How to Host Curriculum

A resource for universities welcoming
at-risk and refugee scholars to campus

Produced by the 'Academic Refuge' Project
An Erasmus+ Strategic Partnership

Project partners:

UiO : Universitetet i Oslo

UNICA
Network of Universities
from the Capitals of Europe

Univerza *v Ljubljani*

SCHOLARS AT RISK
NETWORK

Associate partners: European University Association (EUA), The European Association for
International Education (EAIE), University World News, and Al-Fanar Media

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The Academic Refuge Project

The Academic Refuge project is an Erasmus+ Strategic Partnership that aims to improve the capacity of European universities to assist refugees and threatened academics on campus and to promote understanding and respect for higher education values. Partners include the University of Oslo, the UNICA network, the University of Ljubljana, and Scholars at Risk. The European University Association (EUA), the European Association of International Education (EAIE), Al-Fanar Media, and University World News are associate partners on the project.

The first output of the project was a staff training for university representative in June 2017, which brought together 55 participants from 20 countries across Europe to share best practices and explore opportunities to cooperate in welcoming displaced and refugee scholars and students to campus. Additional outputs under the grant include a free massive open online course on academic freedom, *Dangerous Questions: Why Academic Freedom Matters*, and an electronic handbook on good practices in promoting core higher education values on campus..

How to Host Curriculum

This curriculum developed and used for the June 2017 training is now available for European universities seeking to welcome threatened/refugee scholars to their universities. It builds upon SAR's 18 years of work in supporting more than 1000 at-risk scholars and the numerous universities in the global Scholars at Risk network that have welcomed them to campus. Drawing on SAR's *How to Host* guide for universities, this curriculum is intended for use by European universities seeking to host refugee and at-risk scholars at their universities. It offers practical advice on topics including identifying scholars for placement, funding strategies, planning for a scholar's arrival, and integration and transition issues. This curriculum consists of facilitator notes, exercise handouts, and a sample PowerPoint that can be used in a workshop.

Advice for planning a workshop

Time needed

The content in this curriculum is arranged as a full-day workshop. A half-day version of this workshop would be possible with some exercises removed.

Group size

This curriculum was developed for a group of 30 participants. At various points, participants were divided into groups of 15 for small group discussion, and groups of 5 to work on the exercises.

Participant considerations

This curriculum is developed for university representatives engaged with the process of hosting refugee and at-risk scholars. Discussions are most productive if there are at least 2-3 representatives in the room who have some exposure/experience with the hosting process, in addition to the facilitator, in order to have additional experiences/practices contributed to the wider group discussions. Participants could include university faculty, administrators, staff, or leadership, all of whom may be involved in various steps of the hosting process. Involving scholars with experience being hosted can add valuable first-hand perspective to the workshop, particularly as it relates to planning for arrival and integration. In this instance, including additional questions for scholars based on their experiences at host institutions will make for a richer and more nuanced discussion.

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How to Host Curriculum

Unit 1: Welcome to Campus

Unit 1: Welcome to Campus

The first unit emphasizes finding a tailored approach to hosting, and takes prospective hosts through a series of considerations related to identifying a scholar to invite to campus.

Facilitator notes

Encouraging participants to identify what motivates the institutions and individuals involved will result in a placement effort that maximizes opportunities for the scholar to make positive, meaningful contributions to the host campus. For example, a host that is seeking to raise awareness about academic freedom concerns would be best suited to host a scholar who is interested and willing to speak publicly about their risks and experiences. In some cases, this would mean the scholar would need stable legal status outside their home country, and speaks multiple languages. Institutions that are already active on academic freedom issues may have less desire to publicize a scholar's visit, and could assist a scholar facing more immediate risks who may feel less secure in speaking publicly, at least initially. There are many reasons that people want to help, and all are valid and valuable.

Key takeaways

Find the right candidate: the best placements cater both to the needs and interests of the scholar and the host institution. There are many different ways someone can be a good fit, and flexibility is key.

- Identify why you want to help: identifying what motivates you and your colleagues will help guide your candidate selection and will help in soliciting funding/support and in ensuring a successful visit.

- Geography: Where is the scholar from and where are they currently located? Candidates from countries or regions in which the host institution already has ongoing projects or specializations may find increased opportunities to contribute.

- Discipline/Field: 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.

- Language skills: Institutions may be more inclined to host candidates with particular language skills that match current offerings, or may seek scholars to help fill institutional language gaps.

- Credentials: Is the university open to scholars who have a Master's degree, or only candidates with a PhD?

- Timeline. How long does the university need in order to gather together needed resources, obtain needed departmental and other approvals, and how does this fit within the academic year and or/budget timeline for your university? For the scholar, when are they looking to travel and how long will the visa take?

- Family: Some institutions are able to support scholars travelling with large families and the additional logistical considerations this entails, others may be better equipped to support individual researchers travelling alone.

FAQs

Where can I find a potential candidate?

Scholars at Risk, IIE's Scholar Rescue Fund, the Council for At-Risk Academics, and the PAUSE program all work with at-risk scholars who are seeking temporary positions of academic refuge, and have lists of scholars seeking assistance. Contacting one of these organizations is a good first step.

Should I offer a placement even if the academics are not a good fit?

It is not advisable, as a good academic match is essential for a visit to be productive and mutually beneficial for both the scholar and the host. A scholar without a relevant department or academic mentor will find it difficult to integrate into the university, and will lack the needed academic support to carry out their work.

Advice for implementing exercise

The exercise for this unit asks participants to create a plan of action for a hypothetical scholar. Participants are provided a mock CV, background summary, and hosting worksheet. Facilitators should encourage participants to discuss the mock CV in depth and identify a potential fit within a department or institution in the group. The intention behind this exercise is to explore what considerations matter when selecting a scholar for a temporary visit, and to recognize that different institutions privilege different factors in determining a good fit.

