the local language reduces isolation, widens the visitor’s social and professional opportunities and generally contributes to a more successful visit. For most candidates, language is not a significant obstacle, as many SAR scholars are fluent in multiple languages and may have had prior experience with graduate study, teaching or research in the prospective host country.

For those candidates who are not multilingual, particularly for those whose primary language is spoken exclusively in their home country, finding opportunities may be more difficult, but still not impossible. Some institutions are able to

provide language training for scholars. Others have invited scholars to teach courses in their primary language, generally for students interested in the language, culture or history of the scholars' home countries. Still others, especially many new international institutes, use a language of instruction that differs from the local language. Scholars may be suitable visitors if they speak the language of instruction even if they do not know the local language.

Family issues are also important considerations. Candidates without dependents or those who are able to undertake visits alone may find opportunities at a wider range of institutions. Candidates who need support for themselves and for many dependents—such as a spouse and multiple minor children—will be more difficult to place because of the additional resources required to support multiple persons and the demands on housing, education, health care and other services. Depending on the risks alleged, scholars may be unwilling or unable to leave their family members, and even if they would, prolonged separation from family members can undermine the success of a visit. SAR staff work to identify opportunities for scholars with dependents, and despite the additional challenges, many SAR members have successfully hosted scholars with spouses and children.

A scholar's area of work also affects the likelihood of finding a suitable host. Scholars who work in highly specialized or rare areas—including regional, cultural or technical sub-specialties—may have fewer opportunities because of the compara-

tively fewer departments and colleagues working in the same area. Similarly, scholars from countries with prolonged periods of ideological or physical isolation may have greater difficulty if their methods or areas of scholarship have been outpaced or discredited by intervening developments in the wider intellectual community. Scholars facing these challenges may be able to increase their opportunities by repositioning themselves to more easily fit within the ideological, disciplinary or departmental structures existing in the prospective host country. For example a historian from one country may find better opportunities in the anthropology or regional studies departments in the host country.

Once SAR staff are satisfied that the candidate meets the threshold for scholarship, risk and suitability, the scholar's details are added to the list of scholars seeking hosts. SAR staff circulate the list to member-representatives by email and posts it to the secure members' section of the SAR website. If they believe that a scholar is an especially good candidate for a specific member-institution, SAR staff may also contact the SAR representatives at that institution directly.

Although the list is only made available to SAR member-institutions, SAR staff also seek opportunities at institutions outside the network. Member-representatives are encouraged to share with SAR staff contacts at other institutions who might be able to help a scholar because of their administrative position or familiarity with a candidate's area of work.

Step Two: Members evaluate candidates

In the second step of the selection process, members evaluate candidates on the list to determine if any one might be a good fit for their institutions.

Does SAR pick the scholar for placement at each member-institution? No. SAR compiles a list of candidates. Member-institutions make final decisions on whether to host a candidate, which candidates to consider, and the terms of any invitation.

How should members review the SAR list?

Member-representatives review the SAR list of candidates received by email. The list includes summary information that allows for quick identification of specific candidates who may be suitable. Member-representatives may then contact the network office by phone or email to request additional information or to discuss any questions. They may also view more detailed information on each candidate directly on the secure members' section of the SAR website, using their member login and password (distributed with annual membership information; SAR staff can provide replacement login information on request).

Generally, member-representatives share the summary information included on the list with their local SAR committee members. At some institutions SAR committees may meet to discuss the list, although in most cases committees initially discuss candidates by phone or email. Representatives or local committee members may also seek input from

administrators, department chairs or other committees, relevant research centers or institutes, or others within the institution that may be able to help with evaluating or hosting a particular candidate.

What should member-institutions be looking for?

Every scholar and every institution is unique and has different capabilities, needs and interests. Look for a candidate whose characteristics match those of the institution and persons most involved. Often this requires balancing interests and privileging one or more characteristics; for example, privileging scholars in departments in which the institution has specializations, and therefore greater capacity to host. Things to consider include:

Purpose: There are many reasons for wanting to host a SAR scholar. What is your institution's main reason? To save the life of a colleague in danger? You may wish to privilege candidates with more severe risks over less threatened but more prominent scholars. To preserve the scholarship of countries in crisis? You may wish to privilege candidates with highest potential for return to their home country. To expose students and faculty to a diverse learning experience? You may wish to privilege candidates most likely to connect with local constituencies.

Geography: Candidates from countries or regions in which the host institution already has ongoing projects or specializations may find increased opportunities to contribute. On the other hand, candidates from regions not already represented at the host institution may

increase internationalization and diversity of academic and cultural offerings.

Discipline/field: As with geography, candidates working in disciplines or fields in which the institution already has ongoing projects or specializations may more easily find opportunities to contribute, while candidates working in other areas or with new specialties may provide an opportunity to broaden and enrich research and teaching programs. Host institutions may also wish to prioritize candidates who work in disciplines or fields that face heightened risks or are traditionally underserved by other support programs, including certain areas of humanities and social sciences.

Risk: SAR helps scholars targeted for persecution because of the content of their academic work, for example, an academic paper or public lecture; for exercising a fundamental human right due to all persons, such as free expression or right to travel; and because of personal or social characteristics, such as gender, ethnicity or religion. When evaluating candidates for hosting, institutions may elect to privilege certain types of risks over others, as well as relative severity of risks.

Academic training/experience: Sponsoring institutions should evaluate each candidate's academic suitability for the type of visit being considered. For example, candidates suitable for a senior visiting professor position might be different than candidates for a visiting researcher opportunity. Most SAR candidates, especially junior level scholars, have at least an MA degree. Many also

have a PhD or other highest degree in their field. Most have been employed in scholarly activities at a university, college or research institute for many years (excluding any period of suspension, ban or prohibition). Many have experience researching or teaching at universities outside of their home country; this is especially helpful when they have experience with the academic culture of the host institution. Some scholars, especially those from countries experiencing prolonged isolation or conflict, may lack some credentials and would benefit from opportunities to continue their academic training in degree or non-degree programs.

Publication: In some academic environments publication is a good indicator of academic merit, while in other environments, teaching loads and research productivity are equal or better indicators of a scholar's contributions. Institutions wishing to privilege a scholar's publication history should guard against implicit biases—such as favoring European or North American journals to the detriment of developing country sources—and carefully consider the academic context in which the scholar works.

Language: As noted, language skills are extremely important for successful visits. Institutions may elect to privilege candidates with particular language skills that match current offerings or may seek scholars to help fill institutional language gaps. Institutions able to provide language training may privilege candidates who would benefit from such a service, enhancing scholars' experience during

visits and increasing their chances of finding future opportunities.

Family: Again, family issues are important considerations. Institutions with readily available housing or in areas where the cost of living is relatively inexpensive might privilege candidates with dependents, while others in high cost areas might privilege single scholars or those able to undertake visits alone.

Duration: Visits to member-institutions generally range from three months to two calendar years, with the standard visit being one year. Most candidates benefit from the relative stability of longer visits, although some candidates are well suited to visits of short duration. Institutions should try to match the duration of the visit to the needs of the scholar selected, or should privilege candidates whose needs can be well served in whatever time the sponsoring institution is able to offer.

Partial financial support: Some candidates have partial financial support from their own resources, family or friends, fellowship programs or other third-party sources. One of the most important sources of support is the Scholar Rescue Fund of the Institute of International Education (please see Appendix 13). Institutions may elect to privilege candidates who have identified already partial support and therefore may need less direct support from the institution (or may be able to undertake a visit with only indirect or in kind support from the institution, such as housing, meal cards, tuition waivers, office space,

computers, fees for language or other training, etc.).

Again, each case is unique and requires a certain measure of flexibility. The most important thing is to identify a candidate whose characteristics match the institution and persons involved. By weighing the different considerations beforehand, an institution may more easily focus on the most suitable candidates and channel more time and energy to arranging a successful visit.

Can interviews be arranged? Representatives and local SAR committees may wish to interview one or more candidates before extending an invitation. Email, VoIP, Skype or telephone interviews can be arranged in most cases. Availability for in-person interviews varies according to the scholar's risk, location, and the availability of funds for travel. Scholars already in exile may be more available for in-person interviews than those still in their home country.

What if interviewing a scholar puts them at greater risk? In some situations, security considerations make interviewing impossible or may require additional steps to ensure the scholar's well-being. This is especially true, for example, for scholars still in their home countries who are experiencing electronic, telephone or physical surveillance. In these cases SAR staff and scholars may need to identify other means to communicate confidential information, including for example by passing communications through trusted intermediaries. In these situations it may not be advisable for institutions to communicate directly

with a candidate, or it may require limiting topics of communication, for example by avoiding the topic of risk and focusing on the candidate's academic work and the possibility of a visit for scholarly purposes. SAR staff will advise member-representatives of any cases involving heightened security considerations and work with them to address any concerns.

Can we discuss risks or security concerns with a candidate? Questions about risk or any security concerns can always be discussed with SAR staff. Whether scholars (or their references) can communicate freely depends on the risks alleged, the location and the means of communication. If you are communicating with a candidate still in the country of risk, it is generally best to assume that email and phone communications are monitored and therefore to limit discussions to the candidate's academic qualifications, on-going projects and activities which might be undertaken during any visit. If you are communicating with a candidate already in exile, concerns may be lessened but it is still advisable to focus on professional matters unless the candidate initiates discussion of risks. If you are meeting with a candidate in person, it may be safe to discuss risks or security concerns, but be sensitive to the fact that these topics may be traumatic and difficult for a scholar to discuss especially with a new person.

Can we request official records from prior institutions to evaluate the scholar's work? Institutions should discuss with SAR staff before making any requests to ensure that any security considerations are

addressed. In some cases SAR staff or the scholar may be able to secure the desired records. In some cases such records may not be available, such as situations involving past or present armed conflict or where the source institutions are unwilling or unable to provide assistance.

How can we evaluate a case without sharing the candidate's information? Candidate information should be treated as confidential -- the same as information on other non-SAR job applicants or students. Information may be shared with local SAR committee members and others at the sponsoring institution who are participating in candidate evaluation and selection.

How do we make sure we are not endangering a candidate by sharing information? Institutions maintaining normal levels of confidentiality for candidate information, in the same way as information on other job applicants or students, do not risk endangering the well-being of candidates or third persons. SAR guards against harms from accidental disclosures both by limiting access and by filtering information that could be damaging if publicly disclosed, such as identifying information, names of corroborating sources and current locations. In situations where an accidental disclosure would cause grave harm to the scholar or other persons, SAR does not circulate the information but instead contacts institutions directly.

Security and confidentiality

For any population identified as "at risk," personal security is a major concern. This

is true for many scholars assisted by the network. Even those who have been out of their home country for some time may still have plans to return, and these plans could be impeded by inappropriate disclosures. Others may have concerns about family or colleagues left behind. It is important therefore that institutions and member-representatives protect scholars' confidentiality during the evaluation and selection process, as well as before, during and after the hosting of any scholar on campus.

Is a case confidential if the candidate is mentioned in the media? Yes. There may still be security concerns even after scholar's situation is reported in the media, or after a scholar has spoken publicly about her or his experiences. For example, a scholar publicly identified as being at risk might suffer harm if it became publicly known that he or she is seeking opportunities to leave his or her home country.

Does hosting an "at risk" scholar put our institution at risk? No. In almost all cases, the threats or risks scholars experience are limited to their home country and do not extend outside of that environment and to the host institution. (This is not to say that scholars do not continue to suffer consequences from threats at home, including displacement, disruption of work, isolation from family, friends and colleagues and future uncertainty.) In a small number of cases scholars suffering past harassment have continued to receive unwanted contacts, such as letters or emails, although more often the unwanted contacts take place

back in the home country, such as harassment or arrest of family members left behind. Scholars who are particularly prominent may attract higher levels of attention if their visit is advertised, including for example larger than normal attendance at public lectures or events, which may warrant special considerations.

Can we share the candidate's information outside our institution? Referrals to friends and professional colleagues at other institutions are generally welcome and often instrumental to finding opportunities for scholars. Before making any outside referrals, however, member-representatives should check with the SAR staff to make sure there are no potential security or confidentiality issues, to avoid any duplication of efforts and to plan appropriate follow-up.

Can we publicize the scholar coming to our institution? Whether and how to generate media interest requires case-by-case consideration. Publicity about the sponsoring institution hosting a scholar is an important way to build support for Scholars at Risk activities, to raise funds and to recognize the efforts of everyone involved. It can also make the visit more productive and successful, by helping the scholar meet more people and engage actively with the community. But publishing information about the scholar may also have unintended, negative consequences. Institutions are advised to discuss with the scholar in advance what information can be shared publicly and in what media (i.e. print, online, radio or television). Institutions should keep in mind that scholars may feel obliged to

agree to publication—sometimes saying ‘yes’ because of different customs, gratitude to the institution, or lack of full understanding. Institutions should always give scholars an opportunity to decline publication altogether or to agree to publication only on condition of anonymity. For example, an institution may announce that a Scholars at Risk scholar from “[country/region]” or in “[discipline]” will be visiting the campus. (Please see Appendix 0 for a template and Appendix 7 for a model press release.)

Can we ask the scholar if we can identify him or her as “at risk”? Yes. The best way to identify any publicity or security issues is to ask the scholar in advance. You can do this by giving the scholar a questionnaire to complete that addresses aspects of his or her visit, including any security concerns. You can also prepare a draft biographical statement (for campus or media purposes) and ask the scholar to verify information about what should or should not be included (please see Appendix 8 for sample biographies). Any information obtained from a scholar before his or her arrival—especially from those still in the country of threat—should be confirmed after arrival as concerns may change. After arrival, a scholar’s concerns may shift to possible repercussions for family or colleagues left behind, or to possible retaliation or complication of the scholar’s eventual return home.

