Scholars at Risk

HOW TO HOST

A Handbook for Higher Education Partners

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Cover image: Naila A., a scholar of theatre studies from Syria.

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INTRODUCTION

This handbook, designed primarily for institutions hosting a scholar via the Scholars at Risk Network (SAR), is a collection of practical information and resources based on the prior experiences of network members, assisted scholars, and SAR staff. In preparing this handbook, we recognize that every visit arrangement between a scholar and an institution presents unique questions. Nevertheless, there are certain common situations and practices that lend themselves to advance cataloging and discussion, which we do here. We believe that 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 SAR, what to expect as a host institution, and a guide for each phase of the hosting process. Resources include examples of SAR informational materials; templates and sample invitation letters; forms and other relevant information. The information here represents overarching advice and is not tailored to any particular country, as there will be differences in every country setting. 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 scholars and institutions in many locations. SAR staff are available to clarify 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, SAR invites scholars and institutions to share any information which might be useful to include in future editions.

Why a handbook?

In most cases, hosting an at-risk scholar is not very different from hosting other international visitors, especially for shorter visits. Scholars who receive placement support from the network are referred to as "SAR scholar(s)" in the following text. 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 for both the scholar and hosting institution. Such considerations may include:

•Financial challenges are common but not insurmountable. Scholars who have endured harassment (including loss of income) or made hasty departures frequently do not have much, if any, savings. If they do, the savings are usually not available in a new country, 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 meeting with counseling professionals. Scholars may have security concerns, either for themselves upon a return to their home country or for family or colleagues left behind;

•Flight, exile, and procedures around visas, asylum processes, and work authorization create uncertainties, especially when family are present; and

•Some scholars will face a painful, personal decision concerning their long-term plans. Should they seek asylum or live with the uncertainty of exile, holding on to hope that change is coming at home? Perhaps, 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 generally leave extended family behind. Married scholars are frequently forced to leave spouses and children behind, at least for an initial period while they re-establish themselves.

These issues may not arise in each visit, but 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 the normal challenges of hosting any international visitor.

Why are scholars threatened?

SAR has worked with scholars worldwide who have faced 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. Where a scholar is a member of a political, ethnic, or religious minority, female, or a member of LGBTQ+ communities, especially in areas where opportunities for advanced education are limited, an attack on an individual scholar may be a highly visible and 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 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 indiscriminate violence and where the breakdown of 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 subnational authority. At other times it may be a non-government agent, including militants and paramilitaries. 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 actors 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, scholars frequently 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 warnings and surveillance. This may escalate to denial of accesses or permissions, confiscation of documents and computers, 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 of their own volition 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, 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?

SAR is an international network of higher education institutions and associations. 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 SAR 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 a single institution or individual to address alone.

A collective response is needed. SAR 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 SAR 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, SAR 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—exemplifies 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 SAR network. Membership is open to accredited higher education institutions and associations worldwide that embrace the principle that scholars should be free to work without fear.

Members participate in 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 are also 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 become members. Academic associations and other organizations sharing common interest in academic freedom and related values are invited to join as affiliates.

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 SAR 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, newsletters, and publications, the Vivian G. Prins/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 SAR staff to request a reduction or waiver.

To become a member, institutions should contact scholarsatrisk@nyu.edu.

What are the benefits of joining the network?

Benefits of SAR membership include:

• opportunity to clearly demonstrate a commitment to academic freedom and related values;

• access to an international network of higher education institutions worldwide with an interest in protecting scholars and promoting academic freedom;

• sharing and learning from inspiring practices of those within the SAR network with regard to hosting scholars and promoting higher education values;

• access to courageous and inspiring educators for academic visits and events;

• subscription to the SAR newsletter;

• development opportunities through participation in SAR research projects, workshops, and events;

• help from SAR staff in advising scholars about relocation, adjustment, jobs, and post-visit transitions;

• discounted registrations at SAR conferences and other SAR-related events;

• advice from SAR in applying for third-party funding for SAR scholars; and

• public 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 within the 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 Vivian G. Prins/SAR Speaker Series, 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 SAR staff 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 SAR 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 hosting a scholar. A pledge is a non-binding, good faith commitment to try to host a suitable candidate for a defined term (generally one 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 the availability of scholar positions.