Key questions for discussion after or during the exercise include

- What considerations do you need to keep in mind when thinking of a way to incorporate a scholar into your university?

- What have prior hosts here seen as important in ensuring a good match for the university?

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Unit 2: Funding Scholar Visits

Unit 2: Funding scholar visits

Facilitator notes

Once a host has identified a scholar that will be a mutual good fit for a short-term academic appointment, the work of planning the successful visit begins. One of the first steps is securing funding for a visit, as even with in-kind support, financial support is almost always needed in order to make a visit possible. This unit will expose participants to various funding models and encourage creativity in identifying possible internal and external funding sources. Participants will also be encouraged to consider which costs beyond salary may be involved in a scholar visit, and the benefit of additional funds for professional development (including language courses, conference attendance) on a scholar's visit and long-term career success. Surveying available resources is the first step in making concrete plans for a successful scholar visit.

Key takeaways

- Most universities combine funding from a variety of internal sources to make scholar visits possible (for example, partial funding from central administration, and additional funding from 1-2 host departments.) Other hosts apply for third-party funding to gain outside sources of support from local foundations, research institutes, or funding opportunities like the IIE-Scholar Rescue Fund (global); the Philipp Schwartz Initiative of the Alexander von Humboldt Foundation and the Einstein Foundation (in Germany); and the PAUSE program (in France).

- In general, salaries offered should be comparable to those offered to other visiting scholars at the host institution, taking experience, location, teaching load, and family size into account. An important financial consideration for at-risk scholars is that scholars who have endured threats in their home countries (or made hasty departures) generally do not have much, if any, savings. This makes it challenging for scholars to pay in advance for travel expenses and other initial setup costs and receive payment or reimbursement at a later date.

- Fundraising for a scholar may be easier after a candidate is identified, as the scholar's academic discipline and country of origin may help identify particular funding streams available inside and outside a university. For example, a Syrian scholar of literature may be funded from the literature department, and the MENA studies department, if they are able to work and contribute across departments.

- Many universities combine multiple funding sources (internal, from several departments, or external, from third—party funders) in order to secure funding for a scholars' visit. In-kind support such as housing can help enable a placement and reduce the funding needed for salary. Co-hosting a scholar with another nearby university may be another option, again assuming the scholar is able to work and contribute to both institutions (though not necessarily in the same semester).

- Full-time positions are the ideal for almost all scholars. However, if only a part-time or semester-long funding is available, this is still helpful for scholars seeking re-engagement with academia. Visa concerns may complicate the feasibility of part-time positions for scholars without existing status in the host country, so explore any constraints regarding work and visa requirements for foreign researchers before extending an offer.

FAQs

How do I determine the appropriate salary level for a visiting scholar?

In general, we recommend that salaries offered should be comparable to those offered to other visiting scholars at the host institution, taking experience, location, teaching load, and family size into account.

What other costs are associated with hosting a scholar?

Beyond salary and health insurance, visa and/or residence permit fees, and travel costs (both during the visa process, as depending on the country some scholars will have to catch flights across a country or travel to another to get to the appropriate embassy, and for the flight to the host institution) are common costs associated with a temporary appointment. Accommodation is provided by some host institutions, but not all. Other universities are able to dedicate funding to language and professional development courses, and provide a travel line for conference attendance.

What third-party sources of funding that may be available?

Local foundations, national research centers may offer funding that can be used for an academic appointment. Organizations like the Scholar Rescue Fund and ProtectDefenders are other forms of support for eligible scholars. National sources vary, so it is good to ask participants what national sources may exist.

Advice for implementing exercises

The exercise for this unit is the creation of a mock budget for inviting a scholar to campus, with consideration for additional cost areas beyond salary that may be involved in planning a visit. A second exercise includes case scenarios related to financial concerns that are fairly common in scholar visits, and should be used to encourage discussion and best-practice sharing among participants.

Key questions for discussion after or during the exercise include

How have universities in the room creatively funded scholar visits? What would you recommend to your peers?

- Are there any funding sources scholars themselves can apply for to make these opportunities possible?

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Unit 3: Arrival

Unit 3: Arrival

Facilitator notes

Once funding has been secured for a visit, and a scholar selected, the practical aspects of inviting a scholar to campus begin. This unit aims to share best practices around preparing for scholar arrival and to prompt discussion regarding other considerations that should be taken into account for arrival planning for at-risk and refugee scholars.

Key takeaways

- **Immigration** considerations are paramount. It is essential to consider the work authorization and/or visa processes that will enable the scholar to work at your institution – and travel to your country, if applicable. Many scholars travel on visiting researcher visas sponsored by the host institution, the regulations for which vary by country, and others may already be in the country with pending or approved asylum status. Others may be in the country already on a visitor/Schengen visa, which in most countries is a complicating factor in the visa/work authorization process. Timelines for visas vary, which needs to be accounted for in the arrivals planning process. For advice, begin discussions with your institution's international office early in the hosting process. You may also consider reaching out to other universities in the country who have experience hosting international faculty and researchers to understand best practices and potential obstacles.

- **Family**: Establishing early on whether a scholar is travelling alone or with family/dependents is important, as it impacts the visa process and housing arrangements, in particular, and may require additional support in the form of advising on childcare and educational options for those with school-age children.

- **Housing**: When considering housing options for scholars, proximity to campus and/or local transport is key. Most scholars obtain their own housing with university advice, where temporary or longer-term university housing options are available, these are always welcome by scholars. Most scholars will not have the resources to buy or rent a car locally, and so identifying housing that is near public transit is helpful. If a scholar is planning to buy or rent a car, they may need advice on obtaining a local driving license.

