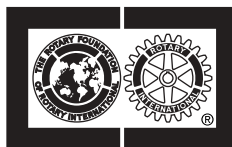


PROGRAM GUIDE FOR ROTARIANS

AMBASSADORIAL SCHOLARSHIPS

ROTARY GRANTS FOR UNIVERSITY TEACHERS

www.rotary.org



We are pleased to present the Program Guide for Rotarians, a resource for volunteer Rotarians working with The Rotary Foundation's Ambassadorial Scholarships and Rotary Grants for University Teachers programs. This publication provides all of the information clubs and districts need to successfully sponsor and host a Rotary Foundation Ambassadorial Scholar. In addition, we've included a section on Rotary Grants for University Teachers and the unique aspects of that program. As outlined here, the district scholarships subcommittee chair should be involved in all aspects of these programs. We hope you will refer to this publication often as you work to create ambassadors of goodwill through the Educational Programs of The Rotary Foundation. In addition to the contents of this guide, readers should consult the Rotary International Web site at www.rotary.org to obtain updated information that may have been released after the publishing of this guide.

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Ambassadorial Scholarship Program Objectives

The Ambassadorial Scholarships program supports the mission of The Rotary Foundation to further international understanding and world peace by:

- Increasing awareness of and respect for cultural differences by sending ambassadors of goodwill to study in another country
- Instilling in scholars the Rotary ideal of Service Above Self through active participation in Rotary service projects
- Encouraging scholars to dedicate their personal and professional lives to improving the quality of life for the people of their home community and country
- Developing leaders who can address the humanitarian needs of the world community
- Impacting all areas of the world through a balanced geographical distribution of scholars
- Encouraging Rotarians worldwide to increase the educational opportunities for scholars from low-income countries
- Fostering a lifelong association between Rotary and its scholars

Ambassadorial Scholarships:

INTRODUCTION

Ambassadorial Scholarships is the oldest and best-known program of The Rotary Foundation — a tradition of excellence dating to 1947. Rotarians worldwide provide the funds that make this program such a success. These generous contributions are an investment in today's scholars: they represent Rotary's faith that these promising students will become tomorrow's leaders and will make substantial contributions both to their communities and to the world.

The Trustees of The Rotary Foundation have established seven objectives listed on the opposite page for the Ambassadorial Scholarships program. These objectives were endorsed to provide Ambassadorial Scholars and their sponsoring and hosting Rotarians with a broader understanding of how the Ambassadorial Scholarships program can be effective in furthering the mission of the Foundation.

The Ambassadorial Scholarships program will only be successful in furthering these objec-

tives, however, if attention is paid to four essential program elements. Rotarians who support Ambassadorial Scholarships know that their investment in a single scholar must be nurtured through a careful selection process, orientation, enthusiastic hosting, and alumni outreach. Without Rotarian participation, the Scholarships program would provide students with funding assistance only. With your guidance and leadership, the program will continue to produce Rotary Foundation Ambassadorial Scholars — men and women with the education, compassion, and understanding to provide solutions to the humanitarian needs of the world community.

1. Promotion and Selection

The district scholarships subcommittee is responsible for promoting scholarship availability, attracting strong candidates and selecting the most qualified scholars. The subcommittee should:

- Promote the program to Rotary clubs in the district, as well as at colleges and universities, and encourage all clubs to nominate one candidate for each available scholarship. Clubs should appoint a sponsor Rotarian counselor for each applicant to serve as his or her link to Rotary.
- Assemble a strong selection committee. Time permitting, the district governor and district governor-elect should be a part of the selection process. Alumni (past scholars) may also participate.
- Select scholars who best represent the ideals of Rotary and will support the program objectives. A profile of an ideal candidate

“There are many other scholarships which provide the money to pursue certain studies abroad, but the Rotary scholarship is unique because it offers not just an educational opportunity but it leads to the very heart of another country's culture — to the people. . . . For me it is still unbelievable how warmly I was received by so many different people — only Rotary made that possible.”

Annett Schmaecke, scholar (Germany to California, USA)

An opportunity to achieve the extraordinary

More than 20 years ago, Marie Kormendy, an Australian teacher of the deaf and now a Rotarian, studied at the University of Southern California in Los Angeles, California, USA. At that time, there were no formal deaf education training programs in her home province of Western Australia. Using the knowledge she gained from her scholarship, Marie instituted pioneering methods for educating the deaf. She has also trained scores of other teachers of the deaf — two have received Rotary Ambassadorial Scholarships.

Rotary scholarships not only provide students with the books and supplies they need for classroom learning. They also equip these scholars with the compassion and understanding that impels them to seek solutions to human needs. In the words of a former University Teacher serving in Russia, “Rotary allows ordinary people to achieve the extraordinary.”

This is why Rotarians go to the lengths that they do to provide these outstanding opportunities to promising young men and women. And it is why the world is a little better off today, because of those efforts.

can be found in Appendix E, and a list of countries in which the Trustees would like more scholars to be hosted can be found in Appendix F. In addition, the Trustees encourage districts to select candidates whose study fields will have a strong humanitarian impact. For example:

- Food Production and Distribution Nutrition
- Medicine/Health Care Mental Health
- Population Development Youth/Family Values
- Urban Studies/Planning Environmental Studies

2. Orientation

The second essential element of a successful program in your district — scholar training — is achieved through a one-on-one relationship between the sponsor counselor and scholar, and a district or multidistrict training seminar (Foundation funding is now available for the latter). **It is mandatory for scholars to attend an *outbound* orientation seminar if offered. Districts are encouraged to hold orientations or to send their scholars to an existing orientation in another area. Scholars who do not attend orientation seminars available to them may forfeit their awards.** Orientation has four goals.

- Provide scholars with an understanding of the history, goals, and ideals of Rotary International and The Rotary Foundation. In line with the Scholarships program objectives, this is an opportunity to instill the ideal of Service Above Self.
- Give them a thorough understanding of their responsibilities as ambassadors of goodwill before, during, and after their scholarship, with an aim toward achieving the first objective of the Scholarships program: increasing awareness of and respect for cultural differences.
- Encourage fellowship among scholars, Rotarians, and alumni.
- Establish an ongoing relationship between the scholar and Rotary — this is where fostering a lifelong association between Rotary and its scholars begins.

3. Hosting Scholars

The next essential element of a successful program — hosting scholars — depends on several key people for success. Rotarian sponsor counselors prepare scholars for their time abroad and connect them to Rotary in the home country. District governors must appoint host clubs for the scholars they host, with a specific Rotarian host counselor within that club. **The host counselor is a Rotarian who is responsible for the scholar throughout the study period. The scholarships subcommittee or other Rotarians and alumni in the host district can enhance the hosting experience by organizing activities to welcome scholars and involve them in the host community.**

Why are host counselors so important?

- They link the scholars to Rotary during and — in some cases — many years following the scholarship period.
- They receive the scholars' first award checks and help them fulfill their ambassadorial obligations (such as giving speeches, participating in club/district service projects, promoting the program to non-Rotary groups, etc.). **The academic and ambassadorial aspects of the scholarship are given equal importance, and host counselors will be asked to report to the Foundation on the success of their inbound scholars in both areas.**
- They involve scholars in community and family life.

4. Alumni Outreach

When the scholar returns home, the district's work is not finished. The final objective of the program is to foster a lifelong association between Rotary and its scholars. Districts must welcome their scholars back and integrate them into district activities. The sponsor counselor again plays an essential role by maintaining ties with the scholar as an alumnus/alumna. What can be done to maintain a long-term relationship with your district's alumni?

- Give alumni the opportunity to thank the Rotarians in their district for the experience and explain what it has meant to them. Many scholars express concern that they

are not provided with enough opportunities to properly thank their sponsoring Rotarians and explain how their scholarship year has made an impact on their lives.

- Encourage them to establish or become involved with an existing Rotary Foundation alumni association in their area.
- Involve them in the orientation of next year's scholars; their energy and enthusiasm can motivate others.

- Don't lose touch with them. Keep good records of their addresses. Alumni are an excellent resource for your district and in time may become Rotarians.

With strong Rotarian involvement in these four basic elements, the program creates Rotary ambassadors of goodwill who will further the mission of The Rotary Foundation. The following pages provide the information you will need to successfully fulfill your role in this important task.

Ambassadorial Scholarships: PROMOTION AND SELECTION

Funding and Availability

The *SHARE* System

Under *SHARE*, all district general contributions to the Annual Programs Fund are totaled at the end of the year and then divided into two funds, the District Designated Fund and the World Fund.

The district uses funds in its DDF to participate in Foundation programs such as Ambassadorial Scholarships. In January, the Foundation sends a *SHARE* System Allocation Report to each district governor showing the amount in the district's DDF available to donate towards programs to take place two program years into the future. The Foundation also sends a description of the *SHARE* options available to districts for participation in Foundation programs. The district Rotary Foundation chair then decides how the district will use its DDF funds. You will need to contact the district Rotary Foundation chair to determine what funding will be available for scholarships in your district.

DDF Adjustment for Lower-Cost Scholarships

In response to inquiries from Rotarians worldwide regarding the discrepancy between the *SHARE* cost and the actual amount awarded

for many Ambassadorial Scholarships, districts will be credited with the difference at the end of the program year.

Each scholar's expenses are summarized and any remaining expenses are calculated at the end of the program year. After these amounts have been verified, each scholar's total expenses are deducted from the original *SHARE* Catalog cost. The difference between these two amounts will be credited to the DDF for use in the next available cycle.

All adjustments from a given program year will be returned to districts once a year and not on a rolling basis. For example, adjustments for 2002-03 scholarships will appear on the 2003 *SHARE* Allocation Report.

Scholarship Types

Academic-Year Ambassadorial Scholarships are for one regular academic year (usually nine months) at a study institution assigned by The Rotary Foundation Trustees. The scholarship may be used for almost any field of study; however, it cannot be used for unsupervised research, medical internship or residency, or for employment on a full-time basis in the host country. Since candidates are expected to be proficient in the host country's language, generally this scholarship is not appropriate for study of a foreign language. Because the scholarship is limited to one academic year, recipients may not be able to earn degrees, certificates, or diplomas during the study period.