Local SAR committees

While SAR members are required to designate at least one primary representative of their institution to liaise with SAR staff, SAR recommends that, in addition, each member institution establish a local committee to oversee and energize the institution's participation. This may be a new standalone SAR committee or an existing committee newly 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 members 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 workshops on hosting scholars or promoting higher education values, as well as in research or advocacy projects to protect and promote academic freedom. Local committees may identify and supervise students interested in interning with SAR. They may also plan and lead fundraising initiatives for SAR-related activities on their campus.

What time commitment is required?

The time commitment required by local SAR committee members will vary depending on the activities the institutional member chooses to pursue and the roles assigned to different committee members. For example, if an institution is preparing to invite a scholar to campus, committee members might review

profiles of candidates nominated by SAR, and share these, as appropriate, with colleagues in different departments for their feedback and interest in hosting one of the candidates. Local SAR committee members often also play an active role in preparing for a scholar's visit, including liaising with the host department to ensure all practical arrangements are in place. Local SAR committees usually also play an important role in welcoming a scholar to campus and helping them adjust to the position during those early weeks. If a member institution wishes to organize an event on campus to raise awareness about threats facing scholars, the local SAR committee may wish to play an active role in its planning. In short, it is up to the institution and members of the SAR committee to decide on the SAR-related activities in which they wish to participate and agree on how much time they are willing and able to dedicate.

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:

Vivan G. Prins/SAR Speaker Series events: The Vivian G. Prins/SAR Speaker Series educates campus communities and the public about threats to academic freedom and attacks on scholars. The Speaker Series provides an opportunity for higher education institutions to invite SAR scholars to campus for short visits to share their powerful stories in a personal, meaningful way. SAR staff can suggest scholars assisted by the network who are available to speak and can help to arrange the visit according your campus's 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, 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 scholarsatrisk@nyu.edu.

Discuss candidates: Sharing information about SAR candidates with colleagues, and especially local SAR committee members, is a good way to raise awareness about your institution's membership in the network. SAR staff circulates confidential information about scholars seeking hosts to network representatives via email. 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 institutional representative can explore arranging a temporary 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. Please note 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 institutional 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, local newspaper, or alumni magazine is a great way to highlight your institution's membership in SAR 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. 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 scholar 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, research or laboratory supplies, academic travel support, and 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 from multiple sources is combined to make the visit possible. Some of the more common sources of support used at 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 host 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 the scholar will be integrated at the host institution. Existing research, teaching, or visitor 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. SAR staff can advise 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 institituion. 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 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. Examples of support that member institutions have identified include:

Local SAR committee fundraising: Some 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 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 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: An important source 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 institutions with advice 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 funding source, it is recommended that institutions consult SAR staff before seeking funding to host a scholar from a national or international fellowship program or foundation, as we collaborate with many of these. SAR staff can advise as to whether the source has been consulted previously and can, if desired, coordinate appeals from multiple 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

Some institutions are preparing to host a second, third, or fourth scholar to their campus, but the majority of institutions are considering inviting a scholar for the first time. Before bringing a scholar to campus, however, an institution would need to identify a SAR scholar to host.

Application, nomination, or referral?

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

How does SAR identify at-risk scholars?

SAR assists at-risk 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 person(s) acting on the scholar's behalf;

- •nomination by other academics, staff, network, or other higher education institutions; and

- •referral from contacts at academic associations, refugee and relief agencies, media, human rights groups, and others.

SAR welcomes scholar nominations and referrals because in these cases, the candidates' scholarship and/or risk are generally well-documented. Many candidates also apply directly to SAR, which is potentially important to severely threatened and isolated scholars who are not likely to be identified through nomination or referral.

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

SAR staff develops information about threatened scholars seeking assistance and evaluates their scholarship and allegations of risk. Staff then circulates information to designated representatives at each institution by email.