- **Orientation**: It is immensely helpful if a university representative can meet the arriving scholar at the airport, and bring them to their housing. A formal orientation process taking place in the first few days of arrival (covering payroll, university ID card, public safety) is key. A small welcome event helps a scholar begin the acclimation process and to meet their new colleagues and academic mentor.

- **Mentoring**: We recommend designating two contacts for the scholar right away: an administrative contact who can help with logistical needs/questions, and an academic mentor, who can help the scholar will be essential in acclimate to their r new department and the academic community, introduce them to colleagues, and provide academic guidance. Semi-regular meetings with both mentors will help uncover any potential issues before they become larger problems.

- **Health**: Scholars who may be coming from their home countries may have health needs they haven't been able to have addressed, so it is essential that they know how their health insurance works and how to access health services. The challenges that scholars have faced, coupled with

acclimating to a new place, may make coping and adjustment more difficult than for other visiting researchers. Scholars may benefit from counselling services, so ensure scholars know where they can go for counselling support on campus and/or the wider community.

- **Security**: Scholars coming from situations where they have been targeted may have lingering security concerns in their new location. For example, a scholar may not want to be listed with their name/photo on the university website, or may not want to be labelled an at-risk scholar publicly. Some scholars are open to being public, others not, so it is essential to ask once a scholar has arrived and together plan accordingly. It is also key that a visiting scholar know who to contact in case of emergency.

FAQs

What visa options exist for visiting researchers to my country?

The appropriate visas vary, but most countries have a researcher or academic exchange visa. It is important to note that in many countries, entering on a tourist visa does not allow for employment, and in some cases may result in a researcher needing to leave the host country and applying for the proper visa. The international office or welcome center at your university is the first place to go for guidance on the correct visa.

What employability concerns may exist for those with refugee status in my country?

In some countries, those waiting refugee status may be unable to earn income, or may need special permission to have employment. The international office or welcome center will be able to provide guidance.

What additional considerations and logistical arrangements should be kept in mind for arriving scholars (and their families, if applicable)?

The same advice for any visiting researcher in terms of logistical needs, but with particular consideration for the fact that the researcher may be travelling with family, may have more immediate need of medical services, and should be well-informed of the resources that exist both at the department level, and at the university level, in terms of wellness and mental health services. Some scholars may be unwilling to voice concerns or problems unless directly asked, which is why regular check-in meetings are essential.

Advice for implementing exercise

The exercise in this unit is to review the "Questions to Ask" checklist and brainstorm as a group what additional considerations should be taken into account. Alternatively, participants can discuss as a group how welcoming/arrival has worked at their universities thus far for visiting scholars, and to reflect on what ways these processes may/may not need adaptation for an at-risk visitor.

Key questions for discussion after or during the exercise include

- What else should be considered that is not on this list?

- Have any hosts had experiences overcoming immigration challenges for a visiting scholar that they wish to share?

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Unit 4: Integration and Transition

Unit 4: Integration and Transition

Facilitator notes

This unit aims to prompt the sharing and discussion of best practices around integration and career support to assist visiting scholars' professional development so they may be better able to identify additional professional opportunities following their short-term visit. Given that positions offered to visiting scholars are temporary in nature, by the end of a visit many scholars may still face an uncertain future and be unclear on their options. This unit provides advice on helping a scholar plan for the end of the visit to ease the post-visit transition and identifying options available to them ahead of a visit's end.

Key takeaways

- Research support: Many scholars may have experienced a disruption to their academic research either due to the risk that they faced, displacement, dismissal/unemployment, and are eager to resume their research now that they are in a safe location. There may be different norms/research methodologies that are the norm for this new country/university than what they have used in their previous work. Academic mentors play a role in helping inform them of these norms and directing them to research but consider making available to them training courses that are available to others at the university (even if they are for PhD/graduate students) that might help orient them to these norms.

- Integration into existing projects: For example, is there a project that relates to their country of origin where they could contribute? Inclusion into ongoing research helps integrate scholars into the university in an academic sense and helps them to both contribute and benefit from working closely with colleagues.

- Support for independent research: Many scholars have numerous proposals for projects they would like to do some of these may overlap with the research aims of their or another department, which allows for further integration potential. Financial support to independent research not always possible, but welcome where it is, and an academic mentor that can help connect scholar with key colleagues related to their research is enormously beneficial to the success of their work.

- Publishing opportunities: Threatened/refugee scholars may have not been able to publish in recent years due to their situations, and yet we know how important publishing is to an academic's career. How does publishing normally work at your university press? Are there any open calls that this scholar could benefit from? Also in this era of online "predatory journals" important to share guidance about journals that are seen as reputable, and which are seen as questionable within the specialty and/or what to look for in a reputable journal.

- End-of-visit considerations: In the SAR network, visits created by universities are temporary and short-term in nature. Over the years we have regularly advised scholars who are facing the question of what is next for them, a period we refer to as "transition". In general, the options at the end of a visit are: Seeking opportunities in the current country, through extension of the current position or another in the same country; moving to a new position in a few country; returning home, if the political situation or other risk factors have improved which the scholar has been way. Other scholars may prioritize the pursuit of long-term legal status in the host country, and then seek employment opportunities inside or outside academia. Security (is it safe to

return), scholarship (where is one best suited to contribute their expertise), family considerations and legal status are all considerations that play into the above options.

● Plan ahead: We encourage scholars to start planning early – at least 6 months ahead, keeping in mind academic hiring timelines in the relevant countries. It is also best practice to encourage scholars to have a backup plan in case one scenario does not work out. Administrative and faculty mentors should discuss these topics with scholars, and encourage scholars to also be in touch with SAR staff The more open dialogue is around issues of transition, the easier it can be to manage expectations and provide appropriate support.

FAQs

What if a scholar's research skills are less-polished than that of their peers at the host university?