Inviting a scholar

Once the institution decides on a candidate to invite, SAR staff work with the member-representatives and the

scholar to formalize an invitation and to address any questions or issues that arise.

How are the terms of a visit determined?

The SAR representative or local SAR committee should develop an outline of the terms for the visit. This may require consultations with various committees, host departments or schools, and institution administrators. Terms offered to previous visitors to the institution may provide a model, but some adjustments may be required. SAR staff can assist with suggestions based on prior cases. SAR staff will then communicate the outline of terms to the candidate to give her or him an opportunity to ask questions, voice any concerns or make any requests. At this point the institution and the candidate may also be in direct communication (although negotiating terms through SAR staff or at least keeping SAR staff informed of any direct communications can help to emphasize that the invitation is not yet official and avoid misunderstandings).

What should the terms include?

The terms of the visit should include the scholar’s host department or school; rank or title; salary or stipend; the timing of a visit; what benefits will and will not be included; what academic responsibilities the scholar will have (including teaching, research or lecturing responsibilities); what type of office space, research, computer, telephone and administrative support will be made available; and any additional allowances the institution may be able to make regarding start-up funds, travel funds, events, housing, meal plans, language training, etc.

How do we make the invitation official?

Once the institution and scholar have agreed on terms for a visit, the institution should prepare a formal letter of invitation signed by the appropriate departmental or administrative authority (please see Appendix 3 for a template and Appendix 4 for a model invitation letter). The purpose of the letter is to establish clear expectations that will help to avoid potential misunderstandings later. Letters may vary to suit particular circumstances, however all letters should contain the core information relating to rank, salary, benefits, and the timing of the visit. The invitation letter should include the names and contact information for people at the institution who will be assisting the scholar during her or his visit—generally an academic or faculty mentor who will serve as the scholar’s professional contact at the institution, and an administrator or staff person who can help the scholar with any concerns about travel, arrival, or other logistical questions. The invitation letter should also address any arrangements for immigration/visa, travel and housing that the institution intends to make. When practical, the scholar should be required to confirm in writing acceptance of the invitation and agreement to its terms, ideally by signing a copy of the letter and

returning it. (In some cases scholars may not be able to sign the letter in advance, but should still be encouraged to review and sign it upon arrival at the institution.) Copying the SAR office on the letter will inform SAR of the final terms and allow SAR to advise the scholar before and during the visit. At this point the selection is complete and SAR staff work with the scholar and institution to prepare for the scholar’s arrival.

How long after selection before the scholar arrives?

Arrival dates depend on the case and the terms of the invitation. Scholars may arrive within several weeks or to up to twelve months after selection. Scholars already in the host country or who do not need a new visa or work authorization can generally arrive promptly on a pre-arranged arrival date. Changes in visa regulations in recent years may increase the time it takes for scholars outside the host country to obtain new visas or work authorizations, making arrival dates difficult to predict far in advance. In most cases, however, selection in the winter/spring provides enough time for a summer/autumn arrival, and summer/autumn selection allows for a winter/spring arrival.

Preparing to welcome a scholar to campus

Preparing for a scholar’s arrival in advance will encourage a smooth start and a more successful visit for everyone involved. The local SAR committee or host department should oversee preparations, and ensure

appropriate staff or volunteers handle specific tasks. This section outlines a number of areas that may need to be addressed, including travel and immigration; housing/accommodations; adminis-

trative set up including keys, IDs, payroll and accounts; preparing the host department; mentoring; and welcoming events.

Mentoring

To make for a smooth transition, local SAR committee members should designate an administrative mentor to coordinate preparations for a scholar's arrival. This person is usually the administrator for the scholar's host department. Committees also may consider designating a faculty mentor or co-mentors to help with the scholar's professional adjustment. Providing scholars with a faculty mentor to whom they can turn for advice or questions has shown to improve job satisfaction, academic productivity and personal well-being. Identifying local community members to assist in integrating scholars into the area has also proven helpful in producing a more successful all-around visit.

Administrative Mentor

To prepare for a scholar's arrival, the administrative mentor may verify that the necessary visa and work authorizations have been issued, that travel has been arranged and that the scholar will have housing on arrival. The scholar's administrative mentor may be responsible for support related to the scholar's arrival, such as conveying to the scholar what she or he should expect upon arrival, arranging for airport greeting and arranging a welcome event on campus. This person may also enroll the scholar in the institution's payroll systems, reserve the scholar's office, obtain a set of keys for the scholar's office and obtain an institutional ID.

Once the scholar has arrived, the administrative mentor can be especially helpful in working with the scholar to understand and operate effectively within the unique culture and norms of the host institution. SAR recommends that an administrative mentor set up a meeting with the scholar immediately following her or his arrival to discuss any details of the visit, including travel reimbursements, orientation sessions, opening a bank account, obtaining contact information for key persons in human resources (personnel or hiring) and benefits offices, library and internet access, setting up an e-mail account and phone number, and accessing the space where the scholar will work. It may also be helpful to discuss with the scholar any arrangements made to accommodate any specific medical or security concerns.

The administrative mentor should also provide the scholar with basic information about the host institution, including a campus map; an area or community map; public transportation schedules; an events calendar; a contact list of faculty in the host school, department or center; and information on university policies, especially those pertaining to teaching and grading (if the scholar will be teaching during her or his visit).

Faculty Mentor

A faculty mentor is someone who knows the ropes—academic, departmental, social and community—and is able to tap into resources to help guide and support the scholar throughout the year as she or he becomes more independent and moves to

the next phase of her or his academic and professional life. It is very useful for a faculty mentor to help the scholar understand the department's unspoken expectations and its political and social cues so that the scholar develops a sense of being an insider rather than an outsider. Faculty mentors are advised to set up a meeting with the scholar soon after arrival to discuss the teaching, research or writing that the scholar will be doing while visiting the institution. If the scholar will be teaching, the faculty mentor may wish to provide sample syllabi to reference when developing syllabi for the courses the scholar will be teaching. The faculty mentor should provide information on any specific policies with regards to teaching or grading that the scholar should review, along with any classroom norms and best practices. If there are any particular research standards, resources, publishing opportunities, etc. that the scholar may benefit from, the faculty mentor may wish to share information on these topics as well.

Immigration

All foreign scholars must gain legal entry to the host country before arrival. Every country has its own immigration and work authorization policies, and it is the responsibility of the foreign visitor and sponsoring institution to ensure that proper requirements are met. Most SAR scholars apply for international exchange visas; others may seek refugee status or asylum, or may already have an existing status that will allow them to work abroad. The particular circumstances of each scholar vary. Prospective host campuses are encouraged to discuss any

immigration questions with the SAR office, their institution's international office and/or the immigration department of their own country's government.

Outlined below is information for host institutions about visa options and refugee and asylum statuses in the United States. Similar or different options and statuses may be available elsewhere. Scholars and sponsoring institutions should consult SAR staff or local experts about options and statuses available in the intended host country.

Visa processing delays: The processes for requesting, reviewing and issuing visas change regularly, which may result in delays in processing. In recent years, many visa applications have been subjected to heightened scrutiny. Applicants affected by these heightened procedures are told of the need for additional screening only at the time they submit their applications. It is important therefore whenever possible to apply for a visa well in advance of the intended travel date.

Visa vs. entry: A visa is not a guarantee of entry to a country. A visa allows a foreign citizen to travel to the port-of entry (generally an international airport) and request permission from the national border control authority to enter the country. SAR will work with the scholar and host institution to make sure that the scholar has all documents required to enter the host country, including an invitation letter and valid passport.

U.S. Exchange Visitor Program: In the United States, professors, researchers and

students may apply for the Exchange Visitor Program if they have sponsorship from an academic institution. Sponsors and exchange visitors are required to comply with the Exchange Visitor Program regulations. It is therefore essential that those issuing invitations consult with someone on campus familiar with these regulations. Under this program, visitors may apply for a “J” (generally a scholar, researcher or other specialist) or “F” (student) visa. These are temporary visas not intended for prospective immigrants, and indeed as part of the application a candidate must demonstrate his or her willingness to return home at the end of the visit or study program. Some J or F visa types (for example, those given to visitors sponsored by a government) may include a “home residency requirement”—a condition that requires the visitor to reside in his or her home country for a minimum of two years after the visit before returning to the United States in an employment visa category. The purpose of this rule is to ensure that those in the Exchange Visitor Program return to their home countries to share the benefit of their experience in the United States. Fulfilling a home residency requirement may be difficult or impossible for some SAR scholars. Although it is possible to apply for a waiver of the home residency requirement, the process can be difficult, time consuming, and may not result in a waiver. Therefore in cases where near-term return to the visitor’s home country is not practical, sponsoring institutions should only seek J or F visas of the type without the home residency requirement, or should seek other, more suitable visa or status options.

Other visa classes: Other United States visa classes which may be suitable for SAR scholars include the H1B visa, which is typically used by businesses and higher education institutions for permanent or long-term paid staff, or the O visa, which is a nonimmigrant visa for persons who possess extraordinary ability in the sciences, arts, education, business, or athletics, as demonstrated by sustained national or international acclaim. Each type has different advantages and disadvantages. Generally these visa classes involve visits of longer duration, require evidence of higher levels of financial support, or require more extensive documentation and processing than the J or F visas classes and are therefore less common for SAR scholars. However in cases where the J or F visa classes are not practical, the H1B or O visas may offer suitable alternatives.

Refugee status: People outside the United States who meet the legal definition of a refugee may request resettlement in the United States if they have not been firmly resettled in a third country. Generally, refugees are people outside of their home country or territory, who have suffered persecution in their home country or territory or have a well-founded fear of persecution there if they were to return. The persecution suffered or feared must be on account of their race, religion, nationality, membership in a particular social group, or political opinion. Refugees accepted for resettlement in the United States are certified to work at the time they are admitted. They are able to apply for permanent residence in the United States

after one year of residence, and may eventually apply for citizenship. They may include their spouse and any unmarried children under the age of 21 in their application for refugee status and resettlement.

Asylum: Asylum and refugee statuses are closely related. They differ depending on where a person physically is when applying for the status. If an applicant is already in the United States, he or she may apply for asylum status. If an applicant is not in the United States but is outside his or her home country or territory, he or she may apply for refugee status. In either case, with limited exception, all people who are granted either asylum or refugee status must meet the legal definition of a refugee. Applicants with a current asylum application pending are permitted to remain in the United States until a decision is received, even if their original visa has expired, but may not receive employment authorization until after they are granted asylum, they have received a recommended approval on their application, or their application has been pending for an extended period (usually more than 150 days). Because any time without work authorization may make it difficult for scholars to support themselves or for potential host institutions to provide them with assistance, whenever possible scholars should avoid relying on a pending asylum application as their only legal status in the United States. Scholars considering applying for asylum should discuss their options with a competent immigration attorney as early as practical. It is not the responsibility of the host

institution to discuss asylum with scholars or to identify an attorney. While Scholars at Risk does not provide direct legal assistance on immigration or asylum matters, SAR staff may be able to help locate counsel to assist pro bono (no charge) or at a reduced rate. Scholars or sponsoring institutions may contact the SAR office to request assistance in identifying legal counsel.

Travel

If the host institution is responsible for making travel arrangements and paying for expenses incurred, the administrative mentor should discuss with the scholar if the host institution can purchase tickets in advance, or reimburse the scholar after arrival (in which case the scholar should be reminded to keep all receipts and travel documentation). Although it may make sense for the institution's travel agent to purchase tickets and send them to the scholar, it may not always be possible and it may be less expensive for the scholar to purchase tickets locally, particularly in more remote areas.

Even if the host institution is not responsible for making travel arrangements for the scholar, the host institution may have travel advice to share with the scholar, such as which airport to fly to, what transportation options are upon arrival, and sharing maps of the city or campus. The host institution should ideally make arrangements to meet the scholar at the airport or point of arrival and to arrange for her or him to be shown to housing or accommodations. Communicating these plans to the scholar and to SAR staff early in the planning process will help make the

arrival and transition period as smooth as possible.

Most scholars will be traveling to their host institution via plane. As flights are frequently changed or delayed, institutions are encouraged to share with the scholar a list of colleagues who might be contacted should the scholar be delayed for any reason, allowing the institution to adjust any arrangements made for the scholar's arrival.

Housing/accommodations

Where you live can greatly influence whether or not you have a good experience in a new place. There are many different types of housing, and a host institution should discuss with the scholar his or her needs and preferences. Types of housing might include dormitories, college-owned apartments, apartment or house shares, and private rented apartments or houses off-campus. Location should be considered carefully, including factors like the distance to campus, schools (for scholars arriving with children), shopping and other important services. Most scholars will not have a personal car (which is a major expense), so access to public transportation is also very important.

If private housing is preferred, host institutions should ensure that scholars are familiar with renters' rights and responsibilities and other rental issues, including acceptable rent costs and locations in order to consider all the options and make good decisions. Institutions may want to arrange for someone to accompany the scholar when

going to meet with prospective landlords or rental agents. If the scholar chooses to pursue private housing options, it is strongly advised that the host institution arrange for initial temporary housing—a hotel or short-term sublet—allowing the scholar to seek longer-term options upon arrival. A campus housing office may be of particular help here.

Administrative set-up: Keys, IDs, payroll and accounts

The administrative mentor should set up the scholar in the institution's systems and prepare the host department for the scholar's arrival.