Funding is provided to cover round-trip transportation, one month of intensive language training (if assigned by the Foundation), required fees for a normal course load, reasonable room and board, and some educational supplies. The Foundation will not pay additional costs resulting from personal living preferences. Generally, awards will range

"I doubt there is another scholarship that offers such a community bond through its counselor and club connections."

Kat Bergeron, scholar (USA to Ireland)

between US\$11,000 and US\$25,000 depending upon actual costs at the assigned study institution, with no award to exceed US\$25,000 or its equivalent. Applicants who request and are assigned to an institution where costs exceed US\$25,000 must pay all additional costs.

Multi-Year Ambassadorial Scholarships are for two years at a study institution assigned by The Rotary Foundation Trustees. The scholarship may be used for almost any field of study as long as the scholar is enrolled in a specific university degree program and takes course work that relates directly to the completion of that degree. Multi-Year Scholarships may not be used for unsupervised research, medical internship or residency, or for employment on a full-time basis in the host country.

The Multi-Year Scholarship provides a flat grant of US\$12,500 or its equivalent for each year; that is, US\$25,000 for two years. Funding is intended to help defray the costs of pursuing one degree at one study institution. All expenses beyond the amount provided are the scholar's responsibility. It is important to note that the Multi-Year Scholarship should only be awarded to candidates who can supplement the scholarship with personal funds.

Cultural Ambassadorial Scholarships are for either three or six months of intensive language training and cultural immersion at a language training institution assigned by The Rotary Foundation Trustees. Refer to the Rotary International Web site for a list of Foundation-designated schools for Cultural Ambassadorial Scholarships. The three-month scholarship is most appropriate for studying a language in which the applicant may already be somewhat proficient. The six-month scholarship may be more appropriate for studying a language that presents a unique challenge to the applicant. Scholars should know that, wherever possible, they will be provided with homestay accommodations. In most cases, the language institution will arrange homestay accommodations with local families.

Funding is provided to cover round-trip transportation, tuition and fees for language training, and homestay expenses. Funding will not exceed US\$12,000 or its equivalent for a three-month scholarship or US\$19,000 or its equivalent for a six-month scholarship. Most scholars will receive less than these amounts, based on actual study expenses in the host country.

The **Rotary World Peace Scholarships** will allow 70 World Peace Scholars to be selected annually on a world-competitive basis to receive an award for a two-year master's degree in peace studies and conflict resolution at one of a select group of partner universities. Refer to the program leaflet (publication 084-EN) or the Rotary International Web site for additional details.

The **Japan Ambassadorial Scholarship** was instituted in 1997-98 to bring more Rotary scholars to Japan; Japanese districts are invited to donate a Japan Ambassadorial Scholarship to another Rotary district, preferably a low-income district, for 12 months of Japanese language study, with the option of having the last three months be a vocational internship. If a Japan Ambassadorial Scholarship is donated to your district, The Rotary Foundation will provide you with additional information on promoting the scholarship and selecting candidates.

The **Vocational Training Scholarship** is funded by the Scholarship Fund Pool for Low-Income Countries (see page 5 for the details related to the world-competitive candidate selection process). Only low-income districts can promote and select candidates who are interested in pursuing three to six months of practical hands-on training abroad that directly relates to his or her vocation. Candidates should not already possess an advanced degree from an institution of higher learning.

Scholarship Fund Pool for Low-Income Countries

The Scholarship Fund Pool for Low-Income Countries provides more opportunities to low-income districts to sponsor scholars. Districts have the option of donating any amount of District Designated Funds to the Scholarship Fund Pool for Low-Income Countries from which scholarships are awarded exclusively to candidates from low-income areas. All districts, including low-income districts, are encouraged to donate some amount of DDF to the fund in order to reach a pool of US\$500,000 annually, which will permit funding at least 20 scholarships to candidates from low-income countries. Scholarships provided by the pooled fund will be awarded on a world-competitive basis.

At present, only 11 percent (fewer than 150) of Ambassadorial Scholars originate from low-income countries each year. Therefore, the Scholarship Fund Pool for Low-Income Countries is aimed at helping to achieve one of the new objectives of the Ambassadorial Scholarships program: encouraging Rotarians worldwide to increase the educational opportunities for scholars from low-income countries.

The Scholarship Fund Pool for Low-Income Countries provides a way for districts to spend more of their DDF in small amounts. If a district cannot afford to donate an entire scholarship, it has the option of donating a smaller amount to achieve the same goals.

Each low-income district and nondistricted club are invited to submit one candidate to compete for any type of scholarship. A Rotarian selection committee appointed by the Trustees reviews the applications for the number of scholarships available from the pooled fund.

Selection Criteria

In addition to the regular scholarship eligibility and selection criteria outlined on pages 10-12, the Rotarian selection committee will evaluate the candidates' scholarship applications based on the following criteria:

- Applicants will be required to show a strong academic background and objectives that will have long-term impact on their home community upon their return home.
- Applicants preferring universities in districts that do not regularly host Rotary Scholars will be given priority to ensure broader geographic distribution of scholars.
- Candidates who have not studied or lived abroad will be given priority.
- Essays will be an important selection determination; candidates will be required to submit an essay outlining their current community service activities and explaining how they hope to impact their local and world communities upon completion of their studies.
- Each year, the committee will aim to select candidates representing various geographic regions of the world.

The deadline for submission of applications for the Scholarship Fund Pool for Low-Income Countries is the same as for all Ambassadorial Scholarship applications: 1 October.

Distribution of Materials and Promotion

Each October, application materials are sent to district scholarships subcommittee chairs. The chairs are responsible for forwarding these materials to each club in the district and informing them how much funding is available for scholarships through the district. Each club should be encouraged to endorse one candidate for each scholarship the district plans to offer. The subcommittee must also advise clubs of the district deadline and any other district-specific information, and should be available to answer questions from clubs regarding the application process.

The club scholarships subcommittee is expected to:

- Respond to inquiries from interested candidates
- Provide materials and guidance to interested candidates
- Screen applications to ensure they are complete
- Interview promising candidates
- Endorse the best candidate for district consideration (no more than one for each scholarship that will be offered)
- Appoint a Rotarian sponsor counselor for each endorsed candidate (see page 16)

Application deadlines must be set by individual Rotary clubs in accordance with district deadlines. Club deadlines may be as early as March or as late as 15 July of the year before the scholarship term would begin. For example, a candidate interested in studying abroad starting in August 2004 would need to submit a completed application to a local club between March and July 2003. Clubs should remain in close contact with the district to ensure that club-endorsed applications are received by the district committees according to district deadlines.

Media

District and club scholarships subcommittees are encouraged to use various media to help attract scholars and to promote the Scholarships program generally. If you have funds

available, consider taking out advertisements in university or college newspapers to attract candidates.

Public Relations Possibilities: Ideas for Promoting Ambassadorial Scholarships (259-EN), included in the materials sent to district subcommittee chairs in October, is a good resource for promoting scholarships. It includes standard press releases you can adapt to your district's needs.

Colleges and Universities

Local colleges and universities are the best places to find promising candidates. Contact the study abroad or international studies offices to inform them about the Foundation's Ambassadorial Scholarships program. Let the study abroad adviser on campus know who the local Rotarian contact person is. Consider holding an informational meeting on the university or college campus.

The Rotary Foundation also conducts an annual direct mailing of Scholarships information to select universities around the world, encouraging them to establish contacts with local Rotary clubs to facilitate promotion of available scholarships.

Rotaract Clubs/Rotary Youth Leadership Awards Recipients

Another good place to promote the Scholarships program is at Rotaract clubs. Rotaract club members are usually familiar with the goals of Rotary, are committed to serving their communities, and have strong leadership potential. Rotary clubs can also encourage recipients of Rotary Youth Leadership Awards to apply for Ambassadorial Scholarships when they become eligible.

Local Businesses and Schools

You may also consider advertising scholarships at businesses and language training schools in your district. For example, staff at language training schools may know of students, or perhaps staff members, who would be well suited for a Cultural Ambassadorial Scholarship. Promoting scholarships at businesses might provide information to audiences not reached at local universities and colleges.

Your donated scholarships at work

The practice of districts donating scholarships to other districts is an important means of achieving program objectives. Prior to receiving his Rotary Foundation Ambassadorial Scholarship, Tinyiko Halimani had never left his home country of Zimbabwe. Tinyiko was studying veterinary science at the University of Zimbabwe when he learned of the opportunity to travel to England to further his studies in animal health and husbandry at the University of Bristol School of Veterinary Science. The Academic-Year Scholarship donated by District 1200 (England) allowed him to gain valuable technical expertise in his chosen field.

Tinyiko expressed his gratitude to the Foundation before his departure: "I am looking forward to my stay in England and hope that it will be beneficial to the Rotary community, myself, and the world at large." In England, Tinyiko's research examined the effects of anti-nutritional factors on animals, with the objective of developing alternative and utilitarian feed options for use by small-scale farmers in Zimbabwe.

World Wide Web

The Internet is a popular way for students to research scholarship opportunities. If your district has a Web page, consider including scholarships information and a local contact. You may also wish to link your site to the Rotary International Web site at www.rotary.org, which provides a wealth of information about Ambassadorial Scholarships for prospective scholars, current scholars, and Rotarians, including answers to Frequently Asked Questions. The Scholarships application (139-EN) may also be downloaded from the Web site.

Donated, Named, and Endowed Scholarships

Your district governor will be notified by The Rotary Foundation if your district is the recipient of a Donated, Named, or Endowed Scholarship. These special scholarship categories, which do not require the use of your District Designated Funds, may have restrictions that will affect your selection process. Likewise, if your district is donating a scholarship to a non-Rotary country, you should understand all of the requirements that may affect your selection.

Donated Scholarships

The *SHARE* system provides the opportunity for a district to donate any of the Scholarship program options to a district of its choice. This is an important way of increasing scholarship opportunities for scholars from low-income countries.

To further Rotarian involvement and develop a partnership between the districts, a combined selection process is used to choose candidates for donated scholarships. In brief, the receiving

district (i.e., the district to which the donation has been made) interviews and selects potential candidates for the award, taking into consideration any restrictions placed on the scholarship by the donating district. These selections are submitted to the donating district for final selection and endorsement. In this way, Rotarians in both districts work together to choose the best candidate.