Can institutions identify a candidate independently of the network?

Yes. Members are encouraged to identify their own candidate(s). Institutional 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, SAR staff 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 SAR staff for consideration by the wider network.

Selecting a scholar: scholarship, risk, and other considerations

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

Step one: SAR scholars seeking hosts

In the first step, SAR staff 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 institutions but does not have to be the right candidate for every institution in the network.

How does SAR evaluate at-risk scholars?

SAR staff begin 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—staff research the situation in the scholar's home country and the particular risks alleged. Background and corroborating materials are sought, when appropriate, in a process of back-and-forth between staff, the scholar, any nominators or references, and other sources. This process may take a few weeks or continue for many months.

Once sufficient information is obtained, SAR staff consider three questions in order to make a determination for inclusion:

- •Question 1: is the candidate a "scholar"?
- •Question 2: is the candidate "at risk"?
- •Question 3: is the 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.

Broad definition: 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 work samples, letters of recommendation, and other relevant materials. Candidates are often asked to provide a summary of any ongoing projects or writing, and any research or teaching that they would like to conduct during a visit. In most cases, these materials can be shared with an institutional 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 who have worked in full- or part-time positions at higher education institutions, 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, have unique intellectual contributions to offer institutions. Candidates from any country and any discipline may 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 institutions. Some institutions 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 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 they are currently facing a qualifying threat or are facing the ongoing effects 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.

In-country applicants: 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 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 re-establish a career elsewhere. Because these cases generally require the most flexibility from the host campus, they may not be suitable for all institutions.

Displaced applicants: 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 re-entering 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 effects 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 any visit. Keeping this in mind, SAR staff prioritize those candidates who are most suitable for hosting.

Language skills: 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. 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 prior experience with graduate study, teaching, or research in the prospective host country.

For those candidates who are not multi-lingual, 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: 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 challenges, many SAR member institutions have successfully hosted scholars with spouses and children.

Discipline or area of work: 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 comparatively 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 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 post this list on our website here: https://www.scholarsatrisk.org/actions/host-a-scholar. If they believe that a scholar is an especially good candidate for a specific member institution, SAR staff may also contact the institutional representatives at that institution directly.

Step two: institutions evaluate candidates

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

Does SAR pick the scholar for placement at each institution?

No. SAR staff compile nominations of candidate profiles. Institutions make final decisions on whether to host a candidate, which candidates to consider, and the terms of any invitation.

How should institutions review the SAR nominations?

Institutional representatives review the profiles of candidates received by email. The nomination materials include summary information that allows for quick identification of specific candidates who may be suitable. Representatives may then contact SAR staff by phone or email to request additional information or to discuss any questions. Generally, representatives share the nomination information included on the list with their local SAR committee members. At some institutions, SAR committees may meet to discuss the nomination, 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 candidate.

What should institutions be looking for?

" [SAR] staff helped me...find a good fit between hosting departments and SAR scholars. [K]nowing that we're part of a network gives me hope that faculty whose expertise makes them less of a fit for my university will find opportunities elsewhere...[a]nd we can focus on welcoming scholars who will find...the interest and support they deserve."
-SAR host in the United States

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 primary reason? To support a scholar facing urgent risk? You may wish to privilege candidates with more severe risks over less threatened but more prominent scholars. Is the main purpose to expose students and faculty to a diverse learning experience? Then, you may wish to privilege candidates most likely to connect with fellow faculty and students.

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, social sciences, and the 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, some institutions may decide to privilege certain types of risks over others, as well as relative severity of risks.

Academic training/experience: Host institutions should seriously 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. The majority of SAR scholars 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 related to their risk). 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.

Publications: 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 sources in other countries—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' experiences 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 institutions generally range from three months to two 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. SAR is made aware of external funding opportunities on an ad hoc basis, particularly for scholars who are also human rights defenders. Institutions may elect to privilege candidates who have already identified 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, professional development funds, 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 into 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. Skype or telephone interviews can be arranged in most cases. Availability for in-person interviews varies according to the scholar's risk and present situation. Scholars already in exile may be more available for interviews than those still in their home country. We strongly recommend interviews wherever possible, in order to help both the candidate and the potential host to determine whether a position would be a mutual good fit.