Payroll or human resources: The administrative mentor should set up the scholar in the institution's systems as soon as possible after the scholar's visa has been issued, and ideally before the scholar arrives on campus. This will make for an easier transition for everyone. If it is not possible to complete set up before arrival, compiling the necessary paperwork and completing as much as possible in advance is recommended. Remember however to take into consideration any security or confidentiality concerns the scholar may have expressed before including the scholar's name or other identifying information in automated systems. For example, on many campuses entering into information into payroll systems automatically posts a person's contact information into a publicly available, online directory. For scholar's who request not to be listed in such public directories, a special request may need to be made. (Please see Appendix 11 for security resources.)

It is especially important that scholar's receiving a salary or stipend receive an initial payment shortly after arrival. Scholars who have endured years of harassment (including possible legal fees or loss of income) or made hasty departures frequently do not have much, if any, savings. If they do, it is usually not available once they leave their home country or would be severely devalued by conversion, making it difficult for scholars to pay in advance for travel or hotels, or upon arrival for living expenses, security deposits or other up-front costs of establishing a new home at the host institution. A delay in payment of even a few weeks can create difficulties. If a first payment would not normally be available in the first 1-2 weeks after arrival, the administrative mentor should consider requesting an advance against the salary or stipend to provide the scholar with funds on arrival for immediate needs and set-up expenses. (Of course any advance should be documented and clearly explained to the scholar as taken from the total compensation agreed to in the offer letter.) Immediate processing of any reimbursements for travel expenses paid by the scholar can also help to relieve any initial financial pressures.

Keys, identification and benefits: The administrative mentor should obtain keys or access cards for the scholar's office or workspace and housing (if the institution is involved in arranging initial housing). SAR recommends preparing two sets of keys or access cards and suggesting to the scholar on arrival that he or she leave one set with the administrative mentor or

other trusted person in case of any difficulty.

The administrative mentor should obtain campus identification for the scholar, or prepare the necessary paperwork and make any necessary appointments so the scholar may obtain identification quickly upon arrival. Similarly, the administrative mentor should request an account for the scholar for accessing campus libraries, email and other online services, cafeterias or other essential services.

Finally, the administrative mentor should prepare to assist the scholar in navigating the institution's benefits office, human resources, international office and other offices that the scholar may need to visit upon arrival, including where appropriate scheduling appointments for shortly after the scholar's arrival.

Preparing the host department: Appropriate administrators, faculty and staff in the host department should be made aware of the scholar's arrival date and of the departmental contacts for the scholar—the administrative mentor and the faculty mentor. The administrative mentor should confirm that the scholar's office or workspace will be ready with access to a computer, copier, telephone, fax, etc.

Courses may need to be advertised, classrooms reserved, and any required books may need to be ordered in advance of any course start date. If a scholar is preparing his or her own courses, the administrative mentor may request that the scholar submit the syllabi to the

department, the faculty mentor or to the department chair. Reviewing syllabi beforehand is an excellent way to make sure the scholar understands his or her academic responsibilities (course rules, how final grades will be calculated, appropriate amount of course reading and other assignments, etc.).

Consult the international office: On-campus international offices can be useful resources when preparing for a scholar's arrival. Generally, specialized staff can assist with visa and work authorization requirements and many other needs of the international scholar. They can be useful by providing help with academic, financial, legal and other matters. Remember, however, to emphasize any confidentiality or security concerns the scholar may have raised, and ensure that any necessary precautions are taken.

International offices may also provide orientation to incoming international scholars and offer social and cultural programs designed to help them adjust to their new environment. International offices may also offer English language classes or social opportunities for a scholar's family. An international office is a wonderful resource to help with many aspects of a visit.

Planning a welcoming event

While events during the first couple days of arrival should be limited to allow time to rest and recover from travel, the administrative mentor may want to arrange a small event such as a lunch or

dinner with colleagues, to welcome the scholar to campus. Within the first two weeks after the scholar's arrival, the administrative and faculty mentors may want to arrange a more formal welcoming event open to the entire department or university community, if appropriate.

Finalize plans with the scholar

While preparations and planning may happen gradually, it is important to inform the scholar of any final plans and logistics related to his or her arrival. The scholar should be informed of how to get in touch with the administrative or faculty mentor or other person in the event of an emergency before or during travel. Likewise, the faculty mentor and others responsible should know how to get in touch with the scholar's family members or designated contacts. Make sure to confirm with the scholar before arrival who will be meeting him or her at the airport, if appropriate, and what to do if travel plans are changed or are delayed in order to make alternative arrangements.

Ideally, scholars should be provided a welcoming packet with information related to what to expect on arrival, such as climate, transportation, leisure, cultural norms, expected expenses and available resources and services on- and off-campus. International offices may have existing guides for international students and scholars that may be useful. If it is not practical to send it in advance, this information can be gathered and shared with the scholar on arrival.

Arrival and adjustment

The arrival of a scholar is an exciting time for everyone. It offers an opportunity for the campus community to welcome and get to know the scholar. It also offers the scholar an opportunity to adjust and make new connections. However, the arrival period also may be a time of vulnerability for the scholar, as he or she must deal with a new culture and language, academic setting, new friends and new community. The scholar may be dealing with past trauma, or very real and ongoing security concerns about family and friends back home. It is important to remain sensitive to such concerns.

The first weeks of a scholar's arrival will be a period of adjustment, and scholars will need this time to acclimate to the new environment and prepare for their academic responsibilities. Mentors should be available to address any early concerns and to help the scholar to get settled (please see Appendix 5 for the checklist for local SAR committees).

First 48 Hours

Arriving in a foreign country alone can be a very difficult experience for anyone, and this period will be the time when a friendly face is most needed. SAR encourages host institutions to send a representative to meet the arriving scholar at the airport and take the scholar to his or her accommodations or to the housing office to sign the accommodation contract and collect the keys. The scholar may need help with luggage and getting settled. The scholar may also need to set up a bank account and purchase groceries or

other personal items such as linens and towels. If accommodations are not furnished, the scholar may need to purchase furniture and small appliances.

Whenever possible, SAR recommends that scholars arrive at least one or two days before any orientation session(s) begin in order to rest and get settled. While the arrival of a scholar is an exciting time, events during the first two days should be limited in number. A brief tour of the campus or a small lunch or dinner with colleagues may be the most suitable event to welcome the scholar to the institution.

First two weeks

During the first two weeks, a scholar should focus on getting settled in the community, learning how to access campus services and preparing for the academic experience. Most institutions have their own procedures with regard to welcoming new international visitors and can generally provide incoming scholars with orientation sessions and tours.

During the first week the scholar will settle into new accommodations, open a bank account, get a campus ID card and handle any necessary paperwork related to legal, tax and employment status. Mentors play a crucial role during this period to make the scholar feel at home and should be able to refer the scholar to appropriate resources when questions arise.

What legal obligations will the scholar have on arrival? In most cases, scholars visiting on a short-term research or

exchange visa (e.g. on a J visa to the United States) are required to check in with the international office shortly after their arrival on campus or their legal status could be compromised. In the United States, the scholar must check in within ten days. Each scholar will need to provide copies of his or her visa and work authorization documents. Shortly after arrival, the scholar should also handle any necessary paperwork related to payroll, health insurance and other benefits. Tax withholding forms can be confusing for anyone. The confusion can be even worse for international visitors unfamiliar with local tax laws and who may have unusual tax profiles, including separated families, multiple domiciles and irregular income sources. International scholars should be explained their rights and obligations under the relevant tax laws and know who to contact with any questions. (In particular, explaining the difference between gross compensation, as listed in an invitation letter, and net income after taxes and deductions can avoid complications by helping an anticipated scholar budget for expenses.)

The International Office

While scholars may benefit from multiple points of contact on campus, it is important to clarify the resources available at the International Office early. In the United States, for example, the following are within the International Office's areas of assistance and expertise:

Obtaining identification: Most international scholars will need to obtain an official identification card and/or number upon arrival in the host country.

This may include an institutional identification card, a government-issued identification, or both. In the United States, a Social Security number (SSN), if receiving salary, or an individual taxpayer identification number (ITIN), if receiving a fellowship or stipend, is generally required in order for the institution to process payments to a visitor. A designated officer in the International Office will provide proof of the scholar's legal status at the institution in writing, which the scholar will then present with an application to the Social Security office. It may take two weeks or more for a SSN or ITIN to be issued, so scholars are encouraged to apply for one quickly after arrival to ensure timely processing and payments.

Travel signatures: If travel outside the host country is necessary, scholars may need to obtain permission from the host institution or government. This will allow the scholar to reenter the host country after travel. Scholars in the United States on a J visa must obtain a signature on the DS-2019 form (the basic document used in the administration of the Exchange Visitor Program) from a designated officer in the International Office.

Opening a bank account: Banks generally require proof from the host institution of a visitor's legal immigration status. The International Office can provide this proof.

Getting a driver's license: If the scholar plans to drive a car during the visit, a valid driver's license must be obtained from the appropriate government office. A desig-

nated officer in the host institution's International Office can help by providing verification of legal immigration status and employment or residence. A scholar will likely need to take driving classes or other training in order to apply for a driver's license. These classes and trainings may take time and cost money, so if the scholar definitely needs to drive a car while visiting a host institution, it is recommended that the scholar explore the license application process as soon as possible after arrival. (Scholars should also be advised about the existence of insurance and registration requirements if they intend to purchase a vehicle, and may be directed to the appropriate government office for information.)

Occasional outside work: Depending on legal status in the host country, scholars may need official permission to work for income outside of the host institution. In the United States scholars on a J visa can give occasional lectures or work outside of the sponsoring institution and receive honoraria, stipends or other modest income with the advance authorization of a designated officer in the International Office.

Making the most of the visit

Higher education institutions are busy places with many interesting people and activities. It is easy to get caught up in one's own routine once the academic year is underway, and because visiting scholars lack a network, they easily can get lost in the shuffle. Encouraging open dialogue

Support for spouses and children: The International Office can connect spouses and partners to local groups for social support and networking. Such groups may offer advice about part-time work, child-care, schooling, religious observances or other family issues. Within the United States spouses on the J-2 dependent visa are eligible to work with the advance authorization of a designated officer in the International Office.

Language courses: The International Office may provide information on host country language courses for the scholar and his or her family. These may be group or individual courses held on or off-campus. Frequently, International Offices organize or sponsor on-campus language courses for visitors and their families.

Health insurance: While some sponsoring institutions may provide health insurance, others may offer assistance finding local providers through the International Office. Within the United States, J-1 visitors are required to have a specific amount of health insurance throughout their visit.

and active participation in campus and local events is an excellent way to strengthen a scholar's sense of community. Nurturing academic and social acclimatization early on increases the benefits of the visit for the scholar and host. This section includes advice on

these and other ways an institution can make the most of a scholar's visit on campus.

What kind of academic orientation is most appropriate? It is fundamental that all visiting scholars thoroughly understand the academic system as well as the philosophy and purposes of the institution in which they are expected to work. Scholars should be privy to how the administrative system works, including documenting grades, student statuses (audit, pass/fail, withdraw, etc.), and deadlines for submitting grades. It is important also to convey the host institution's "academic culture" (like preparing and handing out syllabi, using "blue books" for exams, taking attendance or keeping track of student class participation). The best way to convey this information is to provide both academic and administrative orientation at the scholar's arrival. Many institutions can provide orientation and other services to international scholars. Scholars may also benefit from shadowing other courses and discussing with faculty members any questions they may have.

Professional life

The primary goal of the visit is to help the scholar continue his or her professional work in safety. This includes during the visit. It also includes helping the scholar to plan for continuing his or her professional work after the visit ends. The most important factor in this is meeting people working in his or her field or related fields who might help connect the scholar with future opportunities. Following are sev-

eral avenues for connecting the scholar to people who may be able to help.

In the host school, department, or center: Encouraging the scholar to participate in discussions, workshops, seminars and other activities in the host department, school, or center is the best way to make a scholar feel like a part of the community. (Encourage the scholar to sign up for a departmental listserv, as this will enable her or him to stay informed of upcoming events.) Scheduling such events early in the scholar's visit can accelerate academic acclimatization and establish a pattern of participation. Discuss with the scholar whether she or he would be willing to give guest lectures to classes within the department.

Across the institution: Mentors may encourage the scholar to approach other departments, schools, and centers, including some unrelated to his or her primary discipline of interest. While one may not automatically consider including an Iranian physicist in a workshop on human rights in the Middle East, for example, that scholar may have a genuine knowledge of the topic and be interested in sharing his or her perspective with others. Regional and topical studies programs and centers—including for example Middle East studies, Latin American studies, human rights programs, international studies centers, development studies programs, and gender studies centers—tend to be particularly interdisciplinary and open to scholars seeking new contacts and opportunities. (SAR scholars in the past found that these

often intersect with their interests and experiences.)

Research, teaching, and publication:

Developing new research, teaching skills and publications in the host country (especially in the local language, if relevant) can strengthen a scholar's professional profile and lead to new opportunities, including invitations to publish future papers, to speak at conferences, to guest lecture or teach (full or part-time) and to apply for future fellowships and positions. Faculty mentors may discuss with the scholar his or her research interests and direct the scholar to new resources and information about publishing articles and books. Orienting the scholar to popular journals and publishing houses in their discipline can be helpful. Scholars may benefit from meeting with a library subject specialist to learn more about current research tools, sources and resources in his or her discipline, especially rare collections or online collections which may be available at the host institution or nearby. If a scholar is teaching at the host institution, faculty mentors may be able to direct the scholar to services for developing new teaching skills, especially incorporating new teaching technologies and online resources into the classroom.