Receiving District

If you are the scholarships subcommittee chair of a district receiving a donated scholarship, The Rotary Foundation will notify your district governor if a scholarship has been donated to your district. You should then contact the donating district to clarify any conditions specific to the selection of the candidate. In many cases, the donating district will specify that the candidate must study at a university, college, or language institution within the donating district.

The conditions of the donated scholarship should be widely publicized and all candidates must be informed of the study institutions in the region where they would be required to study. In order to comply with the conditions of the donated award, candidates for these scholarships may list only one or two study institutions, instead of listing five preferences. At least two applications endorsed by your district for each donated scholarship should be submitted to the donating district for final selection and endorsement. You should forward the applications to the donating district no later than 1 September to allow the donating district sufficient time for final endorsement by 1 October.

Donating District

If you are the scholarships subcommittee chair of a district *donating* a scholarship option to another district, you must initiate communication with the receiving district to clarify your district deadlines and any restrictions placed upon the award. Districts should also communicate these restrictions to the Foundation at the time the donation is made by submitting the Donated Scholarship Questionnaire by 1 March. If your district is donating an Academic-Year or Multi-Year Scholarship to study at an institution in your district, please send university catalogs and applications to the receiving district, if possible. Experience has shown that communication between the donating and receiving district is the key to a successful donation.

If your district has chosen to donate a **Cultural Scholarship** to another district, and you would like the scholar to study in your district, please note that the Foundation may not have located an appropriate intensive language training center in your district. In that case, Foundation staff will ask for your assistance in locating an appropriate facility for incoming Cultural Scholars. Donating districts should be aware that if there is no appropriate language institution in your district, the Trustees will assign the scholar to study at the nearest language institution outside your district. (See the Rotary International Web site for a List of Language School Contacts for Cultural Ambassadorial Scholars.)

The receiving district (or nondistricted club) will submit to you at least two endorsed candidates for the donated scholarship. You should fill in the appropriate line on the District Certification page of the application form (Donated Scholarships to Another District) and submit the endorsed candidate's application to The Rotary Foundation. If none of the candidates meets the specified criteria for your donated scholarship, your district should inform the receiving district and the Foundation. The funds can then be returned to your DDF for use in future years.

NOTE: The deadline for donated scholarships is the same as for any other scholarship. Complete, endorsed applications should be submitted to The Rotary Foundation by 1 October. Because of the extra time involved with choosing candidates for a donated scholarship, your

committee should contact the receiving district well in advance to ensure this deadline will be met.

Donated Scholarships to Non-Rotary Countries

Districts may also, at their discretion, award a scholarship to a citizen of a non-Rotary country. Although no formal donation procedure is required, such an award is considered a donated scholarship to a non-Rotary country. Should your district choose one of these options, please note the following requirements:

- The donating district is responsible for identification and selection of the scholar, giving preference to applicants whose field of study has practical use in the scholar's home country.
- The scholar must meet all scholarship eligibility requirements except for citizenship in a Rotary country. A list of non-Rotary countries is available on the Rotary International Web site.
- The donating district is considered the scholar's sponsor and is expected to fulfill all responsibilities of a sponsor district.
- The district also may, if it chooses, be the host district and ask the scholar to list study institutions within that district, provided the scholar has not already lived or studied in that country for more than two years at the time of application.
- If the scholar has lived in the sponsor district for more than two years at the time of application, the scholar must list study institutions in a different country from the sponsor district and his/her home country.
- The scholar must return home to his/her country after the scholarship period, and the sponsor district must obtain suitable assurances that the scholar intends to do so.

Named Scholarships

A named scholarship is made available through a single contribution by an individual, a corporation, or a tax-exempt foundation equal to the *SHARE* option cost of the scholarship award (e.g., US\$25,000 for an Academic-Year Scholarship). The donor may establish specific conditions for the selection of a candidate with which the sponsoring

Opening the door to a non-Rotary country

Khac Kinh Tran had the opportunity to pursue studies in Economics at l'Université Catholique de Lille in France, thanks to a Multi-Year Ambassadorial Scholarship donated by District 1670 (France). Tran was selected by District 1670, which has several Rotarians of Vietnamese origin, in hopes that he would bring his education and knowledge of Rotary back to Vietnam to help expand Rotary's mission to this non-Rotary country. In addition to concentrating on his studies, Tran participated in Rotary meetings and activities, including an annual bridge tournament fundraiser that raised FF 120,000 (about US\$20,000) for cancer research.

Of his ambassadorial role, Tran said: "I am pleased to be able to join with Rotarians in spreading Rotary's ideals of peace and understanding among people. As a member of the great Rotary family, I cannot feel isolated during my stay in a foreign country."

district must comply. The Rotary Foundation will notify your district governor of specific restrictions if a named scholarship is available in your district.

Before submitting the application, the scholarships subcommittee chair should ensure that all conditions are met and that the appropriate line on the District Endorsement page of the application form is filled in to indicate the funding source (Named Scholarship).

Endowed Scholarships

The Rotary Foundation currently administers over 50 fully funded endowed scholarship funds; others may be available in the future. An endowed scholarship becomes available when the projected income from the endowment equals or exceeds the cost of the specific scholarship program option for that year. Many endowed scholarships have restrictions relating to study fields and study sites. If an endowed scholarship is available in your district, the Foundation will notify your district governor in March.

Before submitting the application, the scholarships subcommittee chair should ensure that all conditions are met and that the appropriate line on the District Endorsement page of the application form is filled in to indicate the funding source (Endowed Scholarship).

The Selection Process

Rules of Eligibility

All Ambassadorial Scholarship candidates must meet the following requirements:

- Candidates must have completed at least two years of university or college course work at the time the scholarship period begins or have a secondary school education with employment in a recognized vocation for at least two years.
- Candidates must be citizens of a country in which there is a Rotary club.
- Candidates cannot be Rotarians, Honorary Rotarians, or employees of a club, district, or other Rotary entity or of Rotary International. Spouses, lineal descendants (child or grandchild by blood or legal adoption), spouses of lineal descendants, and ancestors (parent or grandparent by blood) of persons in the foregoing categories are also ineligible.

Please note that Rotarians and their relatives remain ineligible for scholarship awards for 36 months after a Rotarian has resigned from club membership.

- Application must be made through a local Rotary club in the applicant's legal or permanent residence or place of full-time study or employment.
- Study or training must be undertaken in another country or territory where there are Rotary clubs, but not in the sponsoring Rotary country or district. (Recipients of donated scholarships may study in the donating district.)
- There are no age or gender restrictions on Ambassadorial Scholarships.
- Rotaractors are eligible and encouraged to apply, provided they meet all other eligibility criteria.
- Persons with disabilities are eligible for Foundation awards. If otherwise qualified for the scholarship, such applicants should not be overlooked. With the support of Rotarians in the sponsoring and hosting districts, students with disabilities have served as successful Ambassadorial Scholars in the past.

Additional Eligibility Considerations for Cultural Ambassadorial Scholars

Cultural Ambassadorial Scholarships are for **intensive language study to enable candidates to gain proficiency in a language other than their own.** In addition to meeting the general eligibility criteria, Cultural Ambassadorial Scholars must have completed at least one year of college-level course work or its equivalent in the language they propose to study.

Applications for Cultural Scholarships in which candidates request to study subjects other than language (art history or music, for example) are inappropriate. Applicants who wish to study other subjects should apply for Academic-Year or Multi-Year awards. Cultural Scholars will not be assigned to study at universities, but rather at Foundation-approved language institutions that specialize in intensive language instruction. (See the Rotary International Web site for a List of Language School Contacts for Cultural Ambassadorial Scholarships.) If your district wishes to sponsor a candidate to study a language other than those listed, you may contact the Resource Development Supervisor of the Scholarships program to inquire about

procedures for requesting approval on an exceptional basis.

Due to the short-term duration of these awards, Cultural Scholars normally live in a homestay environment (if available) during the scholarship period to maximize cultural immersion and language acquisition. Because of this requirement, Cultural Scholars should not be accompanied by family members during the study period. This should be made clear to the applicant during the selection process.

Club Endorsement

The club scholarships subcommittee plays a crucial role in introducing each applicant to Rotary. The subcommittee should review the purpose of the scholarship with all interested applicants. It should interview candidates before endorsing applications to be submitted to the district selection committee. The subcommittee may endorse one applicant for each scholarship the district plans to offer. Please see Interviewing Candidates on this page for the criteria used to assess scholarship candidates.

A sponsor counselor should be appointed for each endorsed candidate. The sponsor counselor can be available to assist candidates with their applications and to help them prepare for the district interview. Ideally, the sponsor counselor is someone who can act as both a resource and a mentor.

District Selection Process

The district scholarships subcommittee must perform several tasks to ensure successful scholar selection. These include preparing for candidate interviews, conducting the interviews, evaluating candidates, and making decisions after the interviews.

The district should assemble a strong selection committee. If possible, the committee should include the district governor, the district governor-elect, a past scholar, and a member with language skills who can assess an applicant's foreign language abilities.

Before District Interviews

In preparation for district interviews, the selection committee should screen applications to formulate questions and review each candidate's background and goals. Screening applications provides an opportunity to make

sure that applications are complete and accompanied by all required supporting documentation (essays, information sheets, language ability forms, recommendation forms).

Before interviews, it is a good idea to invite all candidates to a meeting at which the requirements and purpose of the scholarship are explained. Include the district governor-elect, if possible. At this meeting, the committee should review all points on the Applicant's Certification page of the Ambassadorial Scholarship Application (139-EN) with the candidates to ensure that they thoroughly understand all terms of the scholarship.

Interviewing Candidates: What to Look For

In selecting candidates, committees should consider how potential scholars will help further the program objectives (Appendix E contains a profile of an ideal candidate). For example, in order to develop leaders who can address the humanitarian needs of the world community, committees should seek out candidates with strong **leadership skills**.