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 institutional 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 communications are monitored and therefore to limit discussions to the candidate's academic qualifications, ongoing 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 staff 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.

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 their 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 a scholar's situation is reported in the media or after a scholar has spoken publicly about their experiences. For example, a scholar publicly identified as being at risk might suffer harm if it became publicly known that the scholar is seeking opportunities to leave the 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 face 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 who faced past harassment have continued to receive unwanted contacts, such as letters or emails, although more often the unwanted contacts take place 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, we recommend that institutional representatives check with 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 SAR 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. However, 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 publicity—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 publicity altogether or to agree to publicity only on condition of anonymity. For example, an institution may announce that a SAR scholar from "[country/region]" or in "[discipline]" will be visiting the campus.

Can we ask the scholar whether they want to be known as an "at-risk" scholar?

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 the 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. Any information obtained from a scholar before 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 complication of the scholar's possible return home.

Inviting a scholar

Once the institution decides on a candidate to invite, SAR staff work with the institution's representative and the scholar to formalize an invitation and to address any questions or issues that may arise.

How are the terms of a visit determined?

The institution's representative or local SAR committee should develop an outline of terms for the visit. This may require consultations with various committees, host departments or schools, and institutional administrators. Terms offered to previous visiting scholars may provide a model but some adjustments may be required. SAR staff can assist with advice based on prior situations. SAR staff will then communicate the outline of terms to the candidate to provide the scholar an opportunity to ask questions, voice any concerns, or make any requests. Negotiating terms through SAR staff is preferred so that we may be abreast of developments with the process and help navigate any challenges that may arise.

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, 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. 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 the 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. A link to a sample invitation letter can be found on page 38. The letter is then shared with the scholar by SAR staff. When practical, the scholar is asked to confirm in writing their acceptance of the invitation and agreement to its terms, ideally by signing a copy of the letter and returning it.

How long after selection would the scholar arrive?

Arrival dates depend on the case and the terms of the invitation. Scholars may arrive within several weeks or 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

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; administrative set-up; 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 to expect upon arrival, arranging for an 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, and obtain a set of keys for the scholar's office and 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 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 email 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 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 the visit).

Faculty mentor: A faculty mentor is someone who knows the ropes—academic, departmental, social, and community—and is able to tap into resources for guidance and support throughout the year as the scholar becomes more independent and moves to the next phase of 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 regard 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.

Immigration

All 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 scholar and sponsoring institution to ensure that proper requirements are met.

Most SAR scholars apply for international exchange visas; others may have 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 SAR staff, their institution's International Office, and/or the immigration department of their own country's government. Points to keep in mind include:

Visa/work permit processing delays: The processes for requesting, reviewing, and issuing visas in many countries change regularly, which may result in processing delays. In recent years, visa applications around the world 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 whenever possible to apply for a visa and/or work permit 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 visitor 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 staff will work with the scholar and host institution to confirm that the scholar has all documents required to enter the host country, including an invitation letter, valid passport, and other required information.

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 into, what transportation options are available upon arrival, and 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 the scholar to be shown to 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 can be 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 one lives can greatly influence whether or not they have a good experience in a new place. There are many different types of housing, and a host institution should discuss needs and preferences with the scholar. Types of housing might include dormitories, college-owned apartments, apartment or house shares, and privately 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 setting up the scholar before arrival, compiling the necessary paperwork and completing as much as possible in advance is recommended. However, please 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 information into payroll systems automatically posts a person's contact information into a publicly available, online directory. For scholars who request not to be listed in such public directories, a special request may need to be made.

It is especially important that scholars 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 one set is left with the administrative mentor or other trusted persons 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 on campus.

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 their 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 scholars understand their academic responsibilities (course rules, how final grades will be calculated, the 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 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. International offices are wonderful resources 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 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 waiting 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 welcome 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 provides the scholar a chance to adjust and make new connections. However, the arrival period also may be a time of vulnerability for the scholar, as one must deal with a new culture and language, academic setting, new friends, and new community. The scholar may be dealing with past trauma or 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 get settled.