This may happen when welcoming scholars from conflict situations where the higher education sector has been severely impacted, or from closed societies where access to and the exchange of research has been limited. Other scholars have received different training and may not be familiar with the research methodology most commonly used in the host country. Making research methodology courses available to these scholars (even courses intended for PhD students) is helpful, as is an academic mentor that can help acclimate the scholar to discipline and department norms.

How can we ensure that a scholar is well-integrated to our university, especially if a scholar is reluctant to engage with university staff?

Regular meetings with both mentors, academic and administrative, are key in order to gauge integration and share suggestions. As with all individuals, some scholars may have more reserved personalities and want to focus solely on their academic research project. Others may find suggestions of other ways to engage helpful, including in departmental meetings and symposia (where, for example, they could be asked to present their work), or being involved in a department project or working group where they will regularly interact with colleagues and exchange ideas and research. Still other scholars become involved with group sport or other activity groups on campus, including volunteering initiatives. What if my university can't allocate professional development funds to a scholar's visit?

What other ways can we support professional development?

It is best practice to include some form of professional development support in every appointment. Where this is not possible, it is still beneficial to make the scholar aware of development opportunities that exist in the university's career center -- for example, most offer free seminars on CV and interviewing skills, and on public speaking. An academic mentor can assist professional development by providing guidance on publishing, speaking, and networking opportunities for the scholar, and helping to make needed introductions. .

What are the immigration options for scholars who are not able to return safely to their home countries, in terms of remaining in the host country, or relocating to another?

This varies by country, but for scholars without refugee status or another form of permanent residence, the scholar's ability to legally reside in the host country is tied to the academic appointment. Depending on the country, there may be a grace period of a month or so before a scholar will need to leave. Scholars who find opportunities in another host country may need advise on the visa process for the new host, and scholars who are seeking advice on transferring to another visa status in the host country may benefit from a consultation with an immigration lawyer. Scholars may elect to return home, for which there

generally are not visa considerations, but in such circumstances, it is best practice for the scholar to have an emergency plan in mind (who they will contact if their situation worsens, where else they could go, etc.)

Advice for implementing exercise

The exercise for this unit involves the continuation of the scholar hosting plan that would incorporate planning for integration, career support, and transition of visiting scholars. A second component of the exercise includes reviewing case scenarios representing challenges that are fairly common in scholar visits related to integration and transition issues in the form of a mock progress report of the scholar's visit. These examples can be used to encourage discussion and best-practice sharing among participants on planning for scholar integration and supporting scholars ahead of the end-of-visit transition.

Key questions for discussion during or after the exercise include

- What are some of the common barriers to integration at the university? How can hosts help?

- How can universities best support scholars' academic career goals to help their career trajectory in the future?

- What options might exist for scholars outside academia in their current host country?

- How can universities assist those in seeking options outside academia?

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Wrapping Up: The Way Forward

Wrapping up: The Way Forward

Each scholar hosting arrangement is unique to the needs of the scholar and host involved, and there are more considerations in effective hosting than can be captured here, but we hope that this curriculum will provide a starting framework for hosts who are eager to welcome refugee and at-risk scholars to campus. Additional information on hosting can be found in the "Further Resources" section and from Scholars at Risk. Here we will summarize the key points of this curriculum:

- A good academic fit between the host institution and scholar hosted is paramount to a successful and productive visit for both parties.

- Many universities utilize numerous funding sources in making visits possible. Creativity is key, as is speaking with other hosts to learn how they have secured funding for scholar visits.

- Planning for the entire duration of the visit – pre-arrival to post-visit transition – is essential. Also vital are regular communications and check-ins with the hosted scholar to get ahead of small problems that could eventually turn into large challenges.

- Post-visit transition may be challenging for some scholars. However, we have observed from our work that scholars who have been well-integrated, received professional development support at their universities, and taken advantage of networking/speaking opportunities find transition smoother and have more opportunities available to them than those that do not.

- There are many reasons to get involved in hosting – from wanting engage on the refugee crisis, to particular concern for a specific country, to a wider concern around pressures facing academic freedom around the world. All motivations are welcome, and all forms of hosting are impactful for the scholars who benefit of these opportunities.

Further resources for training participants

Below you can find external resources that can be helpful for scholars exploring future opportunities, including information on the academic job search, digital security, and immigration.

Guides

- **EAIE's Pathways to Practice:**
  https://www.eaie.org/our-resources/library/publication/Pathways-to-practice/pathways-to-practice--welcoming-scholars-at-risk-to-campus.html
  A guide for European hosts for welcoming scholars to campus
- **Scholars at Risk Handbooks:**
  https://www.scholarsatrisk.org/bytype/handbooks/
  How to Host contains advice for hosting, the *Scholar Handbook* contains practical advice for scholars on making the most of a visit.

European and International Search Engines:

- **Times Higher Education:**
  http://jobs.timeshighereducation.co.uk/jobs_category.asp?cc=10195
  Lists higher education opportunities and fellowships in Europe
- **University Positions:** http://www.universitypositions.eu/available-jobs
  Lists higher education opportunities and fellowships in Northern/Western Europe
- **Academic Positions:** http://academicpositions.eu/
  Lists higher education opportunities and fellowships in Central/Northern Europe
- **H-NET:** https://www.h-net.org/jobs/home.php
  Lists higher education opportunities in the humanities and social sciences
- **Chronicle Vitae:** https://chroniclevitae.com/job_search/new Lists
  international higher education opportunities and fellowships
- **Higher Ed Jobs:** http://www.higheredjobs.com/international/ Lists
  international higher education opportunities and fellowships
- **Global Academy Jobs:** http://www.globalacademyjobs.com/ Lists
  international higher education opportunities and fellowships
- **PhilJobs:** http://philjobs.org/
  Lists higher education opportunities and fellowships in philosophy
- **Academic Transfer:** https://www.academictransfer.com/pages/free-e-books/ Lists
  150+ academic e-books on diverse career management topics

Research and Publishing Resources

- **Academic Journals:** http://www.academicjournals.org/journals.htm
- **The Calls for Papers List:** http://www.cfplist.com/default.aspx
- **H-NET:** http://www.h-net.org/announce/group.cgi
- **Papers Invited:** http://www.papersinvited.com
- **Wiki Calls for Papers:** http://www.wikicfp.com/

Academic Refuge

How to Host Curriculum

Exercises

Unit 1: Welcome to Campus Exercise

Instructions: Create a plan of action for a hypothetical scholar. Review the mock CV and background summary, and then use hosting worksheet below to detail how a university might be able to create a temporary academic position for the scholar.