Professional associations and meetings:

Faculty mentors may wish to discuss with the scholar networking opportunities within the relevant discipline, including disciplinary associations and their annual meetings. Networking will benefit the scholar during both his or her visit and after the visit ends. Professional

associations and academic societies are often excellent resources for meeting colleagues in an area of expertise. Most large associations and societies are international in membership and interests. They often include smaller sections or "interest groups" that focus on specific topics. Most maintain email lists or websites with announcements of new research, events, fellowships and job postings. (Some require payment of a membership fee for access to these services, although scholars may usually request a waiver of the fee based on financial hardship—the SAR office may be able to help.) Most also hold an annual meeting or other, smaller meetings, which may provide opportunities for the scholar to make contacts and present your work. Discuss the main professional associations or societies in your field with the scholar, including whether joining or attending the annual meeting or smaller meetings would be a good way to enrich the current visit or to seek future opportunities.

How can we encourage the scholar to make his or her own academic connections?

During this period, the scholar will get to know his or her faculty mentor along with other colleagues. Most departments hold regular academic and social events to promote open dialogue and exchange between faculty, staff and students. If such events are held, or if you are able to organize such events, it should be stressed to the scholar that they are regular events and that everyone hopes that he or she will attend regularly. Establishing regular interactions at the start of the visit keeps the scholar

connected to the department and will help foster both professional and personal relationships. If the faculty mentor can facilitate an introduction to an academic association, this can also be hugely beneficial to the scholar. Academic associations can be valuable sources of support and provide an excellent platform for networking with other researchers within the scholar's discipline.

Public talks and activities

For some scholars, speaking publicly about their experiences can be an important part of their visit. Public awareness is the first step to building international support and pressure for change at home. Some scholars may want to share their experiences through on-campus or local events, while others travel to other locations to give talks or meet with public officials. SAR scholars are invited to participate in the network-wide SAR Speaker Series and can learn more about getting involved by contacting the network office.

Mentors may help the scholar arrange to give a public lecture and set up interviews with local media. These events will not only enhance the scholar's visibility but also provide recognition to the host institution, mentors, and others involved with the scholar's visit. Scholars may also be interested in speaking to political officials, embassies, community groups, editorial boards of media outlets, and others likely to be interested in their experiences, to bring attention to the visit. For example, in the United States the Congressional Human Rights Caucus focuses attention on human rights issues

around the world and often invites survivors of human rights abuses to events aimed at raising awareness of issues related to human rights. (Please see Appendix 8 for sample scholar bios for media.)

Security concerns

Most SAR scholars do not have any specific security concerns once outside of their home country. But it is always a good idea to inform any visitor about local security issues and practices. The scholar's administrative mentor, the International Office, or campus Security Office may be able to provide the scholar with standard security guidelines. These generally include common sense practices such as avoiding walking alone late at night on dark streets, keeping computer and bank passwords secure, and locking doors when leaving a home or office.

Some SAR scholars have heightened security concerns stemming from the risks experienced in their home country. Some worry about retaliation against family or colleagues left behind, others worry about surveillance (usually of emails) or other intimidation or harassment even while they are away from home. If a visiting scholar has any heightened security concerns, the scholar, SAR staff and administrative or faculty mentor can develop a security plan that addresses any issues, such as reviewing office, housing or teaching arrangements; ensuring confidentiality of visit details, such as removing a scholar's name from public websites or conference programs; or setting up a secure email account. Having a suitable security plan in place will help the scholar feel better and make it easier

for the host and scholar to make the most of the visit. Things to consider when developing a security plan include:

- Consider whether the scholar would like her or his name to appear on the host institution's website, departmental directories, ID card, course listings, event posters, etc.
- Explore with the scholar whether he or she has any preferences in terms of introductions to colleagues inside and outside the campus community. Should the faculty or administrative mentor check with the scholar before making any introductions? Would the scholar prefer that all introductions be made over email or in person? Introductions and referrals to friends and professional colleagues at the host institution and at other institutions are vitally important in many cases in helping find future academic opportunities, but scholars may have preferences for how such introductions are made.
- Provide the scholar with a list, in writing, of names and contact details of key contacts at the institution for administrative, security and professional concerns.
- Ask the scholar for a list of family and/or friends in the area, and possibly in her or his home country or territory, who the host department can contact should the scholar become unreachable or unavailable.

- Encourage the scholar to report to his or her administrative or faculty mentor at the host institution any unusual phone calls or incidents. In most cases such incidents will have harmless explanations, but better to encourage over-reporting concerns rather than under-reporting.
- Schedule time to meet with the scholar on a regular basis to ask about any changes regarding confidentiality or security concerns, and update the security plan if necessary.
- Encourage the scholar to maintain a close relationship with SAR staff, including reporting any confidentiality or security concerns or other issues regarding the visit. Having two or more avenues for communication and reporting of concerns may increase the likelihood of finding out about any issues earlier, which generally allows for an easier and more satisfactory response.

Health and wellness

It is not uncommon for persons living under stress to develop a variety of health issues, ranging from anxiety to difficulty sleeping to losing or gaining weight. Many of these issues will resolve themselves over time, once a person is removed from the stressful conditions. More serious or prolonged health issues require timely intervention. Scholars should be encouraged to discuss any serious health issues with their administrative or faculty mentors and SAR staff as early as possible, so that they

can help to devise a suitable plan for addressing them.

Medical coverage: Depending on the country, the scholar's immigration status and length of stay, medical care may be provided through a public agency for free to all persons, private companies for a fee, public or private insurance programs, or some combination of these. In most cases, the host institution will need to ensure that a healthcare plan is in place for the scholar before commencing the visit. In any case, it is important that the scholar understands how medical care is provided in the host country, the terms of coverage available to him or her in any medical care plan, what services are or are not included at what cost, and whether any accompanying dependents are covered at what cost. Scholars should be encouraged to seek appropriate treatment as warranted and to take preventative measures to maintain good health throughout the visit. If the scholar has questions medical care options, the administrative mentor may want to arrange an appointment with a campus or local medical benefits specialist.

Culture shock: One of the most important goals of the visit is to allow a scholar who has experienced great challenges and obstacles to rediscover his or her own strength. However, the combined difficulties of the loss of one's past and the trauma of adjusting to a complex new world can sometimes be overwhelming. Scholars may experience "culture shock." Culture shock is a natural response to intense uncertainty about accepted ways of behavior. It can

show up in any of the following areas: manners, customs and beliefs; ceremonies and rituals; social institutions; values, laws, ideas and thought patterns; language and arts; morals and ideals. It can be very disorienting to be in a new and unfamiliar environment, even if being there has been a long-held desire. Some emotional and physical reactions to culture shock are feelings of loneliness and alienation, feeling constantly fatigued, wanting to remain withdrawn and being uncertain about how to reach out to others, finding it difficult to hold a normal conversation, and feeling frustrated and angry.

Of course the above feelings are not always culture shock; they can be part of adjusting to a new environment. It is stressful to be in a new situation, and there are mild emotional and physical reactions to adjustment. However, it is important to recognize that some changes in behavior and body go beyond adjusting to a new situation. There is great relief in seeking help.

Mentors and colleagues should be alert for signs that a scholar may be experiencing culture shock. Recognizing that the way a scholar is behaving may be the result of stresses and physical reactions to adjustment, rather than their natural personality or fully intentional behavior, may help to avoid misunderstandings. Mentors may not be able to resolve the scholar's feelings of culture shock, but may be able to help by be sensitive to underlying factors and referring the scholar to appropriate services. Mentors are also encouraged to contact the SAR

office for help when a scholar appears to be having difficulty adjusting.

Stress/emotional trauma treatment:

The experience of being forced into exile, separated from family, friends and colleagues and struggling to restart a career in a new country and culture can be emotionally and physically stressful. Some SAR scholars can find this stress overwhelming. Some SAR scholars have also experienced serious threats and persecution before their visit, or have witnessed the persecution of others, resulting in serious physical, mental and emotional trauma. Host institutions can direct scholars to counseling and other resources that may help. While many scholars are able to resume their work relatively easily, invariably some will benefit from counseling or other services. If a host institution feels the scholar is suffering from the after-effects of trauma, the host may want to refer him or her to a center for survivors of trauma and torture. (Please see Appendix 13 for a list of services for trauma and torture survivors in the United States and Appendix 14 for a list of services in other countries.)

What are the symptoms of trauma and torture? Some SAR scholars may have experienced trauma and torture in the past. The effects, which can include both physical and psychological symptoms, may appear later in a way many people cannot understand. Survivors of torture may experience after-effects such as: pain, broken bones, injury to skin and organs, swellings, damaged teeth, gynecological problems and cardiopulmonary disorders. Physical symptoms provide concrete

evidence of the effects of torture. However, the most debilitating consequences are the mental and psychological after-effects which may persist for years, or appear years later. Psychological symptoms frequently include anxiety, depression, irritability, paranoia, guilt, loss of concentration, confusion, insomnia, nightmares, and impaired memory. If any of these symptoms appear to manifest, the scholar should be urged to seek medical attention or counseling.

What kinds of medical and counseling services may be available? Certain urban areas may have trauma and torture treatment centers that offer specialized medical, psychological, psychiatric and social services to individuals. Many institutions may also provide counseling services or be able to make referrals to appropriate medical professionals with experience working with survivors of trauma and torture. The SAR office can help identify appropriate resources.

What kinds of social services are available to displaced populations? Social services designed to assist refugees or other displaced populations may be available to assist scholars with legal, medical or other social needs. Trauma and torture treatment centers may be able to provide education and job training as well as access to legal services.

What if we need to notify the scholar's family in the event of an emergency? The host institution should have emergency contact information for a family member or friend on file in the event of an emer-

gency. Representatives should also contact the SAR network office for help in any emergency.

Local community support: Participation in campus clubs, community civic organizations, local diaspora groups from the same home country or region, religious communities or other social groups may ease culture shock and help a scholar make the most of the visit. But cultural differences and expectations may

make participation difficult at first. Mentors, International Office staff and colleagues can help a scholar bridge these gaps by introducing the scholar to group members; by arranging social activities that introduce the community to the scholar and his or her culture and background, such as international teas or receptions; or by identifying for the scholar groups focusing on global exchange and cross-cultural themes that may be more receptive to visitors.

Plan early! Getting ready for post-visit

Temporary visits have a significant positive impact on scholars' lives and futures. But these visits are limited in duration, and by the end of a visit many scholars may still face an uncertain future. It is important to address issues related to the scholar's future early in the visit to make the post-visit transition as easy as possible. While returning to the home country is the goal, some scholars may be unable to return home immediately due to continuing threats, and as a result, may need to seek a new position in order to extend their stay abroad. This section provides advice on helping a scholar plan for the end of the visit.

Plan ahead

Displaced scholars often have a difficult time re-establishing themselves, and mentors can play an important role by encouraging future planning. Scholars may be unfamiliar with many job search practices and resources available in the host country. Such resources may include a career center to provide assistance with

standard resume formatting, writing standard letters of inquiry and other job search skills; writing labs may provide editorial assistance and publication resources; language training/translation services; and legal clinics to address issues related to legal status and changing legal status, etc. Mentors can provide invaluable advice and encouragement to scholars so that they will be proactive about utilizing these resources early—at least six months before the end of a one-year visit.

Mentors should also encourage the scholar to discuss their future plans with SAR staff. Factors which SAR staff will discuss with the scholar include:

Security: Before making any decisions about next steps, the scholar should assess the situation in the home country to determine if returning home might be a safe option. Have conditions changed significantly since the scholar left? Have the threats eased? Has the scholar

recovered from past stresses or traumas enough to return? What does the scholar's family and colleagues back home report?

Scholarship: The scholar should consider what options he or she might have to continue academic work within the current host country, the home country or elsewhere. Does the scholar's work fill a niche in the host country? Might the scholar be better able to contribute knowledge from the current host, the home country, or elsewhere? When assessing this, the scholar should consider language skills, academic contacts, opportunities for collaboration on articles or research, ability to sustain him or herself financially and of course the ability to work in safety. The scholar should consider possible fellowship opportunities or job openings for which he or she might qualify, and begin thinking about faculty members who might be able to serve as references or otherwise help in the search for another academic post.

Family: Some SAR scholars travel to a host country with their family, while most have family living back home. Before determining next steps, the scholar should talk with family about options, and should consider their language needs, social or work opportunities, schooling and any other factors.

Legal status: For most SAR scholars, legal status in the host country is tied to an academic position. If the scholar cannot return home safely, he or she should consider whether legal status can be transferred to another sponsoring institution, to a different visa status that is

not employer-dependent (depending on the situation), or to another longer-term legal status (such as permanent residency or political asylum).

Moving: The scholar should consider whether he or she, and any accompanying dependents, are prepared to move to another country—or even another city—in order to take up a new position. Adjusting to a new place takes time. If the scholar does not want to move, what are the job and legal status options in the current host country? If the scholar would be open to moving, where would he or she consider going? What are the visa requirements in those countries? What are the job opportunities in those countries?

SAR staff will discuss these any other concerns with the scholar. Mentors and local SAR committee members may help the scholar and SAR staff by encouraging the scholar to be proactive in planning for the future, whether by planning to return home or by seeking new opportunities, such as by applying for fellowships and posted job opportunities.

Return, renew or move on?

Some SAR scholars may be able to return to their home country immediately after their visit. For these scholars, planning ahead can make returning home easier, and can help guard against potential future problems. Other SAR scholars are unlikely to be able to return immediately because of ongoing threats in their home country. While returning home remains their objective, these scholars may need to seek another opportunity to extend their stay abroad. In some cases it might be

possible to extend the visit at the current host institution, but in most cases, this means finding a new opportunity at a new institution, possibly in a new country.