First 48 hours

Arriving in a new 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 the 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 available 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 are required to check in with the International Office or an immigration office shortly after their arrival on campus or their legal status could be compromised. For example, in the United States, scholars on a J-1 visa must check in within ten days. Each scholar will need to provide copies of 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 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 a scholar budget for anticipated 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 at an early stage. In most countries, 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.

Travel signatures: If travel outside the host country is necessary, in some countries scholars may need to obtain permission from the host institution or government. This will allow the scholar to re-enter the host country after travel. The International Office can advise on whether this is applicable to the visiting scholar.

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.

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. This is best discussed with a designated officer in the International Office.

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, childcare, schooling, religious observances, or other family issues.

Language courses: The International Office may provide information on host country language courses for the scholar and their family. These may be group or individual courses held on- or off- campus. Frequently, the International Office can 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. Some visa types require health insurance. For example, within the United States, J-1 visitors are required to have health insurance that meets certain requirements throughout their visit.

MAKING THE MOST OF A VISIT

Higher education institutions are busy places with 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 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 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 to convey the host institution's "academic culture" (e.g. preparing and handing out syllabi, using "blue books" for exams, taking attendance, or keeping track of student 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 professional work in safety. It also includes helping the scholar to plan for continuing this professional work after the visit ends. The most important factor in this is meeting people working in the field or related fields who might help connect the scholar with future opportunities. Following are several 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 email list, as this will enable the scholar 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 whether the scholar 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 the scholar's 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 perspectives 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 have 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 research interests with the scholar and share new resources and information about publishing

articles and books. Orienting the scholar to popular journals and publishing houses in the scholar's 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 the 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 both during the 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 varied in interests. They often include smaller sections or "interest groups" that focus on specific topics. Most associations and societies 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; SAR staff may be able to help with the waiver request or required fees. Most also hold an annual meeting or other, smaller meetings, which may provide opportunities for the scholar to make contacts and present their work. Discuss the leading 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.

> **"I want to stress the importance of helping the scholar to continue to grow as a researcher during the hosting period. Involve the career center and centers for professional development within the university and arrange meetings with scholars and the centers' contact persons to identify needs together. Workshops or seminars about how to write successful research proposals, publications, and for example, academic writing, are generally very useful."**
> **-SAR host in Sweden**

How can we encourage the scholar to make academic connections?

During this period, the scholar will get to know the 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 they 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 locations outside of the campus or local area to give talks or meet with public officials. SAR scholars are invited to participate in the network-wide Vivian G. Prins/SAR Speaker Series and can learn more about getting involved by contacting SAR staff. 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 interested in their experiences to bring attention to the visit.

Local community participation: 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's 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 receptive to visitors.

Security concerns

Most SAR scholars do not have 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, 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, whle others worry about surveillance (usually of emails) or other intimidation or harassment while they are away from home. If a 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:

• consulting with the scholar whether they would like their name to appear on the host institution's website, departmental directories, ID card, course listings, etc.;

• exploring preferences the scholar may have in terms of introductions to colleagues inside and outside the campus community. Scholars may have preferences for how such introductions are made, so it is best to check with them before making introductions;

• providing the scholar with a written list of names and details of key contacts at the institution for administrative, security, and professional concerns;

• asking the scholar for a list of family and/or friends in the area, and possibly in the home country who the host department can contact should the scholar become unreachable or unavailable;

• encouraging the scholar to report any unusual phone calls or incidents. In most cases, such incidents will have harmless explanations but it is better to over-report concerns rather than under-report;

• scheduling time to meet with the scholar on a regular basis to ask about any changes regarding confidentiality/security concerns and update the security plan if necessary; and

• encouraging 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 and beyond. 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 they can help to devise a plan for addressing them.