Questions to consider:
- What are the host campus' motivations for bringing a scholar to campus
- What department(s) could the scholar potentially contribute to

Scholar Hosting Worksheet

PART 1: What Makes a Good Fit?

What considerations do you need to keep in mind when determining whether a scholar would be a good fit for a university? What information do you need to know about a scholar in order to discuss hosting at your university?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

What aspects of this scholar's academic work and skills might flexibly fit across different departments?

What university(s) in your group see a good fit for this scholar and would like to invite them for a position?

_____

_____

PART 2: Funding a scholar visit

Step 1: Scholar budget exercise: See separate handout. How will you budget for a scholar visit? What are the additional costs beyond a salary/stipend? What sources of funding exist at the university and department level to support a scholar's visit? Are there other non-university sources of funding available to fund scholar visits at your university?

How did you adjust based on your funding scenario?

PART 3: Integration, academic career support and next steps

What would be a model plan to integrate a visiting scholar into a new university?

How can universities best support scholars' academic career goals to help their future career trajectory?

How did you adapt based on your mid-term progress report?

What should be considered a best-practice approach for universities to support and create opportunities for displaced and refugee academics?

Are there additional supports/ training you think hosts could benefit from in order to best support threatened and refugee scholars?

Beyond hosting, what are the ways that your universities can assist displaced and refugee academics?

Final Presentation Outline

Where did you find a fit for the scholar in your university? How did you determine this (discipline, skills, university goals for the placement)?

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What were key challenges (or key learnings) with funding and integration and how did you address them?

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What support for career development is available to scholars from the universities in your group?

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What options exist at your university and in your community to support displaced and refugee academics? What new steps could be taken to support displaced and refugee academics, large and small?

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Sample Scholars at Risk scholar-candidate background summary

RUSS-400

FIELD	Public International Law, Human Rights
LANG	Russian (Native), English (Fluent), French (Fluent)
RISK	**Risk of arrest/violence (displaced in US)**
EDUC	LLM, Public International Law, France; LLM, International Law, Russia

ACADEMICS & EXPERIENCE

This candidate is a legal scholar with expertise in public international, humanitarian and human rights law. She holds an LLM from Sorbonne-Assas International Law School, France and an LLM in International Law from St. Petersburg State University in Russia. She is currently a Visiting Scholar at Yale University's Russian and East European Studies Department, where she completed a paper that reviews the Russian 'Foreign Agents' law and its impact on the domestic NGO community, and was recently a Visiting Professor at New York University School of Law. She has also lectured in human rights law at universities in the caucuses teaching undergraduates and graduate students. Fluent in English, Russian and French, she has published articles in all three languages, and her most recent article is entitled "Non-compliance and the European Court of Human Rights." Viewed as a strong contribution to the legal field, this scholar's dissertation was recently accepted for publication as a scholarly book. Complementing her academic work, this scholar has significant work experience as a fellow and researcher for nationally recognized human rights NGOs where she documented human rights offenses both globally.

Currently in the US, she is traveling with her husband, a writer, and son and is seeking opportunities to continue her research and/or teaching in a safe and stable environment.

STATEMENT OF THREAT/RISK

This candidate has experienced intimidation, surveillance, arrest and detention because of her work. In 2012, she was arrested on three occasions, including one period of imprisonment of 15 days, all in relation to peaceful public expression of his views. In early 2015 an escalation in threats of prolonged detention and physical violence led the scholar to leave Russia for the United States, where she had previous experience. She hopes to return once the situation moderates. In the meantime, she seeks opportunities to continue her work.

DOCUMENTS AVAILABLE	• CV • Published media articles	• Publication list • Reference list

Suitable hosting arrangements for this scholar might include:

Teaching arrangements			Other hosting arrangements		
Teaching (full load)	Teaching (reduced load)	Co-teaching &/or guest lecturing	Research	Lectures, talks, & other events	Degree or non-degree study program
☑	☑	☑	☑	☑	
International Law; Human Rights; Central/Eastern European Studies					

Mock CV

ALEXANDRA IVANOV, LLM
118 Foster St, New Haven, CT 06511
Tel: +1 917 867-5309, e-mail: ai212@yale.edu

CURRENT POSITION

Visiting Fellow   2016-2017
Yale University, New Haven, CT
Russian and East European Studies Department

EDUCATION

Master of Laws Program in Public International Law
Sorbonne-Assas International Law School, France, 2011
       Thesis: Problems of Internally Displaced Persons in the North Caucasus

Master of Laws in International Law *with distinction*
St. Petersburg State University, Russia, 2006

Bachelor of Law *with distinction*
St. Petersburg State University, Russia, 2000

ACADEMICS

Visiting Fellow   2015-2016
Russian and East European Studies Department, Yale University, New Haven, CT
- Organized a workshop to understand the impacts of Russia's foreign agents law and developed a written proposal for reform
- Contributed to courses on international relations, human rights, and rule of law

Albert Podell Global Fellow   2016-2017
Hauser Global Law School Program, New York University Law School, New York, NY
- Conducted research on the role of judiciary in regime change in the Caucuses
- Participated and presented research findings at Fellows' and JSD colloquia
- Contributed to courses on Human Rights, Rule of Law and Constitutional Law

Lecturer
Summer School in Human Rights**,** Free University of Tbilisi, Tbilisi, Georgia   2015
- The role of the European Court of Human Rights

Lecturer
Human Rights Resource Center, St. Petersburg, Russia   2014
- Introduction to Human Rights

Adjunct Professor
American University of Armenia, Yerevan, Armenia   2012
- International Law of Human Rights at undergraduate and graduate level

PUBLICATIONS

"Human Rights Under Threat in Russia," *International Affairs* 93.3 (2017): 519-543.