Planning to return home

If, after speaking with contacts at home and in the host country, the scholar decides that returning home is the best option, there are several issues that the scholar may wish to address prior to return with which the host institution may be able to assist:

Making good use of visit: Scholars are encouraged to make the most of their time in the host country, regardless of their pending departure. A host institution can help by introducing the scholar to new people and contacts in his or her academic field. These contacts will likely prove useful once he or she has left for the home country. On an academic level, these contacts may serve as future research collaborators, academic references and peer reviewers. On a personal level, contacts in the host country may be helpful to the scholar should he or she experience any unexpected threat when returning home, as they may be willing to work with SAR and others to help the scholar find a safe place to live and work.

Letters of recommendation: Faculty, staff and others at the host institution who have worked closely with the scholar may be willing to provide letters of recommendation that may be helpful in future endeavors. Some SAR scholars have found that it is helpful if these letters explain the scholar's research and role in the host country—leaving out reference to

the scholar's risk—as the scholar can then provide these letters if an employer in the home country asks for details on the scholar's work abroad.

Developing back-up plans: While most SAR scholars who choose to return home are able to do so without any trouble, it is wise to prepare an alternative or back-plan in case the scholar must leave home shortly after his or her return. Mentors and local SAR committees may be able to assist the scholar in developing such plans, including in some cases arranging for a conditional invitation that would allow the scholar to quickly escape any renewed threats. Member-representatives should discuss with SAR staff any need for a back-up plan for a scholar who is planning to return home at the end of a visit.

Renewing the visit

In most cases, host institutions are unable to renew or extend a SAR scholar's visit and the scholar's position ends as scheduled. In some cases however SAR scholars have been asked to stay on at the institution for a longer period of time. In these cases, host institutions generally issue a new invitation letter, apply for an extension of the visa, advertise the scholar's courses, reserve an office, among other tasks. In addition, the scholar and host should together identify housing for the following year, enroll the scholar's children in school for the extension period (if applicable), apply for extended leave from a home country institution (if applicable), and possibly other tasks.

If there is interest, the member-representative or local SAR committee

should discuss internally and with SAR staff any possibilities for extending the visit. The committee should review the scholar's adjustment and contributions during the visit thus far, and consider how additional time on campus might benefit both the scholar and the institution. If the mentor or scholar is required to submit evaluation reports, these can be useful when considering any extension. SAR staff may be able to provide advice and additional information, such as about whether the risks the scholar had experienced remain or have diminished due to any changes in conditions in the home country.

If mentors or committee members discuss any possibility of extension with the scholar, they should be sure to emphasize any uncertainties, especially if extension is unlikely. Even when there is a firm desire to extend a scholar's visit, sometimes these efforts fail, whether due to lack of available resources or other considerations. Therefore scholars should be encouraged at all times to pursue simultaneously other opportunities for their futures rather than to risk depending on one option which may not materialize. Moreover, some scholars will be reluctant to discuss with colleagues at the host institution other employment possibilities for fear that they

may jeopardize the chance for an extension. By informing the scholar early on that a renewal is unlikely (or likely as the case may be), the scholar will be able to plan accordingly and take advantage of resources within the host institution (i.e. asking colleagues for letters of recommendations, referrals, etc.).

Moving to another SAR host

Scholars who cannot yet return home may be able to identify another visit to a SAR host institution. Although a follow-up position is not guaranteed, many SAR scholars have been successful in finding suitable opportunities after the end of their visit. Scholars at Risk is most successful in finding follow-up positions when the scholar is actively involved in the process.

The host institution can help by encouraging the scholar to be in touch with the SAR office to explore follow-up opportunities early on during the visit. The host institution may also wish to provide letters of recommendation, course evaluations, media articles or other information that will help SAR and the scholar identify another academic opportunity within the network.

Concluding the visit

The end of a visit can be an exciting time as the scholar looks to the future. It can also be a time of great uncertainty, particularly for scholars who cannot return

to their home countries because of continuous threats or for those that have not secured positions for the coming year. This, however, should not detract from

the general feelings of appreciation for everyone involved in arranging the visit, and likewise for the scholar's contributions during his or her stay. Recognizing a scholar's contributions in some way can strengthen his or her scholar's network of support and resolve to move forward.

Showing thanks

Remember, almost anything can provide meaningful recognition if it is sincere, specific, timely, and creative. The local SAR committee may want to recognize the scholar for his or her contributions to the institution, and also recognize the mentors, sponsors or others who went above and beyond the call of duty in supporting the visit. A letter, certificate or other token of gratitude may be appropriate and appreciated. Planning an event to conclude a scholar's visit is an excellent way to show thanks not only to the scholar but also to the many individuals that made the visit possible.

Is a gift appropriate? Gift giving protocol varies from country to country. Before presenting a gift to a foreign colleague, do a little research on the customs and protocol. Keep in mind that the scholar may have to transport it back to his or her country. It is best to avoid heavy, burdensome, or extremely fragile gifts.

References and reviews

As the scholar plans to move on, it will be helpful for him or her to know whether colleagues at the institution might be willing to serve as references for future job applications or to provide letters of recommendation that the scholar may

share with potential future employers. Private letters to the scholar that provide guidance relating to his or her teaching, research or writing are also welcomed. Such guidance and feedback can be critical for scholars when applying for future job openings, submitting papers for publication and presenting at conferences, and continuing to pursue scholarship and teaching in a culture not his or her own.

Evaluation

Evaluating a scholar's visit is crucial to not only recognize the contributions, but also to reflect on ways to improve visits in the future. Local SAR committees may consider preparing a report for campus leaders highlighting the contributions made by the scholar and pointing out strengths and weaknesses of the particular host institution's experience.

Scholars at Risk asks each scholar to complete and submit an end-of-visit report, assessing the visit (please see Appendix 9). The report provides scholars with an opportunity to share information on their academic activities undertaken during the visit (lectures given, articles published, classes taught, conferences attended); SAR-related activities undertaken (media interviews, speaking event, workshops); details about plans following the visit, including follow-up contact information; and any advice they have for the SAR office when arranging future opportunities for scholars. This information helps SAR staff stay current with the scholar's next steps. It also helps SAR staff make more and better matches between institutions and other scholars in the future. (Some

scholars may also be required to submit reports to their sponsors, especially if external funding is involved.)

Scholars at Risk also asks each host institution to complete and submit an end-of-visit evaluation (please see Appendix 10). The evaluation similarly provides the host institution with an opportunity to share their experience hosting the scholar; reactions from the

campus community; any stories of interest; recommendations for improving the hosting experience; and suggestions for ways the SAR office can make hosting easier, more effective, or more enjoyable.

Scholars at Risk appreciates receiving these evaluations as the information they contain allows us to improve our services for scholars and host institutions (including by updating the good practice recommendations in this manual!).

Trouble-shooting: Dealing with unexpected challenges

Despite all efforts to ensure that a visit goes smoothly, unexpected challenges may develop. Professional, personal, health or visa problems are not common but can sometimes pose challenges for scholars and those working to help them. While such challenges are generally resolvable, they can drain resources, staff time and good will that could be better used on other activities related to making the visit a success. The following section contains advice in dealing with some situations. Institutions are urged to contact the SAR office with questions about these or any other challenges that may arise.

Dealing with health issues: As noted above, it is not uncommon for persons living under stress to develop a variety of health issues, which may sometimes manifest only months or years later. Emergencies and most chronic conditions should be covered by a scholar's medical care plan. Specific responses will depend on the issue that arises and the terms of coverage. Hosts may assist scholars in need of care to understanding coverage

and treatment options; by liaising with benefits or care specialists; and by contacting family or other close contacts. Hosts are urged to contact the SAR office to for advice in dealing with health issues on a case-by-case basis, including for possible referrals to organizations that offer relevant services. (Please see Appendix 13 for a list of service providers in the United States, and Appendix 14 for providers in other countries.)

Dealing with family issues: If the issues involve legal or immigration matters, the host institution can refer the scholar or a family member to a lawyer or legal service provider. The SAR office may also be able to help with referrals to pro bono or reduced rate counsel familiar with at-risk individuals. If the issues involve interpersonal relationships or communication, the host institution may be want to help the scholar consult with a social worker or counseling professional. Again, SAR staff can help with referrals. SAR staff may also be able to assist by researching education options for a scholar's dependent children.

Dealing with miscommunication: Hosts are urged to discuss communication problems with the SAR office. Including SAR staff in conference calls or on emails with the scholar will allow staff to help by clarifying the institution's instructions or requests and by ensuring the scholar understands and responds. SAR staff can also increase one-on-one email and telephone contact with the scholar to encourage good communication. In some cases, SAR staff may visit the institution to meet with the scholar, the member-representative, mentors and others.

Dealing with inappropriate behavior: Document any incidents of inappropriate behavior, if practical, and contact the SAR office immediately to discuss responses. In some cases cultural differences or miscommunication may contribute to inappropriate behavior, and clarifying interventions may address future concerns.

What if the scholar's teaching or research skills are not as polished as expected? In certain cases, discrepancies may be related to cultural norms and expectations. For visiting scholars that have never before taught, published or completed research in the host country, an adjustment period may be necessary. Some scholars may benefit from an orientation program explaining the classroom and research environment in the host country. Others may benefit from training programs or shadowing colleagues to develop classroom and research skills.

What if the visit is not working out? If the scholar is not able to do part of the job as originally agreed, he or she may be able

to compensate in other ways. These changes may need to be reflected in a revised contract. Although termination is an option, it is one plagued with both legal, practical and, in some cases, ethical consequences. However, if a visit is not working out and reasonable adjustments are not possible, action must be taken promptly. The SAR office can help discuss possible options, including identifying an alternative host institution which may provide a more suitable fit for the scholar's interest and abilities.

Should we consider the scholar for a permanent position? Yes. If the scholar is interested in a position, and the host institution is pleased with the scholar's performance during the initial visit, then it may be appropriate to consider the scholar for any regular openings. Past SAR scholars have been hired in tenure-track and long-term contract positions by their hosts after an initial visit. Such opportunities are appropriate and appreciated, even by scholars whose intention is to return to their home countries when conditions permit. When considering a scholar for a regular position, share the position description, evaluation criteria and any other relevant information. It may be appropriate to offer additional help and training in navigating the application process, such as a mock-interview or job-talk. In order to ensure against any misunderstandings, it should be made clear to the scholar that the position is not guaranteed, that the most qualified candidate will be selected, and that the scholar should still continue to explore alternative future opportunities while under consideration.

Appendices

1. Institutional membership agreement	51
2. Letter to form local SAR committee: Template	53
3. Invitation letter: Template	54
4. Invitation letter: Example.....	55
5. Checklist for local SAR committees.....	56
6. Model press release: Template	59
7. Model press release: Example	60
8. Sample scholar bios for media	61
9. Scholar end-of-visit report.....	62
10. End-of-visit report for local SAR committee/mentors.....	65
11. Internet security resources	68
12. Jobs, fellowships, and study opportunities for at-risk scholars.....	69
13. Resources for hosts and scholars in the United States	71
14. Resources for at-risk scholars in other countries.....	78

1. Institutional membership agreement

PART 1: RIGHTS & OBLIGATIONS (REQUIREMENTS)

Membership is open to accredited higher education institutions worldwide. The rights and obligations of membership include the following. There are no other obligations of membership.

- **Commitment to academic freedom:** Members commit to the principle that scholars should be free to work without fear or intimidation, as set forth in the Scholars at Risk network’s founding statement.
- **Official SAR representative:** Members designate a primary representative to communicate with the SAR office and other members, including receiving information about scholars seeking temporary assistance. The primary representative is responsible for sharing within the institution information about opportunities for institutional, faculty or student involvement in SAR activities (see below). Members are encouraged, but not required, to establish a local committee of interested administrators, faculty and students to share responsibility for determining when and how to participate in any activities.
- **Rights of membership:** Members in good standing are eligible to vote at annual and special membership meetings; receive discounts on admission to SAR events and publications; and receive preferential consideration of their faculty and students for SAR services, fellowships, internships and other opportunities as they may develop.

PART 2: ACTIVITIES AND OPPORTUNITIES FOR PARTICIPATION (OPTIONAL)

Participation in any specific SAR activity, including hosting scholars, is optional and at the discretion of the institution through its primary representative. SAR provides opportunities for members to engage at all levels (institutional, administration, faculty, student and alumni), including:

- **Hosting threatened scholars** as temporary visitors, students, researchers, or professors. Through SAR, member institutions will have access to courageous and inspiring educators for academic visits. Members will receive help from SAR staff in making arrangements and in counseling scholar-visitors about relocation, adjustment, job searching and post-visit transitions.
- **Hosting lectures, panels and other events**, including SAR Speaker Series events, featuring one or more SAR scholars.
- **Participating at SAR conferences** on academic freedom, university autonomy and related higher education issues.
- **Academic staff enrichment opportunities** through participation in SAR research, training and education projects.
- **Making new international contacts** by serving in SAR working groups, committees and governing board.
- **Student internship opportunities** working in the SAR office or from their home institution.
- **Alumni engagement** including through participation in public events or helping to welcome and mentor visiting scholars.
- **Helping to shape SAR’s priorities** and direction, including by suggesting new activities.

PART 3: JOIN THE NETWORK

YES, [NAME OF INSTITUTION] _____ **agrees to join Scholars at Risk.**

Membership subscription: Member institutions contribute an annual membership subscription to support the activities of the network office, including services for members and scholars, the SAR website, email alerts, newsletter and publications, the SAR Speaker Series, conferences and other events. Contact the SAR office for current subscription rates. Institutions may request a waiver or reduction if the regular subscription would create hardship or otherwise impede participation. Please check () one:

- We will send/have sent a **check** payable to “*Scholars at Risk/NYU.*”
- We will arrange/have made a **credit card** payment through the SAR website (www.scholarsatrisk.org).
- Please send an **invoice** for the annual subscription to our primary representative.
- We would **request a reduction** of the regular membership subscription to US\$_____.
- We **request a waiver** of the regular membership subscription.
- Other (explain)_____.