Medical coverage: Depending on the country, the scholar's immigration status, and the scholar's 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 some countries, this is a requirement for the issuance of a research visa. In any case, it is important that the scholar understands how medical care is provided in the host country, the terms of coverage available 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 on medical care options, the administrative mentor may want to arrange an appointment with a campus or local medical benefits specialist.

Acclimation and "culture shock": It can be very overwhelming and disorienting to be in a new and unfamiliar environment, even if being in that new environment has been a long-held desire for an at-risk scholar. It is stressful to be in a new situation, and there are mild emotional and physical reactions to adjustment that are routine and will dissipate over time. Strong negative emotional and physical reactions to a new environment are often referred to as "culture shock," which some scholars may experience. Some emotional and physical reactions to culture shock include 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. 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 being sensitive to underlying factors and referring the scholar to appropriate services. Mentors are also encouraged to contact SAR staff 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 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 university 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 the scholar to a center for survivors of trauma and torture.

What are the symptoms of trauma and torture?

Some SAR scholars may have experienced trauma and torture in the past. The effects of which can include both physical and psychological symptoms and may appear later in ways 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, as well as 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. SAR staff 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 emergency. Representatives should also contact SAR staff for help in an emergency.

PLAN EARLY! GET 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 may be the goal for some scholars, other scholars may be unable to return home immediately due to continuing threats and 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. Resources may include a career center, which can 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 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 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 do the scholar's family and colleagues back home report?

Scholarship: The scholar should consider what options exist 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 oneself financially, and the ability to work in safety. The scholar should consider possible fellowship opportunities or job openings 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, visa requirements in the country of interest, and any other factors.

Legal status: For most SAR scholars, legal status in the host country is tied to an academic position. If safe return home is not possible, the scholar 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 asylum).

Moving: If the scholar does not want to move to a new country, what are the job and legal status options in the current host country? If the scholar would be open to moving, where do the best options exist? What are the visa requirements in those countries? SAR staff will discuss these and 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 the scholar's academic field. These contacts will likely prove useful after departure 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 should the scholar 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-up plan in case the scholar must leave home shortly after 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. Institutional 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, and 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 institution 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 an 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 an extension with the scholar, they should be sure to emphasize any uncertainties, especially if the 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.).

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 with the scholar. It may be appropriate to offer additional help and training in navigating the application process, such as a mock interview. In order to preclude 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 continue to explore alternative opportunities while under consideration.

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. SAR 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 SAR staff 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.

DEALING WITH UNEXPECTED CHALLENGES

Despite all efforts to ensure that a visit goes smoothly, unexpected challenges may arise. 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 goodwill that could be better used on other activities related to making the visit a success. The following section contains advice in dealing with unexpected challenges. Institutions are urged to contact SAR staff 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 understand coverage and treatment options; by liaising with benefits or care specialists; and by contacting family or other close contacts. Hosts are urged to contact SAR staff for advice in dealing with health issues on a case-by-case basis, including for possible referrals to organizations that offer relevant services.

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. SAR staff 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 want to help the scholar consult with a social worker or counseling professional. Again, SAR staff can help with referrals. 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 SAR staff, who can then be included in calls or on emails with the scholar. This will allow staff to help by clarifying the institution's instructions or requests and by ensuring the scholar understands and responds. Staff can also increase email and telephone contact with the scholar to encourage good communication. In some cases, staff may visit the institution to meet with the scholar, the institution representative, mentors, and others.

Dealing with inappropriate behavior: Document incidents of inappropriate behavior, if practical, and contact SAR staff immediately to discuss responses. In some cases, cultural differences or miscommunication may contribute to this behavior and clarifying 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 taught, published, or completed research before in the host country, an adjustment period may be necessary. Some scholars may benefit from an orientation program, training programs, or from 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, the scholar 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 possible ethical consequences. However, if a visit is not working out and reasonable adjustments are not possible, action must be taken promptly. SAR staff can help discuss possible options, including identifying an alternative host institution which may provide a more suitable fit for the scholar's interests and abilities.