"The development of the case law of the European Court of human rights on freedom of expression in Russia." *European Research Studies Journal* 20.1 (2017): 77-86.

"Expanding Human Rights: 21st Century Norms and Governance." *Democratization* 21.4 (2015): 743-766.

HONORS

Scholarship to attend summer seminar on Humanitarian Law and Human Rights   2010
The Hague Academy of International Law, The Hague, The Netherlands

PRESENTATIONS:

Guest Lecturer, *Human Rights in Russia*, Yale University (April 2017)

Presenter*, Challenges and Prospects of the Global Human Rights Movement,* The Paris Summer Institute, Cornell Law School and the Sorbonne Law School (June 2016)

Presenter, *European Court of human rights on freedom of expression*, American Bar Association annual conference (April 2016)

Guest Lecturer, *Human Rights after Revolutions,* Woodrow Wilson Center for International Scholars, Washington DC (April 2016)

Presenter, *Problems with human rights documentation in authoritarian countries,* Open Society Institute, New York NY (August 2015)

OTHER EMPLOYMENT

Consultant
Human Rights Watch, Europe and Central Asia Program   2015
- Planning and conducting research and documentation of human rights violations in the region

Consultant
United Nations Development Program   2014
- Published analysis of Russian legislation concerning human right

LANGUAGES
Russian - native
English - fluent both oral and written
French – fluent both oral and written

Unit 1: Welcome to Campus Exercise – Background summary

Sample Scholars at Risk scholar-candidate background summary

ETHI-400

FIELD	Political Science
LANG	Amharic (Native); English (Fluent)
RISK	**Risk of arrest/violence**
EDUC	PhD (South Africa)

ACADEMICS & EXPERIENCE

This scholar is a political science with a specialization in governance and transitional justice issues. He holds a PhD from University of Cape Town in South Africa, where his dissertation focused on comparative transitional justice issues in South Africa and Kenya. This scholar has over a decade of teaching experience at universities in Ethiopia and South Africa on African regional politics, political theory, transitional justice, international relations theory, and comparative politics. This scholar is an avid researcher and has authored over a dozen articles in regional journals on Ethiopian and regional politics, transitional justice, and corruption issues. This scholar is an active participant in regional and international academic conferences, and has conducted guest lectures at several universities in the US and Europe. Currently in Ethiopia, he is seeking an opportunity to continue his work in a safe location. He will travel alone.

STATEMENT OF THREAT/RISK

This candidate has experienced prior detention and arrest due to his academic writing critical of the Ethiopian government. In 2016, following a period of reported heavy surveillance, this scholar was detained and imprisoned for 3 months. It is presumed that his imprisonment was related to a late 2015 article he authored on corruption within several branches of the Ethiopian government, published in a regional journal on governance issues in Sub-Saharan Africa. He reports that during his time in prison, he was repeatedly questioned about statements he made in this article, on his international travels, and on his contacts in Ethiopia and abroad. He was released in late 2016, but has since been dismissed from his university in Ethiopia due to his imprisonment. Fearing it is no longer safe for him to remain in the country, he is seeking opportunities to continue his work in a safe location.

DOCUMENTS AVAILABLE	• CV • Published media articles	• Publication list • Reference list

Suitable hosting arrangements for this scholar might include:

Teaching arrangements			Other hosting arrangements		
Teaching (full load)	Teaching (reduced load)	Co-teaching &/or guest lecturing	Research	Lectures, talks, & other events	Degree or non-degree study program
	☑	☑	☑	☑	
Political Science; Governance					

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Unit 1: Welcome to Campus Exercise

Mock CV

Daniel Omiata

Addis Ababa, Ethiopia | d.omiata@ethinet.com | +251-575-57575777

MOST RECENT POSITION

Addis Ababa University, Political Science Department
Professor (Department Chair since 2012)   **2008-2016**

EDUCATION

Ph.D, Political Science   **2004**
University of Cape Town
    Thesis: From Post-apartheid to Post-election: comparative transitional justice approaches in South Africa and Kenya

M.A., International Relations & Diplomatic Studies   **2000**
Makerere University, Uganda

M.A., Regional and Security Studies   **1998**
Ambo University, Ethiopia

PRIOR ACADEMIC EXPERIENCE

Associate Professor, Political Science   **2006-2008**
University of Cape Town

Lecturer, International Relations   **2004-2006**
University of Cape Town

Research Fellow   **2002-2004**
University of Cape Town, South Africa

Research Fellow   **2001-2002**
Makerere University, Uganda

Research Assistant   **2000**
Ambo University, Department of Regional and Security
Studies

PUBLICATIONS

Political Corruption: Political and Economic State Capture in Ethiopia. African Journal of Political Science and International Relations Vol.8(6), pp. 163 – 174, Dec. 2015.
Implications of Problems of Good Governance in Ethiopia,' Ethiopian Journal of Research, Vol 3, No 2. pp. 16 – 34, Nov. 2014

Perceptions Of Justice By Residents Of A Rural Community In Kenya: A Transparency Issue. Journal of African Studies and Development Vol.6(4), pp. 67-77 , May 2014

Engendering Politics And Parliamentary Representation In Ethiopia. Journal of African Studies and Development. Vol.5(8), pp. 200-207 , Dec. 2013

Disseminating the national reconciliation commission report: A critical step in Kenya's Democratic Consolidation. Journal of African Studies and Development. Vol. 10(4), pp. 34-46, May 2011.