In addition, the Trustees encourage districts select candidates who will help address **humanitarian needs** through study in fields such as health care, food production, etc. Districts can recognize the importance of these scholars' fields of study by giving them a special designation. For example, a district may name a scholar who will be studying environmental protection a Preserve Planet Earth Scholar. It may designate a scholar who will be studying public health or epidemiology as a PolioPlus Scholar. These **special designations** may include the following:

- AIDS (awareness and education)
- Children at Risk (e.g., prevention of drug abuse and violence)
- Concern for the Aging (responding to the social, physical, vocational, and educational needs of senior citizens)
- Functional Literacy (promote reading and writing skills necessary to participate fully in all aspects of community life)
- Hunger (alleviate starvation and prevent malnutrition)
- PolioPlus (polio eradication and post-polio syndrome)

“A good ambassador needs to think on her feet and be creative and open to everything.”

Tara-Lynn Schendel, scholar (USA to France)

- Preserve Planet Earth (environmental awareness and protection).

To give a scholar a special designation, fill in the appropriate section on page 19 of the Ambassadorial Scholarship Application (139-EN).

At both club and district interviews, the committee should note whether or not the candidate has thoroughly researched the proposed study institutions. The candidate should have goals that are well-defined and realistic regarding both study field and university choices, and should ensure that a program in his/her study field is available at each study institution listed on the application. Such candidates help ensure that the Ambassadorial Scholarships program will impact all areas of the world through a balanced geographical distribution of scholars. Candidates should be **flexible** about their study institution assignment. Inflexible candidates usually are not the best qualified.

Most importantly, the committee should look for the candidate’s potential as an **ambassador of goodwill** who will increase awareness of and respect for cultural differences. Consider how candidates will represent their home countries and Rotary, as well as how they will adapt to a new culture.

During the interview, the selection committee should make clear to the candidate the objectives of the Scholarships program. The committee should emphasize that the academic and ambassadorial aspects of the scholarship have equal importance. A scholarship recipient is expected to maintain a high level of academic achievement while abroad; it is also imperative that the candidate understands that a Rotary Scholarship is designed to further **international understanding** and world peace, linking together Rotarians in the sponsor and host districts.

Another responsibility of the selection committee during the interview is to make sure that Academic-Year and Multi-Year candidates have sufficient fluency in the language of each proposed study country. The Foundation sug-

gests that, if possible, a portion of the interview be conducted in the appropriate foreign language.

Finally, selection committees should again review all points on the Applicant’s Certification and District Endorsement pages of the Ambassadorial Scholarship Application (139-EN) to ensure that candidates completely understand all items listed.

Please refer to Appendix A, page 33, for examples of questions to ask candidates during the interview process. To assist in evaluating candidates, you may wish to develop a form similar to the sample provided in Appendix B, page 34.

During the interview, explain to candidates that if they are selected as scholars, they will be expected to attend an orientation program before they leave. Ask for a commitment to attend.

After Candidate Interviews

Following interviews, the committee should take time to evaluate each candidate and judge who would make the best Rotary scholars, considering the candidate’s outstanding qualities, leadership skills, communication skills, maturity level, and flexibility, with emphasis on the candidate’s potential as an ambassador of goodwill. The candidate selected will be expected to represent Rotary and his or her country not only during the scholarship year, but for many years to come.

Please refer to Appendix C, page 35, for questions designed to help selection committees determine the best candidates after interviews have taken place.

NOTE: Clubs and districts should not publicize endorsed candidates until they receive Trustee approval.

Trustee Approval and Study Institution Assignments

District-endorsed scholarship applications awards must be received by RI World Headquarters no later than **1 October** of the calendar year before the scholarship program year in question. For example, applications for candidates interested in studying abroad after 1 July 2004 but before 30 June 2005 are due to the Foundation by 1 October 2003. Applications are acknowledged and processed by the Scholarships staff beginning in July. The applications are checked for completeness and evaluated. If items are missing from any application, Foundation staff will notify the district. No action can be taken on an incomplete application, so districts should ensure that all forms are enclosed at the time of submission. Immediately following Trustee approval, study institution assignment notifications are sent to scholars, with copies sent to district scholarships subcommittee chairs and district governors. Initial announcements will be completed by 15 December as long as the applications are received at RI World Headquarters by the 1 October deadline.

Geographical Distribution of Scholars

In placing scholars in study institutions worldwide, the Trustees aim for an equitable geographic distribution. **Appendix F** contains a list of countries in which the Trustees would like to see more scholars study. Given the number of requests for certain areas, it is not possible for all scholars to receive their first choice of study institution. Candidates are not guaranteed assignment to their first or second institution preference even if a district submits candidates' applications before the 1 October deadline.

Foundation staff finds that scholars assigned to their fourth- or fifth-choice universities have not always fully researched these institutions and often request that their assignment be changed to their first choice. By carefully reviewing the goals of the program with applicants, the selection committee can help ensure that they have realistic expectations and will enthusiastically accept any reasonable study institution assignment.

A few study institutions enjoy particularly prestigious reputations. The Trustees cannot assign an inordinate number of scholars to them for the following reasons:

1. The assignment of many scholars to a few institutions does not achieve the program objective of balanced distribution of scholars throughout the Rotary world.
2. Rotarians in districts where popular universities are located cannot effectively host large numbers of scholars each year.
3. Many districts do not frequently host scholars and request that more scholars be assigned there. The Trustees make every effort to meet those requests.

As an example, among a typical year's scholars, 120 list first- or second-choice universities in London, England; 60 in Oxford, England; and over 50 each in Paris, France, and New York, USA.

Keeping in mind that the Trustees seldom can assign more than 15 scholars to any one Rotary district, accommodating all requests for assignment to the most popular areas and universities is impossible. To ensure a diverse group of scholars in these areas, applications from scholars requesting assignment to popular areas will be held for assignment until 1 November.

Please note that scholars will *not* be assigned to areas of a country where they have already lived or studied for six months or longer, except in unusual circumstances. "Areas of a country" include a particular metropolitan area, state, or province (for countries such as the United States, Mexico, Australia, and Canada) or any other commonly defined region of a country.

Unusual circumstances that may be exceptions to this rule include:

- The candidate lived/studied in the area prior to the age of 10.
- The candidate's language interest or abilities restrict assignment to a particular geographic area. (For example, a student who speaks Danish wishes to return to Denmark; a student who speaks Tagalog wants to return to the Philippines.)

In order to maximize geographic distribution and cultural exchange, **only one candidate from a sponsor district may be assigned to study in a particular host district.**

Candidates for Academic-Year and Multi-Year Scholarships must be proficient in the official language of their preferred study country. However, in areas that do not host many Rotary scholars, if there is a second language that is widely spoken, the proficiency requirement in the official language is not as stringent. For example, in Egypt both Arabic and English are commonly spoken. Candidates requesting assignment to Egypt who are not fluent in Arabic, but who are fluent in English, may be assigned to an Egyptian study institution. Please see Appendix D, page 36, for a list of language proficiency requirements for various countries.

A Note on Diversity

Annually, only 11 percent of all Ambassadorial Scholars are assigned to study in low-income countries. The Trustees strongly encourage districts to diversify the countries to which they send scholars and seek candidates who are interested in studying in unusual or new areas of the Rotary world. Districts should also consider where their scholars have studied in the past to ensure that some cultures or geographical regions are not overrepresented. For example, if a selection committee is presented with two equally qualified candidates, one wishing to study in England and the other in Kenya, the committee should consider the advantages of choosing the latter. (Kenya hosts few scholars while England hosts many.) For a list of low-income countries, please see the Rotary International Web site.

Replacement Candidates

Even after your committee has interviewed and endorsed candidates, and your district and the Trustees have approved those selections, some candidates will relinquish their scholarships. Approximately 10 percent of all Trustee-approved candidates decide not to accept their scholarships each year.

Districts are asked to send only applications for principal candidates to the Foundation. Applications for alternate candidates should be kept at the district level until needed. If a principal candidate relinquishes an award, the Foundation will notify the district and request the application for an appropriate replacement candidate.

There are some restrictions regarding replacement candidates:

1. A replacement candidate should utilize the same type of scholarship as that awarded to the principal candidate or another option of the same or lower cost.
2. A replacement candidate will be considered *only* if the principal candidate relinquishes his/her award by **1 February** of the same calendar year as when the scholarship program year starts.
3. A replacement candidate must begin his/her studies during the same academic year as the candidate who he/she replaced.

If a scholar relinquishes an award after 1 February, the DDF amount for the scholarship will be credited back to the district for use toward Foundation programs in the future.

Ambassadorial Scholarships:

ORIENTATION

Once a district's outbound Ambassadorial Scholars have been carefully selected, the district must begin preparing them for their scholarship terms.

It is **mandatory** for scholars to attend an outbound orientation seminar if offered. Scholars who do not attend orientation seminars available to them may forfeit their awards. A scholar orientation program provides a forum for bringing outbound scholars together in a friendly setting where they can learn what is expected of them, and sets the stage for a life-long commitment to Rotary. Sponsor counselors also play an important role in the scholar's preparation.

Rotary Foundation funding is now available to help offset the costs of regional orientation programs, both for outbound and inbound scholars. This Trustee initiative underscores the importance of proper orientation in creating successful Ambassadorial Scholars who will give back to Rotary after their return home. If your district is interested in planning a multidistrict orientation seminar impacting a significant number of scholars (at least 10), contact the Scholarships program supervisor for more information on orientation grants.

"[My sponsor counselor] was the first person to introduce me to Rotary and its importance to the community and to the world. For this I will forever be thankful."

Joshua Neelon, scholar (USA to Spain)

Orientation Objectives

Although a district may determine which elements to include in its scholar orientation program, the Foundation recommends the following objectives:

1. To promote the purpose of The Rotary Foundation Ambassadorial Scholarships program — which is the furthering of understanding and friendly relations among peoples of different nations
2. To provide outbound scholars with an understanding of the history, goals, and ideals of Rotary International and The Rotary Foundation
3. To emphasize the ambassadorial role scholars must play before, during, and after their terms of study abroad
4. To provide scholars with training on how to develop and make speeches and presentations
5. To prepare scholars for the cultural differences they may encounter during their study terms
6. To create an atmosphere of fellowship among scholars, alumni, and sponsoring Rotarians
7. To establish and reinforce an ongoing relationship between the scholar and Rotary
8. To orient Rotarian sponsor counselors to The Rotary Foundation Ambassadorial Scholarships program and to impress upon them the vital role they play in assuring the long-term impact of the program

Sponsor Counselors

One of the unique features of Rotary's Ambassadorial Scholarships program is the role of the sponsor counselor. This is a Rotarian, appointed by the sponsor club, who will act as an information resource and mentor to the outbound scholar.