CONCLUDING A 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 for the scholar's contributions during the stay. Recognizing a scholar's contributions in some way can strengthen the 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 contributions to the institution, and also recognize the mentors, sponsors, or others who supported 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. If a gift is considered, remember that gift-giving protocol varies from country to country. Before presenting a gift to a SAR scholar, it would be helpful to conduct brief research on the customs and protocol. Keep in mind that the scholar may have to transport the gift, so it is best to avoid heavy, burdensome, or extremely fragile gifts.

References and reviews: It is vital for the scholar to know whether colleagues at the institution might be willing to serve as references for future job applications or to provide letters of recommendation for potential future employers. Private feedback to the scholar relating to teaching, research, or writing is also welcomed. Such guidance and feedback can be critical for scholars who are applying for job openings, submitting papers for publication, and presenting at conferences.

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.

SAR asks each scholar to complete and submit an end-of-visit report assessing the visit. 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 events, workshops); details about plans following the visit; and any advice they have for SAR staff 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. SAR also asks each host institution to complete and submit an end-of-visit evaluation. This evaluation provides the host institution with an opportunity to share their experiences hosting the scholar; reactions from the campus community; stories of interest; recommendations for improving the hosting experience; and suggestions for ways SAR staff can make hosting easier, more effective, or more enjoyable.

SAR appreciates receiving these evaluations as the information they contain allows us to improve our services and enable the best experiences possible for scholars and host institutions. It also allows SAR a chance to thank institutions for their efforts to bring a scholar to campus.

RESOURCES

The following resources may be helpful in preparing, inviting, welcoming, and hosting a scholar on your campus. All can be found online at scholarsatrisk.org.
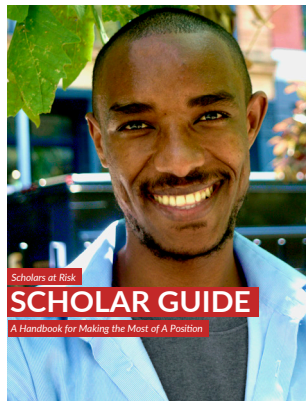
Sample Budget
Sample Invitation Letter
Press Release Template
Hosting Checklist
Host Mid-Year Report
Host End-of-Year Report

PUBLICATIONS

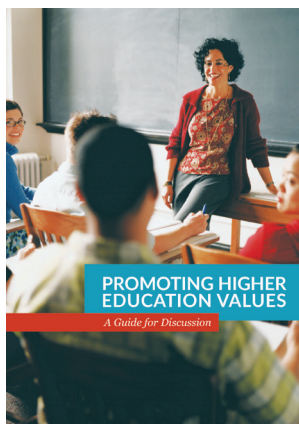These SAR publications and other activities can be found online at scholarsatrisk.org.

How to Host

Scholar Guide

Vivian G. Prins/SAR Speaker Series

Promoting Higher Education Values Guide

Getting Involved

Free to Think 2018

Scholars at Risk (SAR) is an international network of institutions and individuals whose mission it is to protect scholars, promote academic freedom, and defend everyone's right to think, question, and share ideas freely and safely.

By offering temporary academic positions to professors, lecturers, researchers, and other intellectuals who suffer dangerous conditions in their home country, SAR members help scholars to continue their important work. In return, scholars contribute to their host campuses through teaching, research, lectures, and other activities. 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 greater awareness of current threats to academic freedom and of the vital role of higher education in free societies.

SAR also advises scholars and hosts, campaigns for scholars who are imprisoned or silenced in their home countries, monitors attacks on higher education communities worldwide, and provides leadership in deploying new tools and strategies for promoting academic freedom and improving respect for university values everywhere.

Institutions and individuals who share in these values are invited to contact SAR about opportunities to get involved including hosting threatened scholars, advocating for imprisoned academics, monitoring attacks on higher education, and participating in workshops, trainings, conferences, and working groups, among other activities.

SAR 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.

To learn more, get involved, or make a gift to help sustain SAR's work, visit scholarsatrisk.org.

SCHOLARS AT RISK
NETWORK

protection   advocacy   learning

SCHOLARS AT RISK
N E T W O R K
protection advocacy learning