Our **official representative** will be: [NAME, TITLE AND CONTACT INFORMATION]

This form is submitted by (if different): [NAME, TITLE]

Please return the completed form to: Scholars at Risk Network, c/o New York University, 194 Mercer Street, Room 410, New York, New York, 10012 USA, email: scholarsatrisk@nyu.edu, fax: +1-212-995-4402.

Institutional membership agreement (continued)

Founding statement of the
SCHOLARS AT RISK NETWORK

RECOGNIZING the central importance of scholarship, academic freedom, and higher education for the promotion and protection of peaceful, democratic societies; recognizing that academic communities worldwide, including scholars, administrators, students, and their institutions, have long been targets of attack by agents seeking to curtail expression, silence dissent, and control the flow of information in society; recognizing that such attacks, against any member of the global academic community, threaten the common educative mission of every member of that community; recognizing the shared responsibility of all scholars, administrators, students and their institutions to join in solidarity in defense of their colleagues; and further recognizing that past and on-going efforts to meet that responsibility on an individual, ad hoc, or emergency basis, despite much success, have failed to eliminate the need for common action, we

RESOLVE that there should be established a permanent network of universities, colleges and similar centers of research, study and teaching; that this network, in collaboration with like minded institutions, groups and individuals, should dedicate itself to protecting the fundamental human rights of scholars and other members of the global academic community, including among them independent scholars, public intellectuals, writers, artists, and others engaged in the discovery, development and strengthening of the community of ideas; that among its activities, this network should devote its greatest energies to assisting scholars facing the most grave threats to their being and to their profession, including but not limited to threats resulting from displacement, discrimination, censorship, intimidation, harassment, and violence; that where these threats are of such gravity that other forms of assistance would prove ineffective or insufficient, the network should endeavor to provide positions of personal and professional sanctuary within its membership; and that although temporary, the design of these positions should be such as to assist scholars in resuming their careers;

RESOLVE that this network should in addition charge itself with raising awareness, understanding of and respect for academic freedom (including its constituent freedoms of expression, opinion, and thought), higher education, scholarship, and the free exchange of ideas; promoting intervention and advocacy in defense of academic freedom and the human rights of scholars; and otherwise undertaking such activities as the network and its membership may in due course deem appropriate; and

RESOLVE that this network should be known as the **Scholars at Risk Network**, and thereafter

PLEDGE to support this network by receiving, disseminating and sharing information about the network, its aims and activities; by participating in activities to raise awareness and understanding of attacks on members of the academic community; and by encouraging the participation of colleagues and institutions in the network including, but not limited to, promoting where possible efforts to assist scholars at risk through provision of temporary academic positions or other suitable assistance.

Adopted June 2000, at the University of Chicago.
Incorporated into the bylaws of the Scholars at Risk Network,
as amended April 28, 2005.

2. Letter to form local SAR committee: Template

Via email to [email address]

[Name]

[Address]

Dear [Name]

I am writing to share with you information about [Institution Name]'s involvement in the Scholars at Risk Network (SAR) and to invite you to consider helping to create a local SAR committee to advise on the institution's involvement. I hope you will consider participation.

Scholars at Risk an international of higher education institutions and individuals working to promote academic freedom and to defend the human rights of scholars worldwide. SAR members participate in a variety of ways, including by hosting scholars who have suffered violence and other threats for short-term academic positions.

[Institution Name] joined Scholars at Risk in [Year]. Already, [Institution Name] has [description of past participation]. We seek to strengthen our participation by creating a local SAR committee to advise on the institution's future participation in SAR. Local SAR committees are valuable networks of faculty, administrators, alumni and others that engage the university community with issues of academic freedom and enhance the recognition of each institution's efforts to promote academic freedom.

The committee will oversee the institution's membership in SAR and advise on the feasibility of hosting threatened scholars on campus and undertaking other activities to promote academic freedom. We expect the committee to meet (#) per academic year. In the event that [Institution Name] is able to host a SAR scholar for a temporary visit, the committee may review profiles of potential candidates and plan for the visit.

I sincerely hope you will be able to accept this important invitation and look forward to your response.

Sincerely,

[Central Administrator or SAR Representative]

3. Invitation letter: Template

Official Letterhead

Via email to [email address]

[Scholar name]

[Address]

[Date]

Dear [Scholar name]:

On behalf of [department/school/center] at [institution], I am pleased to extend to you an invitation as a visiting [position title] for [term], starting approximately [date] or as soon as you are able to obtain the necessary visitor visa and work authorizations.

In this position, you will receive an annual salary/stipend of \$[amount]. You will be required to teach [#] number of courses and/or undertake research in the department. Additional duties include: [list additional duties]

[Professor or supervisor name] is looking forward to you joining his/her department. Your experience in [area of expertise] will be very beneficial. [Professor or supervisor name] has been designated as your faculty mentor and is available to help you to prepare for and adjust to your new academic environment. [Professor or administrator name] will help you with any administrative details, including arranging for your office space, library access and getting a university ID.

[Add any other comments you want to make about the appointment.]

I would appreciate learning of your decision by [date]. If you choose to accept our invitation, please indicate so in writing and, at the same time, complete and return the enclosed forms needed to process your appointment.

This offer is contingent upon your ability to obtain the appropriate visa.

Sincerely,

[Unit Head or Dean/Director]

Enclosure(s): [List of enclosures]

4. Invitation letter: Example

OAK COLLEGE

Via email to singaza@email.edu

Dr. Paul Singaza
Political Science Department
Southern Coast University
Coast City, D.R. Congo

1 October 2020

Dear Dr. Singaza:

On behalf of the Faculty of Arts and Sciences at Oak College, I am pleased to extend to you an invitation as a visiting scholar in the Department of Political Science for one year starting approximately 1 January 2021 or as soon thereafter as you are able to obtain the necessary visa and work authorization.

In this position, you will receive an annual salary of US\$55,000 on a 12-month service basis. You will be required to teach 1 course per semester, undertake research and be available to mentor students in your field of expertise. Additional duties include participation in the faculty's annual Spring conference, to be held in March this coming year, and availability to serve as a guest lecturer when requested.

Professor Jan Van Sommer is looking forward to you joining his department. Your experience in post-conflict societies will be very beneficial to the college. Professor Van Sommer has been designated as your faculty mentor and is available to help you to prepare for and adjust to your new academic environment. Ms. Jean Winter, the department administrator, will help you with any administrative details, including arranging for your office space, library access and getting a university ID.

I would appreciate learning of your decision by 1 November 2010. If you choose to accept our invitation, please indicate so in writing and, at the same time, complete and return the enclosed forms needed to process your appointment.

This offer is contingent upon your ability to obtain the appropriate visa.

Sincerely,

Patricia O'Brien
Provost

Enclosure: Visa documentation

5. Checklist for local SAR committees

Preparing to host: Surveying resources

- Survey what financial and in-kind resources might be available to host a scholar.
 - Consider internal sources at the host institution, including: central administration; school/division or department/faculty; and centers and institutes.
 - Consider external sources, including: local SAR committee fundraising; co-hosting with another institution; academic associations and other groups; and local, national and international foundations and fellowships.

Selecting and inviting a scholar to campus

- Review the list of at-risk scholars on the SAR website, as well as scholars highlighted in bi-monthly Scholars of the Week emails.
- Consider soliciting internal nominations.
- Review suitable candidates, taking into consideration purpose of the visit, geography, discipline/field, risk, academic training/experience, publication, language, family, duration of visit, and any financial support available.
- Discuss possible candidate(s) and hosting arrangements with SAR staff.
- Arrange an interview (if appropriate).
- Discuss any security and confidentiality issues with SAR staff and the candidate.
- Discuss possible terms of the visit with SAR staff and the candidate.
- Prepare and send a formal invitation letter to the candidate.

Preparing to welcome a scholar to campus

- SAR committee members should designate an administrative mentor and a faculty mentor for the scholar.
- Work with SAR staff, your institution's international office, and the scholar to assist the scholar in applying for a visa.
- Work with SAR staff and the scholar to assist the scholar in making travel arrangements.
- Assist the scholar in making housing arrangements. Offer advice on where to stay and whether the scholar will need to make temporary housing arrangements for his or her initial arrival.

- The administrative mentor should work with human resources, the international office and other necessary departments to set the scholar up in the host institution's systems, obtain any necessary keys or access cards to the scholar's workspace and housing (if applicable), arrange for the scholar to obtain campus ID upon arrival, and prepare the host department for the scholar's arrival.
- Inform the scholar of final plans and logistics related to arrival. Arrange for a pick-up for the scholar at the airport. Exchange emergency contact information with the scholar and SAR staff. Make sure the scholar has the address of where he or she will be staying upon arrival, as this may be requested by immigration officials.

Arrival and adjustment

- Pick-up the scholar at the airport, if possible.
- Give the scholar a tour of campus and arrange meetings with administrative mentor, faculty mentor, international office, human resources and other necessary departments.
- Assist the scholar with logistical arrangements, including meeting any legal requirements, obtaining campus ID, opening a bank account, exploring school and language courses for the scholar's family (if applicable), and securing health insurance.

Making the most of the visit

- The faculty mentor should encourage the scholar to participate in discussions, workshops, seminars, and other activities in the host department.
- Encourage the scholar to sign up for email lists for future events and opportunities in the host department, at the host institution, in the host city and within the host country.
- Encourage the scholar to approach other departments, schools, and centers on campus. Discuss networking opportunities in the scholar's discipline, including disciplinary associations and meetings.
- Discuss research opportunities and how the scholar may submit articles for publication.
- Discuss the scholar's interest in speaking engagements, on campus and elsewhere. The SAR office can help to arrange for events on other network campuses through the SAR Speaker Series.
- Discuss any security preferences or concerns that the scholar may have. (Please see Appendix 11 for a list of security resources.)
- Discuss concerns that the scholar may have about life in the host country and any serious health issues. (Please see Appendix 13 for a list of service providers in the United States and Appendix 14 for a list of service providers in other countries.)

Plan early! Getting ready for post-visit

- The faculty mentor should discuss with the scholar career plans after the visit and possibilities of returning home. Encourage the scholar to be in touch with SAR staff.
- If the scholar is considering returning home, encourage him or her to speak with country experts, family who remain at home and others who might have insight into the current situation there. (Please see Appendix 11 for a list of security resources.)
- If the scholar would like to remain outside his or her home country, discuss the possibility of extending the scholar's position at the host institution (if appropriate) and encourage the scholar to begin exploring positions at other institutions. (Please see Appendix 12 for a list of jobs, fellowships and study opportunities.)
- Encourage the scholar to do the following:
 - Approach appropriate colleagues for letters of recommendation.
 - Visit the institution's career center for guidance in formatting his or her CV and application materials.
 - Inform colleagues, friends and professional contacts that he or she is seeking new professional opportunities.
 - Speak to SAR staff about possibilities at SAR member institutions.
 - Apply for open positions in the host country or in any other country in which he or she might be able to live and work in safety.

Concluding the visit

- Encourage the scholar to request letters of evaluation and recommendations from appropriate faculty colleagues.
- Exchange contact information with the scholar so that you may keep in touch.
- Remember to thank the scholar for his or her contribution to your institution.
- Encourage the scholar to complete the scholar end-of-visit report and send to SAR staff (please see Appendix 9).
- Complete the local SAR committee end-of-visit report and send to SAR staff (please see Appendix 10). Include photos, videos, articles and other remembrances of the visit.

6. Model press release: Template

Scholar at Risk [NAME] to Speak at [INSTITUTION NAME] on [Topic]
OR
Scholar at Risk expert on [TOPIC] to Speak at [INSTITUTION NAME]

[Date]

[Scholar], a scholar assisted by the Scholars at Risk Network (SAR), will speak at [Institution name] on [Date], at [Time] in [Room] of the [Building, Address]. Students and faculty will also have an opportunity to meet the SAR scholar and speak with [him/her] over lunch on [Date] from [Time] in the [Room] of the [Building, Address].

[Scholar]’s lecture, entitled [Title] addresses the struggle for academic freedom in [Country], focusing on [Scholar]’s personal experience as well as suggestions for curbing human rights oppression.

[Scholar]’s visit is sponsored by the [Sponsoring office, center, etc.]. This visit aims to raise awareness about [Institution name]’s participation in the Scholars at Risk Network by highlighting threats facing scholars like [Scholar] and ways higher education communities can work to combat threats and defend at-risk scholars.

[Scholar] is a professor of [Field] from [Country], with expertise in [Scholar’s specific research interests]. [Insert sentence or two about scholar’s background and past experiences, if appropriate and with permission.] [Scholar] is currently a Scholars at Risk fellow at [Other host institution name and department hosting scholar], where [he/she] is [teaching/researching].

For information about the lecture at [Institution name], please contact [Event coordinator] at [Phone]. For more information about other events on [Institution name]’s campus, please contact [Event Coordinator Name] at [Phone number] or [E-mail address].

For more information about Scholars at Risk in general, please visit www.scholarsatrisk.org or contact the SAR Network office at (212) 998-2179.

###

7. Model press release: Example

Scholar at Risk Paul Singaza to Speak on Post-Conflict Societies at Oak College

Dr. Paul Singaza, a scholar assisted by the Scholars at Risk Network (SAR), will speak at Oak College on March 8 at 5:00pm in the Michaelson room of the Arts and Sciences Building. Students and faculty will also have an opportunity to meet the SAR scholar and speak with him over lunch beginning at 12:30pm on March 9th, after the seminar lecture.