The sponsor counselor is expected to assist the scholar in various ways. Many of the tasks of the sponsor counselor are essential to providing good orientation for outbound scholars. Some of these tasks include:

- Introducing the scholar to Rotary and assisting with preparation for district interviews
- Discussing Rotary's ideals and establishing ambassadorial goals
- Helping the scholar gather information about his/her home community, region, and country for use in presentations in the host country
- Reviewing the *Ambassadorial Scholar's Handbook* (133-EN) with the scholar; familiarizing the scholar with the financial aspects of the particular scholarship type (i.e., Academic-Year, Multi-Year, or Cultural) awarded
- Working closely with the scholar to ensure all predeparture requirements are met

To assist sponsor counselors in fulfilling their roles, they will receive an *Ambassadorial Scholar's Handbook* and a list of sponsor counselor responsibilities.

"Getting to know the Rotarians in my own club better and also speaking at other clubs, I began to understand, in a more complex way, the goals and dedication of those who belong to this organization. . . . And, even more than that, I was able to see Rotarians themselves in the act of service."

Sarah Dryden, scholar (Canada to South Africa)

Planning and Implementing an Orientation Seminar

One of the first things to decide is who will attend your district orientation seminar. Obviously, you will invite your outbound scholars and their sponsor counselors. You will also need discussion leaders and speakers. This group should include former scholars, Rotarians who can provide practical information about the Scholarships program, and individuals and educators who can provide useful information about foreign countries and cultural issues. Foundation alumni can be especially helpful in providing information, enthusiasm, and inspiration to outbound scholars. They can encourage scholars to stay in contact with Rotary long after their scholarship period is over.

Scholar orientation seminars can take several forms, including weekend, one-day, and informal programs. Although the weekend format is highly recommended, a one-day or informal program can successfully achieve most of the same objectives. In planning a program, keep in mind that the most effective — and most enjoyable — activities involve interaction. Panel discussions and role-playing games (where participants "act out" the role of scholars in a new country) can help keep the session lively as well as educational. Such activities build a sense of fellowship.

The Weekend Program

The weekend program is best suited for a multidistrict event. A typical weekend program would begin on a Friday evening and conclude on Sunday morning, with participants staying over two nights. Friday evening might include registration, dinner, and a welcome address, followed by a social hour. Saturday might include discussions and presentations on The Rotary Foundation and the Scholarships program, interaction with alumni, short speeches by the scholars, meals, and opportunities for fellowship. Sunday is a time for wrap-up and closing comments.

NOTE: A weekend program can also be done with just one overnight. The advantage of the two-night program is that time can be given to valuable informal interaction.

The One-Day Program

The one-day program is best suited for a one- or two-district event. A typical one-day program would start early in the morning with registration and welcome/introductions, followed by an overview of Rotary International and The Rotary Foundation, lunch, presentations from former scholars, and discussions of what is expected of a Rotary scholar. The program might conclude with closing remarks from Rotarian leaders with adjournment before the evening meal.

Informal Programs

Do not feel that your district is limited to hosting one- or two-day orientation programs. Informal programs or meetings can also meet the goals of outbound scholar orientation. Sponsor districts are free to use the ideas presented here to develop an orientation program that is best suited to their own needs.

- Invite scholars to attend the district conference. Have scholars form a panel for discussion about the Scholarships program.
- Arrange a half-day orientation for sponsor counselors, district officials, and scholars. Ask scholars to introduce themselves and to give a short speech about their plans for their term abroad. Assign each Rotarian to share important information on Rotary at the club, district, and international levels.
- If it is impossible to organize a group orientation, set up one-on-one meetings between the scholar, sponsor counselor, and district officials. Provide them with materials on Rotary and discuss their responsibilities before, during, and after their scholarship term.
- Invite scholars to attend sponsor club meetings and social activities, participate in a service project and, if possible, serve on a club committee. Arrange for scholars and Rotarians to go out for lunch or coffee afterward.
- Arrange for scholars to receive the club bulletin, district governor's newsletter, and THE ROTARIAN magazine.

“Attending the scholar training seminar two months before leaving was invaluable, because it gave us an idea of what was expected of us as ambassadors of goodwill.”

Kat Bergeron, scholar (USA to Ireland)

Whatever the format, it is important that each district prepare its outbound scholars to serve as ambassadors of goodwill. Once your district finds an orientation format that works, continue to develop it into a program that will be easy to organize year after year.

Here are some steps to take when organizing your orientation seminar, whichever format is used:

1. **Appoint a volunteer seminar leader.** Choose a Rotarian who is actively involved in the Ambassadorial Scholarships program, such as the chair of the district scholarships subcommittee or the alumni subcommittee. This volunteer will be responsible for coordinating the logistics of the orientation program and issuing invitations to both the coordinators and the program participants.
2. **Determine the scope of the program.** Early in the planning stage, the district should determine whether to plan and present its own orientation program or to join with one or more neighboring districts in a cooperative effort. Because most districts sponsor only a few scholars, the Foundation recommends that you consider putting on an orientation program in concert with neighboring districts. While teaming up with other districts can make logistics more difficult, it does provide you with more volunteers to share the work. Larger groups also offer a greater opportunity for Rotary fellowship. If a multidistrict event is organized, be sure to keep all appropriate Rotarians apprised of all planning stages.
3. **Set up a schedule.** When choosing a date for the program, select a time that corresponds with the period when scholars are preparing for their study period. Try to find a date that will accommodate most, if not all, of your outbound scholars.

- 4. Select and invite program presenters.** Keep program objectives in mind when selecting program speakers. Look for candidates (Rotarians and others) with diverse backgrounds and qualifications so that participants are exposed to a variety of perspectives. Potential presenters may include:

- *District Rotarian officers.* This group includes past and current district governors, past and current Rotary Foundation chairs, and scholarships subcommittee chairs. They offer scholars the “big picture” of Rotary — the history of Rotary International and its Foundation and the goals and objectives of the Ambassadorial Scholarships program. In addition, these volunteers from the different levels of Rotary International can help scholars understand their duties and responsibilities during their scholarship terms.

- *Club presidents and members.* These Rotarians help the scholars understand how Rotary works at the community level. They can also help participants understand their responsibilities to their sponsoring clubs before, during, and after their scholarship terms.

- *Alumni of Rotary Foundation programs.* Past participants of Rotary Foundation programs — former scholars, Group Study Exchange team members, and recipients of Rotary Grants for University Teachers — can offer personal insights that will prove helpful and inspirational to outbound scholars. Such insights can include how to adjust to a different culture or how to prepare for presentations and make time for visits to Rotary clubs while maintaining a full academic schedule.

- 5. Reserve facilities.** Some facilities must be reserved many months in advance. Choose a location that is convenient to all participants. If you are planning a weekend orientation program, choose a facility that offers overnight accommodations.

- 6. Set a registration fee.** A number of factors must be considered when setting a registration fee. How many meals will be served? Is there a charge for the use of workshop rooms? For overnight programs, what is the cost of sleeping accommodations? What are the costs for

materials? Will the districts sponsoring the seminar underwrite the expenses of program alumni?

- 7. Find sources of funding.** The district or sponsoring club often pays the registration fee charged to participants; the scholars themselves might be responsible for transportation to and from the program location. In addition, Foundation funding may be available to offset the costs of multidistrict seminars that affect a large number of scholars. For more information and a funding application, contact the Scholarships program supervisor.

- 8. Include information on preparing and making presentations.** The Trustees request that scholar orientations include training to assist scholars in preparing for and giving their required speeches and other presentations.

- 9. Include information on cultural awareness.** The Foundation strongly recommends that a substantial amount of time be devoted to sensitizing scholars to cultural differences. Scholars may have preconceived notions about the country and the people they will be visiting (“all Japanese are hard-working,” or “all Americans are rich,” for example) that should be addressed.

Relationships between men and women, the young and elderly, and teachers and students vary widely from country to country. Scholars need to be made aware of local customs and act according to accepted standards in host areas. Casual dress, language use, and bathing practices are a few examples of customs that may vary. Scholars can help avoid unpleasant confrontations and misunderstandings by learning local customs and adapting accordingly.

If your district is sponsoring female scholars, you may wish to pay special attention to women’s issues abroad. Due to differing perceptions of gender roles, women may face unique challenges in their role as ambassadors of goodwill. For example, they should be aware of differing degrees of women’s involvement in Rotary around the world and should learn what behaviors may or may not be acceptable for women in their host countries. Past scholars and women Rotarians who have traveled may be able to provide helpful

insight in this regard. Being aware of these issues in advance may help prevent awkward or even dangerous situations in the host country.

In addition, health care and educational systems vary widely throughout the world. Encourage scholars to fully investigate these matters. A speaker from the international student office of a local university may be able to answer questions from scholars and refer them to useful resources for country-specific questions.

10. **Provide an evaluation sheet.** Your program should include an opportunity for scholars to critique the event. Few events are flawless, but you need feedback from your participants to help you build on the areas where you have been successful and improve areas that need more work. Such evaluations can be anonymous, but you should emphasize the importance of honest assessments so that you can improve your orientation program for the next year.

Resources

Sample Activities

The Scholarships staff at RI World Headquarters has sample orientation programs available for use when planning your district orientation program. Some examples of orientation discussion and presentation topics are listed below.

- **“Icebreakers.”** A good way to begin any scholar orientation is by helping the participants relax and get to know one another. For example, each participant finds a partner, asks him/her a set of predetermined questions and, based on the answers, introduces the new acquaintance to the group.
- **Group discussions.** Set up two separate discussion groups — one for counselors and one for scholars. For example, the counselors could explore the role of a sponsor counselor, while the scholars could discuss Rotary International and The Rotary Foundation.
- **Question and answer session.** Scholars break into small groups and “brainstorm” on their knowledge about Rotary International and The Rotary Foundation. Each

group shares its list with the whole group. After discussion of these points, scholars rejoin their small groups and list questions they still have about Rotary International and The Rotary Foundation, providing a forum for further education about Rotary.