PRESENTATIONS

Guest Lecture, "Threats to Free Speech and Democracy in Ethiopia". University of Gothenburg, Sweden, April 2015.

Guest Lecture, "Democracy, Human Rights and Election Politics in Sub-Saharan Africa: The Case of Ethiopia," Freie University Berlin, January 2014.

Guest Lecture, "Comparative Politics in Sub-Saharan Africa", Saint Louis University, March 2012.

Presenter, "Challenges and Opportunities for Political Discourse in Ethiopia" in 'Continuities, Dislocations and Transformation: Reflection on 50 years African Independence,' the German Association for African Studies, Johannes Gutenberg University, Mainz April 2010.

2001-2004
OTHER EMPLOYMENT

Amharic Language Instructor

Cape Town Language Institute, South Africa

LANGUAGES

Amharic - native
English - fluent both oral and written

Unit 2: Funding Scholar Visits Exercise

Instructions: Create a mock budget for inviting a scholar to campus, with consideration for additional cost areas beyond salary that may be involved in planning a visit.

Questions to consider:
- What department(s), program, centers, institutes, projects or initiatives could the scholar potentially contribute to?
- What existing university resources could be included in indirect support (language classes, childcare subsidies, public transit vouchers)?

Scholar Hosting Budget Worksheet

		Direct	Indirect	Potential sources/contributors
	Salary	€	€	1. 2.
Living Expenses	Health insurance	€	€	1. 2.
	Housing or a housing subsidy/allowance	€	€	1. 2.
		€	€	1. 2.
		€	€	1. 2.
Professional Development		€	€	1. 2.
		€	€	1. 2.
		€	€	1. 2.
		€	€	1. 2.
Family support		€	€	1. 2.
		€	€	1. 2.

Total support   €   €

Unit 3: Arrival Exercise

Instructions: Review the checklist below and brainstorm as a group additional considerations. Consider also what existing processes may be in place to welcome visiting academics and evaluate how these systems could be modified to take into account scholars' unique circumstances.

Scholar Assistance Checklist

Immigration and travel

☐ Discuss with the scholar his/her current immigration status, including the immigration status and passport expiry dates for any family/dependents.

   ☐ _____

   ☐ _____

☐ Work with your institution's HR and international offices and the scholar to assist in applying for a visa or exploring work authorizations.

   ☐ _____

   ☐ _____

☐ Work with the scholar to assist in making travel arrangements and make arrangements to pick-up the scholar at the airport, if possible

☐ Assist the scholar in making housing arrangements.

Offer advice on where to stay and whether the scholar will need to make temporary housing arrangements for his or her initial arrival.

   ☐ _____

   ☐ _____

☐ Discuss with the scholar any arrangements necessary to accommodate needs of family members accompanying the scholar (spousal work authorizations, childcare/schooling, etc.)

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

Preparing to welcome a scholar to campus

☐ Designate an administrative mentor

The administrative mentor should work with human resources, the international office and other necessary departments to set the scholar up in the host institution's systems, obtain any necessary keys or access cards to the scholar's workspace and housing (if applicable), arrange for the scholar to obtain campus ID upon arrival, and prepare the host department for the scholar's arrival.

☐ Designate a faculty mentor or co-mentors for the scholar.

Faculty mentors 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 creating a successful all-around visit.

☐ Connect scholars with the host institution's regular procedures with regard to welcoming new international visitors, including orientation sessions and tours.

☐ Discuss any security and confidentiality issues with the scholar.

☐ _____

☐ _____

☐ Discuss concerns that the scholar may have about life in the host country and any serious health issues.

☐ _____

☐ _____

Unit 4: Integration, Inclusion, and Transition Exercise

Instructions: Review the scholar progress report below and discuss in your group what challenges the below progress report brings to light. What steps can university hosts take to mitigate some of the challenges represented here? For participants who have hosted scholars before, what steps have you taken to address integration, inclusion, and transition challenges that visiting scholars faced?

Progress Report

Personal Information

Name: **Alexandra Ivanov**   Date: June 20 2018

Host Institution/Department:

Dates of Placement: January 1 2018-December 31 2018

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

Husband, Mikhail Ivanov and son, Dmitry (10).

Summary of Activities

Primary activities so far: Please describe your *primary* activities so far while a visiting scholar. (i.e. research or writing projects, academic or professional classes, etc.)

Research/writing:
- Published "Non-compliance and the European Court of Human Rights" in the European Law Journal. I started this article before I arrived, and was able to finalize it here, sharing with my new colleagues for feedback, before it was accepted for publication.
- Three of my abstracts have been accepted to the Europe Asia Legal Conference, the Europe Oceania Legal Conference, and the Cambridge and International Legal conference. The papers deal with Russian interpretation of public and international law, and Russian reservations to human rights law mechanisms.

Classes:
- I have taken several courses at the university career center on: CV and cover letter writing, Public Speaking, and Skills for the Job Interview. I have found these classes helpful in seeing what is advised to those who are entering the job search in this country.

Primary activities planned: Please describe your *primary* activities planned for the remaining period as a visiting scholar (i.e. research or writing projects, academic or professional classes, etc.)

Continuation of previously mentioned activities:
Research:
- Develop papers from this summer's upcoming presentations into papers for publication.
- Find a publisher for my current proposal on legal reform in the Caucasus region

Other
- Find a course to co-teach this coming fall at the university, and guest lecture in at least 3 classes t
- Continue to visit universities through the SAR speaker series

Please list (1) any academic publications, co-publications or presentations completed; (2) any conference, departmental seminars or events attended (include name, date and location); (3) any media interviews given or articles published; and (4) any other activities you would like to share.