Dr. Singaza's lecture addresses the struggle for freedom in several African countries, focusing on the scholar's personal experience, and provides suggestions for curbing human rights oppression.

Dr. Singaza's visit is sponsored by the International Office, the Faculty of Arts and Sciences and the Student Government. This visit aims to raise awareness about the college's participation in the Scholars at Risk Network by highlighting threats facing scholars like Dr. Singaza and ways academic communities can work to combat threats and defend at-risk scholars.

Dr. Singaza is a professor of political science, with expertise in African politics, democratic governance and post-conflict societies. He is former chair of the political science department Southern Coast University in the Democratic Republic of Congo. Dr. Singaza is a Scholars at Risk fellow and is currently visiting assistant professor of political science at Marinetta State University.

For information about the lecture at Oak College please contact Phillip Pevensy at (555) 234-5556. For more information about other events on Oak College's campus, please contact Lucy Emerson at (555) 234-5555 or LucyEmerson@oakcollege.edu.

For more information about Scholars at Risk, please visit www.scholarsatrisk.org or contact the SAR Network office at +1 (212) 998-2179.

###

8. Sample scholar bios for media

a. Biography of scholar with security concerns:

Dr. PS
Visiting Research Scholar, Political Science Department

Dr. PS is a professor of political science from the Democratic Republic of Congo. He holds an MA and PhD in Political Science, with specialization in post-conflict societies. He has received several awards for his work on African politics. Dr. PS has served as a Scholars at Risk fellow at universities in the Network and has recently joined our university as a visiting research scholar.

b. Biography of scholar without security concerns:

Dr. Paul Singaza
Visiting Research Scholar, Political Science Department

Dr. Paul Singaza is a professor of political science from the Democratic Republic of Congo. He holds an MA and PhD in Political Science, with specialization in post-conflict societies. He has received several awards for his work on African politics, including the prestigious Global Policy Award. Dr. Singaza has served as a Scholars at Risk fellow at Network universities in the Netherlands, the United States and Ireland and has recently joined our university as a visiting research scholar.

9. Scholar end-of-visit report

All information will be kept confidential to Scholars at Risk.

Personal Information

Name: Date:

Host institution/department:

Dates of placement:

Immediate family members with you (names/age/relations):

Please attach a copy of your offer letter or email stating the terms of your visit, or summarize the terms (duration, salary/stipend, responsibilities, etc.) in the spaces below.

Summary of Activities

Primary activities: Please describe your *primary* activities while a visiting scholar. Include classes, research projects, and writing projects undertaken while at your host university.

Additional activities: Please describe any additional activities during your SAR position. Please list (1) any publications, co-publications or presentations completed; (2) any conference, departmental seminars or events attended (include name, date and location); (3) any media interviews given or articles published; and (4) any awards or honors you received.

SAR activities: Please share any SAR specific events you attended or participated in including any presentations or media interviews you gave on behalf of SAR.

Future Plans

What are your plans now that your SAR visit has ended? Please describe.

After completion of your SAR visit, do you plan to return home?

Where do you intend to be next year? Please provide institution/university name (if applicable).

Please add any additional comments you have on your experience with SAR or with your host institution. Was there anything SAR could have done to make your position more productive?

Contact Information

What is the best way to reach you? Please provide your most up-to-date contact information.

Mobile or other phone:

Email:

Address:

Thank you!

Please submit this form **and an updated CV** to scholarsatrisk@nyu.edu or by mail to:

Scholars at Risk Network
c/o New York University
194 Mercer Street, 4th Floor
New York, New York 10012 USA

IMPORTANT CONFIDENTIALITY NOTE: This report contains confidential and sensitive information intended only for the use of the individual or entity to whom it is addressed. If the reader of this report is not the intended recipient, you are hereby notified that any dissemination, distribution or copy of this message is strictly prohibited. If you have received this report in error, please immediately notify us at scholarsatrisk@nyu.edu. Thank you.

10. End-of-visit report for local SAR committee/mentors

All information will be kept confidential to Scholars at Risk

Personal Information

Name: Date:

Title, Department, Institution:

Email: Telephone:

Are you your university's primary representative to SAR?

End-of-Placement Summary

Summary: Please describe the scholar's activities/accomplishments during the placement, including attendance at events, seminars, conferences, interaction with the media and any publications and/or projects.

Please describe your working relationship with the scholar. Please include how often you met and whether your meetings were social or formal. With their permission, please make note of any other advisors, colleagues or mentors with whom the scholar developed working relationships while at your university, and their role.

Scholar's Future Plans: In the event that the scholar prefers not to return home due to ongoing security concerns, to your knowledge, has the scholar:

(Yes / No)

<input type="checkbox"/>	<input type="checkbox"/>	- actively applied for academic positions or fellowships
<input type="checkbox"/>	<input type="checkbox"/>	- actively applied for non-academic positions
<input type="checkbox"/>	<input type="checkbox"/>	- used on-campus or off-campus career resources
<input type="checkbox"/>	<input type="checkbox"/>	- discussed networking opportunities with faculty or others on campus
<input type="checkbox"/>	<input type="checkbox"/>	- requested letters of introduction or references from faculty colleagues
<input type="checkbox"/>	<input type="checkbox"/>	- met with a legal advisor about immigration/work authorization issues

If you wish, please share any relevant comments or details regarding the above.

Working with SAR

Overall Experience: Please describe your experience working with the SAR scholar and the SAR Network in general. Please include any suggestions for improvement for the SAR program or SAR Network assistance offered.

SAR Activities: Thank you for hosting a SAR scholar. We hope the experience has been a positive one. In the future, would your institution like to continue its involvement with SAR? If your institution is not already a member of the SAR network, we invite you to join; information is at: <http://scholarsatrisk.nyu.edu/The-Network/Join-the-Network.php>. Please let us know if your institution might be interested in hosting another SAR scholar in the future, and please indicate whether there are other activities that would be of interest, such as advocating for imprisoned scholars or inviting a SAR speaker to campus.

General Comments: Please provide any additional comments.

Thank you!

Please submit this form to scholarsatrisk@nyu.edu or by mail to:

Scholars at Risk
c/o New York University
194 Mercer Street, 4th floor
New York, New York 10012 USA

IMPORTANT CONFIDENTIALITY NOTE: This report contains confidential and sensitive information intended only for the use of the individual or entity to whom it is addressed. If the reader of this report is not the intended recipient, you are hereby notified that any dissemination, distribution or copy of this message is strictly prohibited. If you have received this report in error, please immediately notify us at scholarsatrisk@nyu.edu. Thank you.

11. Internet security resources

Scholars at Risk has found the following resources helpful for scholars and students who are concerned about their internet security. Scholars at Risk is not responsible for the content of the resources and websites listed. Use these services only after reviewing and understanding their content and terms of service. There may be other resources and websites that may provide helpful information to improve internet security. To recommend additional resources or websites to SAR, please send information to scholarsatrisk@nyu.edu or call +1 212-998-2179.

Access Now

<https://www.accessnow.org>

Access Now's website provides guidance on protecting one's identify while using the internet and mobile phones. It provides a list of top 10 internet security tips as well as links to videos that teach you how to surf the internet anonymously, how to create a safe and secure password online and how to recognize phishing attempts.

Freedom House's *Freedom on the Net* reports

<http://www.freedomhouse.org/>

For information on the degree of internet freedom in your own country, find the latest edition of Freedom House's *Freedom on the Net* report on this website.

Security in a Box

<https://security.ngoinabox.org/>

Developed by Tactical Technology Collective and FrontLine, this website offers guidance and practical suggestions on how to improve internet security when facing threats, intimidation and attacks. It includes information on setting up secure email accounts, keeping secure passwords, protecting computers from hackers, destroying sensitive information and using proxy servers. The website is accessible in several languages.

The Official Google Blog

<http://googleblog.blogspot.com/2011/06/ensuring-your-information-is-safe.html>

This Google Blog offers advice on protecting and improving security while using Google products, such as Gmail. It provides a list of security recommendations and a video with tips on how to stay safe across the web.

12. Jobs, fellowships, and study opportunities for at-risk scholars

Following is a list of programs and fellowships which may be suitable for at-risk scholars. Some are specifically designed for at-risk individuals, while others are more general programs which may accommodate the personal and professional needs of at-risk individuals. Each has its own criteria, application processes and deadlines. Contact Scholars at Risk at scholarsatrisk@nyu.edu or +1-212-998-2179 for more information or to recommend additional resources.

Abe Fellowship

<http://www.ssrc.org/fellowships/abe-fellowship/>

Bank of Ireland Fellowship in Human Rights at NUI - Galway

http://www.nuigalway.ie/human_rights/

Carr Center for Human Rights Policy Fellowships at Harvard University:

<http://www.hks.harvard.edu/cchrp/index.php>

Chevening Scholarships

<http://www.fco.gov.uk/en/about-us/what-we-do/scholarships/chevening/>

Eric Abraham Academic Visitorships at University of Cape Town

<http://www.uct.ac.za/about/iapo/sections/links/acl/management/>

The Harvard Academy for International and Area Studies Scholars Program

http://www.wcfia.harvard.edu/academy/academy_scholars_program.html

Human Rights Watch Hellman/Hammett Grants

<http://www.hrw.org>

Institute of International Education's Scholar Rescue Fund

<http://www.scholarrescuefund.org/>

International Cities of Refuge Network

<http://www.icorn.org/>

John S. Knight Journalism Fellowships at Stanford University

<http://knight.stanford.edu/>

Knight Science Journalism Fellowships at MIT

<http://web.mit.edu/knight-science/>

Knight-Wallace Fellowships at University of Michigan

<http://www.mjfellows.org/>

National Endowment for Democracy's Reagan-Fascell Fellowship Program

<http://www.ned.org/fellowships/>

Nieman Foundation for Journalism at Harvard Fellowships

<http://www.nieman.harvard.edu/>

NYU Law Albert Podell Global Scholars-at-Risk Fellowships

NYU Scholars at Risk/Vivian G. Prins Fellowships

www.scholarsatrisk.org

RFK Center Human Rights Award

<http://rfkcenter.org/ourwork/humanrightsaward> or <http://rfkcenter.org/home>

University of Notre Dame Kellogg Institute Visiting Fellowships

<http://kellogg.nd.edu/vfellowships/index.shtml>

The University of York Center for Applied Human Rights Defenders Fellowship

<http://www.york.ac.uk/inst/cahr/>

Woodrow Wilson International Center for Scholars Residential Fellowships

<http://www.wilsoncenter.org/fellowships-grants>

13. Resources for hosts and scholars in the United States

Legal/immigration resources

ABA Immigration Pro Bono Project

The ABA Immigration Pro Bono Development Project/Bar Activation Program works to promote immigrants' equal access to the U.S. justice system through bar-sponsored and pro bono programs.
202-662-1005
<http://www.abanet.org/publicserv/immigration/home.html>

American Immigration Lawyers Association

The American Immigration Lawyers Association provides information on legal representation options for asylum seekers and foreign workers, often on a pro bono basis.
202-507-7506
<http://www.aila.org>

AILA Immigration Lawyer Search

Users can search a directory where immigration lawyers can be identified based on name, location, and language abilities.
<http://www.ailalawyer.com>

Asylumlaw.org

Asylumlaw.org is an internet site providing information about asylum in the United States.
<http://www.asylumlaw.org>

Catholic Legal Immigration Network

The Catholic Legal Immigration Network (CLINIC) provides pro bono assistance to immigration detainees, refugees, asylum-seekers, families in need of reunification, and victims of trafficking and domestic violence.
202-635-2556
<http://www.cliniclegal.org>

Immigrant Legal Resource Center (ILRC)

ILRC offers litigation support in select cases, including representing clients, filing amicus briefs, serving as expert witnesses, and providing analysis of rules and laws, both proposed and enacted.
415-255-9499
<http://www.ilrc.org>

Lutheran Immigration and Refugee Service

LIRS identifies torture survivors lost in the U.S. detention center system, advocates for their rights, and offers legal representation.
lirs@lirs.org
410-230-2700

National Immigrant Justice Center

The National Immigrant Justice Center provides direct legal services for immigrants, refugees, and asylum seekers. The Center offers pro bono representation to asylum seekers and specialized legal services for immigrant children.
312-660-1370
<http://www.immigrantjustice.org>

National Immigration Law Center (NILC)

NILC staff members specialize in immigration law and the employment and public benefits rights of immigrants. The Center also conducts policy analysis and impact litigation.
213-639-3900
<http://www.nilc.org>

National Network for Immigrant and Refugee Rights (NNIRR)

NNIRR serves as a forum to share information and analysis, to educate communities and the general public, and to develop plans of action on important immigrant and refugee issues.
510-465-1984
<http://www.nnirr.org>

Visa information

U.S. Department of State

An official source of visa application information and explains U.S. visa policies and procedures.

202-663-1225 (Public Inquiries Branch)

603-334-0700 (National Visa Center)

<http://www.unitedstatesvisas.gov>

Services for refugees, asylees and immigrants

National

National Asylee Information & Referral Line

Washington, DC

1-800-354-0365

www.cliniclegal.org

Office of Refugee Resettlement

Washington, DC

202-401-9246

<http://www.acf.hhs.gov/programs/orr>

California

International Institute of San Francisco, Newcomers Health Program

The Newcomers Health Program collaborates with clinics and public health programs to offer health services to refugees and asylees.