- **“How we see it.”** Former Ambassadorial Scholars discuss their perspectives on the ambassadorial responsibilities of the scholarship.
- **Show and tell.** Former scholars share their mementos and memories and help prepare outbound scholars for the cultural differences they may encounter during their scholarship terms.
- **The local Rotary club in action.** A Rotary club member discusses the role of the local Rotary club in the community and how the club fits into the “big picture” of Rotary International.
- **The scholars’ responsibilities before, during, and after their study term.** An appropriate Rotarian, or in some cases a Foundation staff representative, discusses the responsibilities scholars must carry out during the various stages of their scholarship. It may be useful to follow with a panel discussion and question-and-answer session.
- **Developing cultural sensitivity.** Scholars break into small groups based on destination (e.g., Europe, Asia) with one Rotarian and one alumnus/alumna serving each group as a resource person. Discuss the cultural differences scholars may encounter and methods to cope with these challenges.
- **Conference speeches.** Scholars give short speeches on topics they are given at the start of the session. Feedback and suggestions are provided by the group. Purpose: to help improve public-speaking skills.

Publications and Videos

A number of publications and audiovisual materials are available through the Rotary International *Catalog* (019-EN) that can be used in conjunction with scholar orientation programs. Some suggestions include:

Primed for Flight: Ambassadorial Scholar Orientation (024-EN). A 12-minute video designed to assist Rotarians planning orientation programs for outbound scholars. It shows scholar orientation in the USA and Japan.

Ambassadorial Scholarships Program — Investing in World Peace (432-EN). A 10-minute video commemorating the 50th anniversary of The Rotary Foundation's first educational program, providing an overview of the program and its impact. This video is useful for generating enthusiasm and setting expectations for outbound scholars.

Please refer to the current *Catalog* for a complete list of materials, language availability, and price information.

Regional Orientation Seminar Planning Kit

Foundation staff has compiled a kit to assist Rotarians planning an orientation seminar, including sample programs and related correspondence. To request a copy, contact the Scholarships program supervisor.

Rotarians

Other Rotarians involved in organizing scholar orientation programs are also excellent resources for planning your program. There may even be an existing multidistrict orientation within traveling distance that your outbound scholars can participate in. The Scholarships staff at RI World Headquarters keeps a list of Rotarians and districts actively involved in such programs. The Scholarships program supervisor can provide Rotarian contact information.

Ambassadorial Scholarships: HOSTING SCHOLARS

Host Counselors

As mentioned in the previous section, the Rotarian sponsor counselor plays an essential role as a resource and mentor to scholars before the scholarship period.

The Rotarian host counselor's role begins before the scholar even leaves for the study country. It is important for the host counselor to contact the scholar, answer any questions, and arrange a meeting to alleviate the anxiety about arriving in a new country. Host counselors are asked to report to The Rotary Foundation on their activities as host counselors and on the performance of their scholars.

In April of each year, the Scholarships staff requests that district governors-elect appoint a host club and a host Rotarian counselor within that club for all scholars who will study in their districts during their year as district gov-

ernors. The information sent to the governors-elect includes a list of all inbound scholars, their assigned study institutions, and biographical information. A copy of the request is sent to the scholarships subcommittee chair or to the district Rotary Foundation chair in the absence of a scholarships subcommittee chair.

Like sponsor counselors, host counselors act as important resources for scholars. The host counselor is expected to assist the scholar in many ways, including:

- Arranging to meet the scholar upon arrival, and welcoming him/her to the host district
- Helping the scholar to settle in and locate appropriate housing, if necessary
- Receiving the scholar's first award payment before his/her arrival and then presenting it to the scholar
- Explaining issues such as medical facilities, laws, banking arrangements, and budget considerations
- Helping the scholar to fulfill ambassadorial obligations by scheduling required speeches and inviting the scholar to participate in club and district service projects
- Serving as the liaison between the scholar and the Foundation, monitoring progress through frequent meetings, and bringing serious problems or questions to the attention of the scholar's coordinator at RI World Headquarters in Evanston
- Involving the scholar in community and family life
- Ensuring the scholar submits his/her final report one month before the scholarship period ends

“What I think great about Rotary Scholarships is that it is not just a money give-away, but it provides scholars with opportunities to adapt into a new environment by matching them with their Rotary counselors. I was able to have first-hand experience of Canadian life by spending a lot of time with my counselor and his family. In retrospect, it made me feel like I was accepted as a member of a community and a family. I never felt that I was all alone in a strange country.”

Remi Hirama, scholar (Japan to Quebec, Canada)

Taking a proactive approach

Polish scholar Anna Kilan-Lipka found her host counselor, Peter Jennings of District 1130, helpful even before she arrived in London. “Peter phoned me a few days before the departure to cheer me up and to assure me that he was going to wait for me at the airport,” she reported. “He gave me a friendly welcome even before we saw each other and was also very helpful during my whole stay in London. We were in touch all the time.”

Jennings considers serving as host counselor “the best job in Rotary.” He calls it an experience that “enables you to live on a larger map and have extended family all over the world.” For him and his wife, the scholars become part of their family, taking trips and spending holidays together.

Host counselors and host club presidents will receive an *Ambassadorial Scholar’s Handbook* (133-EN) and a list of their responsibilities to assist them in fulfilling their role. These materials are sent to the host counselor after The Rotary Foundation receives notification of his/her appointment from the host district (beginning in June prior to the program in question).

Inbound Scholar Orientations

Host Rotarian counselors play an important role in helping newly arrived scholars to get off to a good start and in seeing that everything goes smoothly during the scholarship period. But Rotarians and alumni in the host district also can help welcome scholars and organize events that serve as an orientation.

Each September, for example, the French alumni association (*Association des anciens boursiers de la Fondation Rotary*) organizes a Welcome Weekend in the Paris area for incoming scholars. The event includes meals with Rotarian families, a chamber of commerce reception, and sightseeing tours.

Foundation Fellows Link, the first Ambassadorial Scholarships alumni association, has similarly welcomed arriving scholars for the past three decades. The group’s Link Weekend provides orientation and home hospitality for scholars assigned to universities in the United Kingdom and Ireland. The event offers receptions, group activities, and the opportunity for scholars to glean advice from alumni and Rotarians.

District 5340 in southern California, USA, hosts a general orientation meeting for all inbound scholars upon their arrival, which includes their host counselors and the district

leadership, to review the district’s expectations of the scholars and remind them of dates for important activities and events. Thereafter, the district requires brief monthly reports from inbound scholars, itemizing Rotary and community related activities for the previous month. The district leadership points out that the 10 scholars the district sponsors on average each year represent an investment of US\$250,000, and they are responsible for ensuring that the investment is properly handled.

Other Hosting Activities

There are countless ways to welcome inbound students, involve them with Rotary, and make them feel comfortable in a new country. District 7620 in Washington, DC, USA, annually hosts a Rotary International Night Gala Dinner at a local embassy, shortly after the scholars’ arrival. Scholars are invited to attend the event in native dress and a variety of international dishes are served. The occasion provides an excellent way not only for Rotarians to get to know the scholars informally and learn something about their cultures, but for scholars to schedule visits to area Rotary clubs.

The Rotary Club of Briançon, France, hosts a mid-term, four-day weekend of winter activities for scholars studying in France. They have a chance to ski, skate, and hurtle down the mountains by luge. After a day on the slopes and a meal at a mountain shelter, scholars typically improvise a show. Other activities have included relay races, a giant slalom event, dancing, and meetings with local students. Such events provide a unique opportunity for fellowship and international exchange in an informal setting.

Scholars can also be invited to take part in district service projects, taking advantage of expertise they might have to offer in areas such as environmental protection, medicine, literacy, etc. A music scholar, for example, might work with the host district to give a charity benefit concert.

Past scholars have been active in many roles in facilitating partnerships between Rotary districts, such as serving as an interpreter for a visiting Group Study Exchange team or as the contact with their sponsor district for a World Community Service project leading to a Matching Grant.

“[Link Weekend was] one of the most unforgettable experiences of my stay in England. To meet all the Rotary Scholars and Rotarians was wonderful. It was an extraordinary atmosphere, like meeting old friends because we all were there in the same spirit and with the same aims.”

Stephanie Hügel, scholar (Germany to England)

However hosting activities are carried out, they are sure to help ease scholars into their unique role as ambassadors of goodwill and to let them know that they are not alone on their journeys.

A Note on Hosting Cultural Ambassadorial Scholars

Since Cultural Scholars are only in the host country for a period of three or six months, it is important to try to involve them in Rotary activities as early as possible. At the same time, it will be beneficial to schedule speaking engagements for the latter half of the scholar's study period to allow for a period of language adjustment. Many Cultural Scholars have limited background in the language of the host country, so they will not be fluent in the language at first.

Usually, Foundation-approved language institutions will arrange for homestay accommodations, and the host district will not be called upon to make housing arrangements. However, a local Rotarian may volunteer to provide homestay accommodations instead of having the language institution assign a family homestay for the scholar. No remuneration will be given to Rotarians who volunteer to house scholars in their homes. In unusual cases, where homestay accommodations are not available or are not appropriate, other living arrangements may be made for Cultural Scholars.

Ambassadorial Scholarships: ALUMNI OUTREACH

The activities of scholars after their time abroad are an important, though often overlooked, part of the Ambassadorial Scholarships program. A common complaint from Rotarians is that they don't hear from scholars after their return to their home countries. Many scholars, on the other hand, lament that they are not invited to participate in Rotary activities. It is the responsibility of the club or district scholarships subcommittee, in cooperation with the alumni subcommittee, to ensure that Foundation scholar alumni — that is, scholars who have completed their ambassadorial terms abroad — are welcomed home and kept involved in Rotary.

In addition to the responsibilities discussed on page 16, sponsor counselors are expected to welcome the scholar home. After the scholar is resettled, invite him/her to speak at clubs in the district and assist with arranging these engagements. This gives club members the opportunity to learn of the scholar's experiences, helps publicize the programs of The

Rotary Foundation, and gives Rotarians in the district an example of Foundation programs in action. It also gives the scholar a sense of belonging to "the Rotary family" and an opportunity to share his/her experiences. In addition, a sponsor counselor should ensure that the scholar completes the required presentations to Rotary and non-Rotary audiences.