Seminars attended:
- 2x-monthly departmental lecture series for graduate students and other visiting scholars and international faculty. I have also helped organize this lecture series and coordinate other speakers to include an array of international voices for students and staff.

Presentations:
- I have presented my research on Non-compliance and the European Court of Human Rights at the Spring Research forum of the Law School.
- I have guest-lectured two times on "European Human Rights Standards" for the Law Level II students at the law school, for Dr. Frankel's class.

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

Attended Scholars at Risk Event Section Event that was held on 5/2/2018. Here I had the chance to meet other SAR scholars and to network with other scholars and university representatives.
I have also participated in the SAR Speaker Series, and gave lectures at three universities. This was an incredible chance to network at other SAR member universities.

Next Year's Plans
What are your plans after your position has finished? Please describe.

I am now waiting to hear back on a potential offer from a university I visited during the SAR speaker series. At each university I visited, I made a point to network with the law departments, share my work, and invite them to my talks. One of these departments mentioned looking for a legal researcher, and I submitted an application.

Where do you intend to be next year?

Preferably this same country or nearby, given that my son is in school.

Is there any type of support that would help improve your academic career prospects for next year and beyond?

My stay has been excellent. I have really been able to take an active role in my department and in others. My faculty mentor has played an active role in giving me advice about getting my work into conferences. My colleagues have been supportive in reviewing my work, helping me to understand this country and how things work here. Also my administrative/international office liaison has always helped to answer my questions around visa/work permits and helped me navigate these processes.

I also have been having a hard time lately keeping up my motivation to put in job applications – I feel like I've been in an extended limbo and never know what next year will bring. I have increasingly begun to feel badly that I am here while my family is back home in a difficult situation. I feel like I am half here and half there, and it's been hard to think about what is next. Is there anything the university can suggest/advise?

Thank you! Please submit this form **and an updated CV with current contact information** to:

Unit 4: Integration, Inclusion, and Transition Exercise

Instructions: Review the scholar progress report below and discuss in your group what challenges the below progress report brings to light. What steps can university hosts take to mitigate some of the challenges represented here? For participants who have hosted scholars before, what steps have you taken to address integration, inclusion, and transition challenges that visiting scholars faced?

Progress Report

Personal Information

Name: Daniel Omiata   Date: June 20 2018

Host Institution/Department:

Dates of Placement: January 1 2018-December 31 2018

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

None

Summary of Activities

Primary activities so far: Please describe your *primary* activities so far while a visiting scholar at your host university (i.e. research or writing projects, academic or professional classes, etc.)

Research/writing:
- I have completed two drafts of "A legacy of political corruption in Ethiopia"
- One of my abstracts "Comparison of ruling party corruption in two sub-Saharan countries: Ethiopia and Sudan" has been accepted to be presented at the African Politics Conference in Fall 2017.
- With a colleague, I am working on another paper to be submitted to a conference on transitional justice next December.
- I haven't taken any academic or professional development courses at my university.

Primary activities planned: Please describe your *primary* activities planned for the remaining period as a visiting scholar (i.e. research or writing projects, academic or professional classes, etc.)

Continuation of previously mentioned activities:

Research:
- Finalize the article entitled "A legacy of political corruption in Ethiopia" and look for a publisher.
- Further research on "Comparison of ruling party corruption in two sub-Saharan countries: Ethiopia and Sudan" which will be presented at the African Politics Conference in Fall 2017.
- Continue work on co-authored transitional justice paper and abstract.
- Sharing of information about Ethiopia with activist networks.
- I would like to take academic or professional development classes, but do not know what is available.

Please list: (1) any academic publications, co-publications or presentations completed; (2) any conference, departmental seminars or events attended (include name, date and location); (3) any media interviews given or articles published; and (4) any other activities you would like to share.

> Seminars attended:
> - Monthly departmental seminars arranged for post graduate students.
> - Spring research forum
> - Exchange of information and views with some Eritrean and Ethiopian anti-corruption activists in the Netherlands and other countries.

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

> Attended Scholars at Risk Event Section Event that was held on 5/2/2018. Learned about SAR activities, especially universities hosting scholars. Had the chance to meet other SAR scholars in the same country, it was nice to meet others who have been through something similar. The section is also planning to hold a training session for scholars in the coming year.

Next Year's Plans

What are your plans after your position has finished? Please describe.

> My plan is to stay somewhere in a safe environment and to:
> - Continue my research on corruption in Ethiopia and publish one new article. I'm unsure of who to approach for publishing advice at my university.
> - Continue to be in touch with Ethiopian legal and anti-corruption activists to monitor things.
> - Secure a position to keep from returning to Ethiopia when my visa ends, hopefully teaching.

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

> - Anywhere safe.

Is there any support that would help improve your career prospects for next year and beyond?

> My stay at has been excellent. The department heads, colleagues and students have been friendly and cooperative. All in all, the working environment was wonderful. I do have 2 things I wish to share:
>
> I want to teach, but I find that the system here is different than I am used to and uses different pedagogy. I don't know who to ask for help in understanding the norms and methodologies used here. I also feel that I don't always have the ability to communicate the way I would like. I am fluent in English but sometimes the terms used in academia here are not as familiar to me. I know that the language issue will improve over time, but I feel sometimes that these two things hold me back from really integrating into this university and getting a chance to teach here or another university. However, teaching is a great passion of mine and is why I became an academic, to set that spark of curiosity and learning in students. I feel this is out of my reach at the moment. Can the university help me with these two concerns?

Thank you! Please submit this form **and an updated CV with current contact information to:**