San Francisco, CA

415-364-7647

<http://www.iisf.org/programs/newcomers.htm>

Legal Aid Foundation of Los Angeles

Los Angeles, CA

323-801-7991

<http://www.lafla.org/>

Florida

Florida Immigrant Advocacy Center

Miami, FL

Tel: 305-573-1106

<http://www.fiacfla.org/index.php>

Illinois

Heartland Alliance for Human Needs and Human Rights

Chicago, IL

312-660-1300

<http://www.heartlandalliance.org>

Maryland

Lutheran Immigration and Refugee Services Detained Torture Survivor Legal Support Network

Baltimore, MD

410-230-2700

<http://www.lirs.org>

Massachusetts

Greater Boston Legal Services

Boston, MA

617-371-1234

Cambridge/Somerville, MA

617-603-2700

Toll-Free in US: 800-323-3205

<http://www.gbbs.org>

International Institute of Boston International Survivors Center

Boston, MA

617-695-9990

<http://www.iiboston.org>

Minnesota

**Minnesota Advocates for Human Rights'
Refugee and Immigrant Program**
Minneapolis, MN
612-341-3302
<http://www.mnadvocates.org/>

Wisconsin

United Refugee Services of Wisconsin
Madison, WI
608-256-6400 or 888-404-8779
<http://www.ursw.org/svc.health.cfm>

Pennsylvania

Pennsylvania Immigration Resource Center
York, PA
717-600-8099
info@pirclaw.org
<http://www.pirclaw.org/>

Services for survivors of trauma and torture

Programs for survivors of trauma and torture may provide legal, medical, and psychological assistance to new immigrants, refugees and asylum seekers. Services may include assistance with educational needs, family and social services, medical attention, employment, legal advice and cultural orientation.

National

National Consortium of Torture Treatment Programs (NCTTP)
A collaboration of more than 30 organizations with programs for torture survivors.
<http://ncttp.dataweb.com/default.view>

Torture Abolition and Survivors Support Coalition International
Washington, DC
202-529-2991
<http://www.tassc.org>

Arizona

Center for the Prevention and Resolution of Violence
Tucson, AZ
520-628-7525

California

AMANECER
Los Angeles, CA
213-481-1347
<http://www.ccsa.org/>

**Californian Institute of Integral Studies
The Healing Center for Survivors of Political Torture**
San Francisco, CA
415-241-1562

CST (Center for Survivors of Torture)-San Jose
San Jose, CA
408-975-2730 x250

Institute for the Study of Psycho-political Trauma (ISPT)
Palo Alto, CA
408-342-6545 or 408-342-6500

**International Institute of San Francisco,
Newcomers Health Program**

Works with clinics and public health programs to offer health services to refugees and asylees.

San Francisco, CA

415-364-7647

<http://www.iisf.org/programs/newcomers.htm>

Program for Torture Victims

Los Angeles, CA

213-747-4944

<http://www.ptvla.org>

Survivors International

San Francisco, CA

415-546-2080

Email: info@survivorsintl.org

<http://www.survivorsintl.org>

Survivors of Torture International

San Diego, CA

619-278-2400

<http://www.notorture.org>

Colorado

Rocky Mountain Survivors Center

Denver, CO

303-321-3221, ext.213 or ext.203

<http://www.rmssdenver.org>

Connecticut

Khmer Health Advocates

West Hartford, CT

860-561-3345

<http://www.khmerhealthadvocates.org/>

District of Columbia Metro Area

**Advocates for Survivors of Torture
and Trauma**

Baltimore, MD

410-464-9006

<http://www.astt.org>

The Naim Foundation

Washington, DC

202-462-5715

<http://naimfoundation.org/>

**Northern Virginia Family Service (NVFS)
Program for Survivors of Torture
and Severe Trauma**

Falls Church, VA

703-533-3302

<http://www.nvfs.org>

Florida

Florida Immigrant Advocacy Center

Miami, FL

305-573-1106

<http://www.fiacfla.org/index.php>

Illinois

The Bosnian Mental Health Program

Chicago, IL

773-271-1073

**Heartland Alliance for Human Needs
and Human Rights**

Chicago, IL

312-660-1300

<http://www.heartlandalliance.org>

**Institute for Survivors of Torture and Human
Rights Abuses**

Chicago, IL

773-521-0750 or 773-522-6050

Maryland

**Advocates for Survivors of Torture
and Trauma**

Baltimore, MD

410-464-9006

<http://www.astt.org>

**Lutheran Immigration and Refugee Services
Detained Torture Survivor Legal
Support Network**

Baltimore, MD

410-230-2700

<http://www.lirs.org>

Massachusetts

**Boston Center for Refugee Health
and Human Rights (BCRHHR)**

Boston, MA
617-414-4794
<http://www.bcrhhr.org/>

Harvard Program in Refugee Trauma

Cambridge, MA
617-876-7879
<http://www.hprt-cambridge.org>

**International Institute of Boston
International Survivors Center**

Boston, MA
617-695-9990
<http://www.iiboston.org>

**Victims of Violence-Cambridge
Health Alliance**

Somerville, MA
617-591-6360

Michigan

**Arab Community Center for Economic and
Social Services (ACCESS)**

Dearborn, MI
313- 842-7010
<http://www.accesscommunity.org>

Minnesota

**Center for International Health at
Regions Hospital**

St. Paul, MN
651-291-4869

Center for Victims of Torture

Minneapolis, MN
612-436-4800
www.cvt.org

Missouri

Center for Survivors of Torture & War Trauma

St. Louis, MO
314-533-4114
<http://www.stlcenterforsurvivors.org>

New Jersey

**International Institute of New Jersey
Cultural Adjustment and Trauma Services**

Jersey City, NJ
201-653-3888 x12
<http://www.iinj.org/programs/sections/cats.html>

New York

**Bellevue/NYU Medical Center
Program for Survivors of Torture**

New York, NY
212-683-7446
<http://www.survivorsoftorture.org/>

Doctors of the World USA

New York, NY
212-226-9890
<http://www.dowusa.org/home>

**Safe Horizon Solace Program for Survivors of
Torture and Refugee Trauma**

New York, NY
718-577-3897
<http://www.safehorizon.org>

Oregon

**Torture Treatment Center of Oregon,
Intercultural Psychiatric Program**

Oregon Health & Science University
Portland, OR
503-494-4222
<http://www.ohsu.edu/psychiatry/clinics>

Pennsylvania

Liberty Center for Survivors of Torture
Philadelphia, PA
215-747-7500
<http://www.lcfsinpa.org/survivors.htm>

Texas

Center for Survivors of Torture
Dallas, TX
214-827-2314
<http://www.cstnet.org>

Utah

Tides Center
Utah Health & Human Rights Project
Salt Lake City, UT
801-363-4596
<http://www.uhhp.org>

Tax and financial information

Internal Revenue Service (IRS)
The IRS is the U.S. government tax agency. It provides information about tax rules for foreign scholars and students in the United States.
800-829-1040
<http://www.irs.gov/businesses/small/international/article/0,,id=96431,00.html>

Career services and training

California

Upwardly Global
San Francisco, CA
415-834-9901
www.upwardlyglobal.org

Virginia

Northern Virginia Family Service (NVFS)
Program for Survivors of Torture and Severe Trauma
Falls Church, VA
703-533-3302
<http://www.nvfs.org>

Wisconsin

United Refugee Services of Wisconsin Health Program
Madison, WI
608-256-6400 or 888-404-8779
<http://www.ursw.org/svc.health.cfm>

U.S. Committee for Refugees and Immigrants, Financial Literacy Program (FLP)
The FLP provides immigrants with information on banking, credit and financial services.
Washington, DC
202-347-3507
<http://www.refugees.org/article.aspx?id=1194>

Connecticut

International Institute of Connecticut
Evaluates foreign credentials, assists with job applications and employment skills.
Bridgeport, CT
203-336-0141
<http://www.iiconn.org/>

Illinois

Upwardly Global

Chicago, IL
312-431-1923
www.upwardlyglobal.org

Massachusetts

International Institute of Boston

Boston, MA
617-695-9990
beacon@iiboston.org
<http://www.iiboston.org>

International Institute of Lowell

Lowell, MA
978-459-9031
<http://www.iiboston.org>

Minnesota

International Institute of Minnesota

Assists with writing resumes, employment applications, and developing interviewing skills.
St. Paul, MN
651- 647-0191, ext. 300
<http://www.iimn.org>

New Hampshire

International Institute of New Hampshire

Manchester, NH
603-647-1500
<http://www.iiboston.org>

New York

CAMBA

Brooklyn, NY
718-287-2600
<http://www.camba.org/camba/>

Upwardly Global

New York, NY
212-219-8828
www.upwardlyglobal.org

Wisconsin

United Refugee Services of Wisconsin

Madison, WI
608-256-6400 or 888-404-8779
<http://www.ursw.org/svc.employ.cfm>

14. Resources for at-risk scholars in other countries

Global

International Rescue Committee

<http://www.theirc.org>

Jesuit Refugee Service (JRS)

Provides advocacy, legal, and health services for refugees and displaced people worldwide.

<http://www.jrs.net/home.php>

Canada

World University Service of Canada

WUSC supports student refugees and scholars continuing their studies and work in Canada.

+1-613-798-7477

<http://wusc.ca/>

Ireland and Northern Ireland

Irish Refugee Council

Provides referrals to legal and state services, advice on rights and information on asylum.

<http://www.irishrefugeecouncil.ie/>

Law Centers' Federation

Provides information on immigration lawyers.

www.lawcentreni.org

Legal Aid Board Refugee Legal Service

Provides confidential and independent legal services to persons applying for asylum and some immigration and deportation matters in Ireland.

http://www.legalaidboard.ie/lab/publishing.nsf/Content/Refugee_Legal_Service

Israel

Israel Government Portal

For persons seeking information on legal rights while working in Israel. Provides a listing of available occupations, working visa, rights and obligations, wages, health and housing, as well as contact information for governmental and non-governmental agencies offering support.

<http://www.gov.il/FirstGov/TopNavEng/EngSituations/ESMigrantWorkersGuide/>

Ministry of Immigrant Absorption

The Ministry offers information Israel immigration steps.

http://www.moia.gov.il/Moia_en/FirstSteps/FirstStepsList.htm

Netherlands

Dutch Council for Refugees

Gives legal and other support to asylum seekers.

<http://www.vluchtelingenwerk.nl/>

Foundation for Refugee Students UAF

UAF assists refugees, asylum seekers and others to study or do academic work in the Netherlands.

+31 (030) 252 08 35

<http://www.uaf.nl>

Norway

Free Legal Aid - Norway.no

Provides links to public legal counseling office that offers free legal aid to asylum seekers.

<http://www.norway.no>

Norwegian Organization for Asylum Seekers

Provides information on asylum in Norway.

<http://www.noas.org/>

Ny i Norge

Provides information for immigrants, asylum seekers and reception residents on language, education, health care, and working in Norway.

<http://www.nyinorge.no/>

Selvhjelp

Provides information on services for immigrants.

<http://www.seif.no/publikasjonet/en/>

United Kingdom

Asylum Aid

Asylum Aid responds to asylum-seekers' immediate legal needs and addresses the underlying causes of the difficulties they encounter in seeking asylum.

<http://www.asylumaid.org.uk/>

Council for Assisting Refugee Academics

Assists refugee scholars who are seeking to rebuild their academic careers in the UK and elsewhere.

+44 (0) 207 021 0880

www.academic-refugees.org

UK Visas

UK Visas is the official source of British government on visa policies and procedures.

www.ukvisas.gov.uk

Acknowledgments

This publication was made possible by support from the **VIVIAN G. PRINS FOUNDATION** and by the scholars and campuses who shared their experiences.

Scholars at Risk thanks the many friends around the world who have gone out of their way to help threatened and refugee scholars, especially those who have helped to arrange visits, hosted events, mentored or nominated scholars and otherwise provided help or advice. Scholars at Risk thanks also the many sponsors and partners whose vision and generosity have helped to build Scholars at Risk into a growing, international movement for free inquiry, free expression and human rights. Special thanks to:

SIGRID RAUSING TRUST ♦ OPEN SOCIETY FOUNDATIONS ♦ ARCADIA ♦ VIVIAN G. PRINS FOUNDATION ♦ NATIONAL ENDOWMENT FOR DEMOCRACY ♦ NEW YORK UNIVERSITY ♦ IIE SCHOLAR RESCUE FUND ♦ ALBERT PODELL GLOBAL SCHOLAR-AT-RISK FUND AT NYU ♦ VIVIAN G. PRINS FUND FOR EMIGRATING SCHOLARS AT NYU ♦ ROCKEFELLER FOUNDATION ♦ FRITT ORD ♦ UNIVERSITY OF CHICAGO ♦ REEBOK FOUNDATION ♦ JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION

With appreciation for pro bono, in-kind and other support from:

COUNCIL FOR ASSISTING REFUGEE ACADEMICS ♦ FOUNDATION FOR REFUGEE STUDENTS UAF ♦ UNIVERSITIES IRELAND ♦ GOOGLE FOUNDATION ♦ GRASSROOTS.ORG ♦ WEIL, GOTSHAL & MANGES ♦ WHITE & CASE ♦ SKADDEN ARPS MEAGHER & FLOM ♦ LATHAM & WATKINS ♦ GREATER BOSTON LEGAL SERVICES ♦ HEBREW IMMIGRANT AID SOCIETY

And continuing gratitude for all the higher education institutions and associations in the network, and the many friends who generously share their time, expertise and financial support to make Scholars at Risk possible.

To make a gift or learn how you can help, visit www.scholarsatrisk.org.



SCHOLARS AT RISK
N E T W O R K

New York University
194 Mercer Street, Room 410
New York, NY 10012 USA
www.scholarsatrisk.org