In addition to providing alumni pins that can be presented to scholars even before their departure, The Rotary Foundation provides Certificates of Achievement for districts to present to scholars upon their return. These certificates are normally mailed to the district scholarships subcommittee chairs at the end of the program year. Presentation of the certificates can be a starting point for actively maintaining contact with the scholars your district sponsors.

Rotary Foundation alumni associations also provide an excellent way for former scholars to stay in touch with Rotary. There are more than 65 Rotary Foundation alumni associations worldwide with which former scholars can become involved. If one of the associations is in your area, apprise it of the addresses of returning scholars. If your district does not have an alumni association, consider assisting alumni with starting one of their own.

You can then work through the association to maintain contact with alumni, who can also be considered for membership in local Rotary clubs. The association can perform various activities, such as hosting a reception for inbound scholars to your district each year. Contact the Alumni Relations section of The Rotary Foundation at RI World Headquarters in Evanston for information on starting an alumni association. Information related to Foundation alumni can also be found on the RI Web site at www.rotary.org.

"These opportunities have allowed me to not only experience another culture but to discover my own. This program lives up to its namesake of Ambassadorial Scholarships; for it has been my academic, daily, and Rotarian experiences which have contributed to my growing international understanding."

Joan Ruppe, scholar (USA to France)

The Foundation has a database that districts can use to locate alumni in their areas. In addition, the Foundation produces *REConnections*, a newsletter mailed to alumni that asks for information about their post-scholarship activities and publishes their stories. Districts can help keep the database up to date and facilitate the mailing of *REConnections* by encouraging scholars to apprise the Foundation of address changes. The newsletter, which is published twice a year, is also posted on the RI Web site.

Another resource is the Foundation Alumni Resource Group (FARG), a worldwide task force of 50 members appointed by the RI president-elect and The Rotary Foundation incoming Trustee chair. FARG's role is to increase Rotarians' awareness of Foundation alumni and to promote their use as district and club resources for service projects, club and district activities, and as effective advocates of Foundation programs. The group's members work with district subcommittee chairs to develop human interest stories on program alumni to be submitted to RI World Headquarters staff for inclusion in *REConnections* and other appropriate publications. For more information, consult the *Official Directory* for the FARG coordinator in your area.

Other initiatives that districts can take to keep scholar alumni involved with Rotary include:

- Creating an alumni directory or database by obtaining addresses from returning scholars and keeping it current. Use this information to invite alumni to Rotary activities or events.
- Using alumni to help find "lost" alumni through their Internet resources.
- Inviting alumni to assist in club, district, or Rotaract community and international service projects.
- If you learn that a returning scholar is planning to move out of the district, connect him/her with Rotarians in the new district of residence.

Most Rotary Foundation Ambassadorial Scholars are extremely grateful to their sponsoring Rotarians for giving them the opportunity of a lifetime. Keeping Foundation alumni involved provides scholars with an opportunity to "give back" to Rotary, ensuring the long-term positive impact of the Scholarships program.

"I am now much more tolerant to our cultures, nations, and religions than I was before the scholarship period. Now I feel myself responsible to explain what I discovered to other people and I actually do it. This is actually the way I think to contribute to the ideal of Rotary: by spreading my experience to all the people I meet."

Ibrahim Mustafa Nizamoglu, scholar (Turkey to Austria)

Rotary Grants for University Teachers

Program Description

The responsibility for administering the Rotary Grants for University Teachers program on the district level belongs to the scholarships subcommittee chair. The general terms of the program are explained in the *Rotary Grants for University Teachers Leaflet/Application* (193-EN).

The primary purpose of the Rotary Grants for University Teachers program is to build understanding while strengthening higher education in low-income countries. Grant recipients teach at universities and colleges in developing countries and promote the exchange of teaching methods and ideas between teachers at grant recipients' home and host institutions. This program also helps to advance development in low-income countries through sponsoring educators to teach subjects of practical benefit to the host country. Like Ambassadorial Scholars, teachers are expected to be outstanding ambassadors of goodwill to the people of the host country through both informal and formal appearances before Rotary clubs and districts, civic organizations, and other forums. Upon returning home, grant recipients are expected to share their experiences with the people of their home countries and the local Rotarians who sponsored their grants.

"The experience has been unique; the gain mutual. . . . It is a pity that so few people have made use of Grants for University Teachers."

Dr. U.N. Pathak, grant recipient (England to Uganda)

In many ways, administration of the Rotary Grants for University Teachers program is similar to the Ambassadorial Scholarships program. For example, districts choose grant options within the *SHARE* system, the selection process is much the same, and club- and district-endorsed grant applications are due at the Foundation by 1 October. For example, applications for candidates interested in service terms starting after 1 July 2004 but before 30 June 2005 are due to the Foundation by 1 October 2003. However, recruiting a successful University Teacher Grant candidate presents unique challenges, and there are significant differences in the programs to bear in mind. This section outlines the main features of the program and the sponsor district's responsibilities in the areas of Promotion and Selection, Orientation, Hosting, and Alumni Outreach.

Funding and Availability

There are two types of Rotary Grants for University Teachers available:

1. Approximately US\$12,500 for a service period of three to five months
2. Approximately US\$22,500 for a service period of six to ten months

Please refer to the RI Web site to confirm the exact award amount for a particular program year. Any available District Designated Funds may be used for Rotary Grants for University Teachers. **You will need to contact either your district governor or your district Rotary Foundation chair to determine if funding will be available in your district to sponsor a University Teacher.**

Donating a University Teacher Grant

To address some challenges in identifying low-income country teaching needs, a Donated University Teacher Grant option is available. Low-income districts may find this option particularly beneficial, since it provides a tool for addressing specific needs within a district/country. Through the *SHARE* system, a district can bring a University Teacher to teach in the district by donating the grant option to a partner district that will recruit an appropriate teacher. The “donating” district pays for the grant through its DDF. The “receiving” district sends a teacher to the donating district in a developing country. The district receiving the donation is not necessarily a low-income district. For example, a district in Uruguay has identified the need to strengthen computer science education within its area. The district has identified a professor at a university in California who teaches computer science and also speaks Spanish. The Uruguay district can now “donate” the grant to the California district to bring the teacher to serve in Uruguay.

This donated option could also be utilized by districts that do not have colleges or universities within their boundaries but want to participate in the program. Such a district could donate a grant to a neighboring district, which will recruit candidates at a local university and select a recipient to teach abroad. The recipient could share his/her experiences with both the donating and sponsoring districts and work to build partnerships among three districts (donating, sponsoring, and hosting).

It is important to keep in mind that the grant recipient must always teach in a low-income country other than his/her own country.

Promotion and Selection

Rotary Grants for University Teachers applications are included with the Scholarships application materials mailed to the district scholarships subcommittee chair each October. The subcommittee should forward information on the grants to each club in the district and inform them what grant funding is available through the district. The club scholarships committee is expected to respond to inquiries from interested candidates and provide materials as described on page 7.

Application deadlines for University Teacher Grants are similar to those for Ambassadorial Scholarships. Clubs should set their deadlines in accordance with district deadlines. Club deadlines can be as early as March or as late as August for service terms starting after 1 July of the following calendar year. Clubs should remain in close contact with the district to ensure that club-endorsed applications are received by the district committees according to district deadlines.

Some of the same general guidelines apply for recruiting University Teacher candidates as for Ambassadorial Scholars (see page 7). The Foundation suggests that you focus publicity for these grants at universities or colleges in your area. Since the potential pool of applicants is narrower than for an Ambassadorial Scholarship, direct contact with department heads, deans, and provosts at universities and colleges may be particularly helpful in generating interest and applications from well-qualified faculty members. Making contacts with Rotarians who are university administrators and using them as resources can also help relay information about the grants to the right people. In addition, former Rotary Grants for University Teachers recipients can be used to publicize the program to their peers.

Appropriate Teaching Disciplines

Remember that the proposed teaching field must have practical application to the socio-economic development of the host country. Excellent examples of fields that are particularly needed in low-income countries include:

- Agriculture
- Business/economics
- Computer science/technology
- Education/literacy
- Engineering
- Health care/medicine

Eligibility and Specific Qualifications

Exceptional teaching ability and leadership skills are essential qualities for Rotary Grants for University Teachers recipients. The Trustees ask all selection committees to look for these qualities in their candidates and to

Sharing Needed Expertise

Using a University Teacher Grant sponsored by District 5020, Canadian Professor Bryan Teixeira set off for India to share his expertise in counseling and conflict resolution with students at Madurai-Kamaraj University in District 3000. Once there, he combined his expertise with his personal interest in treatment and prevention of AIDS by including AIDS workers in his basic counseling skills training workshops.

Professor Teixeira noted, “The realization that education is the best ‘vaccine’ [against AIDS] at this time is catching on — and counseling is seen as a personalized form of education.” In addition to his classroom teaching, Professor Teixeira also provided career counseling for students, a facet of counseling in which Indian students and faculty expressed great interest. By sharing his experience in this area of counseling, Professor Teixeira provided a tool for students to help plan for their future.

“What a rare pleasure it has been to have in Professor Siudzinski a man who has given far more than he has received. . . . Not only has he given of his time and his expertise, but he has given to us from his rich store of wisdom and humanity. . . . We are extremely grateful to Rotary for making this happen.”

Dr. Richard Oxtoby, University of Cape Town, South Africa, praising University Teacher Bob Siudzinski of Florida, USA

consider them in judging who might best represent Rotary as an ambassador of goodwill.

Applicants for Rotary Grants for University Teachers must:

- Hold (or, if retired, have held) a college or university teaching appointment for three or more years, but need not hold (or have held) a specific rank
- Be citizens of a country in which there is a Rotary club
- Be proficient in the language of their prospective host country
- Propose teaching in a low-income country in which there are Rotary clubs*
- Plan to teach at one institution for at least the minimum duration of the grant awarded (only half of the teacher’s working hours during the grant period may be spent in research activities)

In addition:

- Applicants may be either Rotarians or non-Rotarians.
- Awards are not restricted by gender, age, or marital status.

**Please see the Rotary International Web site for a list of Rotary low-income countries.*

Club Endorsement

The club scholarships committee plays a vital role in introducing each candidate to Rotary. As Rotarians are also eligible for these grants, applicants, in some cases, may be fellow Rotarians. Whether the candidate is a Rotarian or non-Rotarian, the club committee should review the purpose of the grant with all interested applicants. As part of the application process, club committees should appoint a knowledgeable Rotarian as a sponsor adviser.

Club committees should interview candidates before endorsing applications to be submitted to the district selection committee. Club committees may endorse one applicant for each grant available to the district. Please see *Interviewing Candidates* (on the following page) for criteria used to assess grant candidates.

District Selection Process

The district scholarships subcommittee should follow the same basic process for selecting University Teacher Grant recipients as those outlined for Ambassadorial Scholarships. However, the subcommittee may wish to conduct the interviews separately to allow adequate time for candidates to explain their teaching proposal and research interests, and should consider tailoring interview questions to focus on the teaching aspect of the program.

Before District Interviews

In preparation for district interviews of grant candidates, the guidelines described for Ambassadorial Scholarships should be followed (see pages 11-12). As with Scholarships, it is a good idea to invite candidates to a meeting at which the requirements and purpose of the Rotary Grants for University Teachers program are explained before interviews take place.

Interviewing Candidates

Both clubs and districts should interview grant candidates and review with them the purpose and objectives of the grant.

During district interviews, the committee should keep in mind the following points:

1. Candidates must have well-defined and realistic goals regarding what they hope to accomplish by teaching in a low-income country. They should be able to articulate clearly how their proposed teaching field has practical application to the socio-economic development of the host community.
2. Candidates are responsible for obtaining a teaching invitation, making all arrangements with the host institution, both before and during the teaching year, and for securing extended absence from their home institutions. The invitation may involve some research or curriculum development responsibilities, but **at least half the working time must be spent in teaching activities, including contact/classroom instruction hours, student advising, and course preparation time.**
3. The committee should make clear to the candidate the objectives of the Rotary Grants for University Teachers program. The focus is on teaching in a low-income country and sharing knowledge and expertise with students, faculty peers, and others as a way to strengthen higher education in the host country. The award is also ambassadorial in nature. Although University Teacher Grant recipients will have obligations to the host study institution, they are also expected to help promote international understanding and link together Rotarians in the sponsor and host districts. Candidates should be willing to accept invitations to speak at various Rotary meetings.

4. The committee should make sure that candidates have sufficient proficiency in the language of the proposed host institution/country to fulfill their ambassadorial role. The Foundation suggests that, if possible, the selection committee include members who speak the appropriate languages.

After Candidate Interviews

Following candidate interviews, the committee should take time to evaluate each candidate and judge who would be the best recipient for the grant. Important criteria to consider when selecting grant recipients are:

- Candidate's teaching experience and ability
- Candidate's leadership and communication skills
- Candidate's seriousness of purpose
- Benefit of the teaching field to the proposed host country

The committee should also strongly consider the humanitarian goals of the candidate's proposal and the impact he/she wishes to make in the host country.

Please refer to Appendix C, page 35, for questions designed to help selection committees to determine the best candidates after interviews have taken place.

NOTE: Districts should not publicize endorsed candidates until they receive Foundation Trustee approval.

"I return to my home university a much different person than the one who left. I have a deeper appreciation for the problems of students and faculties in developing countries. I fully expect to return to East Africa, one way or another, to keep the fires of scholarship burning."

John D. Connor, grant recipient (USA to Ethiopia)

Making a difference

Kathleen Sullivan, an R.N. and instructor of nursing sponsored by District 5000 (Hawaii, USA), spent her grant term in Fiji training nurses to deal with HIV/AIDS patients, and also donated much-needed equipment to the host institution. At the end of her grant period, she felt her work was not done; so with some additional assistance from her sponsor club, she arranged to return to Fiji to establish a first aid station for sugar plantation workers.

"I would like to express my sincere gratitude and appreciation for the opportunity you awarded me.... Your individual and unified concern for the welfare of people worldwide has positively influenced individuals in the communities of a developing country.... With sincerity, I can attest that Rotary made a difference." Thanks to the efforts of her sponsor Rotary club, Sullivan made a lasting connection with Rotary, finally becoming a member of the Rotary Club of East Honolulu in September 1998.

Trustee Approval and Administration

Districts must have a sufficient amount of their District Designated Funds to cover each endorsed University Teacher Grant application.

District-endorsed applications must be forwarded to The Rotary Foundation for Trustee approval by 1 October the year before the service term begins, which generally cannot be before 1 July. All candidates approved by the Foundation Trustees will receive confirmation of their grants directly from the Foundation by 15 December, provided the applications are submitted by the 1 October deadline.

Applications sent directly to The Rotary Foundation without club and district endorsements will not be considered.

Following Trustee announcements, all grant recipients will receive comprehensive information packets, including the *Rotary Grants for University Teachers Handbook* (191-EN). The handbook includes information regarding predeparture requirements, payments, and grant obligations for University Teacher Grant recipients.

Orientation

Adequate preparation of University Teacher Grant recipients is essential to the success of the program. Orientation for University Teachers can be combined with that for Ambassadorial Scholars, if appropriate, with separate breakout sessions held to discuss issues specific to university teachers. Take advantage of any international experience university teachers have that they may be able to share with outbound scholars. If orientation of university teachers within a larger group is not possible, an informal session can be held. If the teacher is a Rotarian, the orientation can focus on projects to be developed between the sponsor and host districts.

Sponsor Rotarians

Rotarians who sponsor University Teacher Grant recipients make an important contribution to the success of the program through their active participation before, during, and after the grant service term. Sponsor Rotarians can help create and maintain a strong relationship with recipients by means of the following activities.

- Become **acquainted** with the teacher to discuss Rotary's ideals and establish ambassadorial goals. Plan a speaking engagement for the teacher at a meeting of your sponsoring club and/or other event in which the teacher can share plans for utilizing the grant as well as information on his/her academic area of expertise.
- Provide an **orientation** to Rotary International and The Rotary Foundation. Discuss ways in which the University Teacher can help foster a relationship with a district in the host country and facilitate humanitarian or educational international service projects (e.g., a Matching Grant or donated Ambassadorial Scholarship).
- Assist the teacher, if needed, in meeting all **predeparture requirements** in accordance with the deadlines specified in the *Rotary Grants for University Teachers Handbook*. The teacher may experience delays or difficulties when communicating with the host institution in a low-income country. Offer assistance or Rotary resources as appropriate.
- Correspond regularly with the teacher once he/she has arrived in the host country, especially to share news about progress on international service projects.

Hosting

Several months prior to the University Teacher's departure for the host country, a Rotarian host adviser will be solicited from the host district. The host adviser plays a key role in the success of the teacher's grant term. The adviser:

- May or may not be affiliated with the teacher's host university. In contrast with an Ambassadorial Scholar's host counselor, the University Teacher's host adviser more often has a peer relationship with the teacher.
- Serves as the teacher's link to Rotary and the host country's culture.
- Should help facilitate speaking engagements at Rotary clubs.
- Should involve the teacher in the host district's humanitarian service projects.

Alumni Outreach

The activities of teachers after their service terms abroad are an important, though often overlooked, part of the Rotary Grants for University Teachers program. It is the club or district scholarships subcommittee's responsibility to ensure that University Teacher alumni are not only welcomed home but kept involved in Rotary. Accordingly, the subcommittee should:

- Involve University Teacher alumni in orientation of outbound scholars and teachers
- Utilize alumni as a resource for scholars going to the low-income countries in which the alumni taught, especially in ways to overcome communication challenges
- Utilize alumni to help recruit new applicants for University Teacher Grants by promoting the grants among their peers
- Invite alumni to become Rotarians
- Involve alumni in service projects through collaboration between sponsor and host districts

Most recipients of Rotary Grants for University Teachers are extremely grateful to their sponsoring Rotarians for the opportunity to serve through teaching abroad. Having established careers and families in their sponsor communities, University Teachers can generally be counted on to be contributing members of the community. We challenge Rotarians to take advantage of the multiple benefits that can result from the Rotary Grants for University Teachers program by keeping grant alumni involved with Rotary.

Appendix A

QUESTIONS TO ASK CANDIDATES

Rotary Foundation staff and previous scholarships committee members have found the following questions useful in helping to determine the overall knowledge and suitability of Rotary scholar candidates.

Candidate's knowledge of his/her own country and the world:

What do you consider a major problem facing your country today? What possible solutions to this problem would you propose?

What changes would you like to see take place in your own country?

What image of your country do you hope to convey to others? How would you accomplish this?

What do you consider to be major world problems? Can you suggest solutions?

Can you answer these questions in the language of your first-choice country?

Candidate's knowledge of Rotary and Rotary Foundation Ambassadorial Scholarships:

What is the worldwide goal of Rotary International?

What are Rotary's objectives in providing scholarships, and how do you plan to help further these objectives?

What is your definition of the term "ambassador of goodwill"?

What is your understanding of your responsibility to Rotary before, during, and after your year abroad?

What is your purpose in seeking a Rotary scholarship as opposed to another type of scholarship?

What are your expectations of the scholarship?

What do you expect to "give" to Rotary in return?

Appendix B

SAMPLE AMBASSADORIAL SCHOLARSHIP INTERVIEW EVALUATION

Suggestions for Use

When interviewing many candidates, it is often difficult to remember all of the facts about each one when the time comes to make a final decision. An evaluation form can assist committee members in recalling their impressions of each candidate. Use a scoring system everyone understands, such as 1 to 10 (where 1 is the weakest score and 10 is the best score). After the interviews are complete, total the scores and then rank the students, taking into consideration your subjective sense of the student's Ambassadorial Scholar potential and how the candidate may help achieve program objectives.

This form is provided as a sample only and may be adapted for your district's use.

	Candidate Number										Maximum Points
	1	2	3	4	5	6	7	8	9	10	
From Application											
Academic Achievement											
Community Service											
Personal Statement											
Ambassadorial Qualities from Interview											
Leadership Skills											
Personality											
Enthusiasm											
Speaking Ability											
Maturity/ Seriousness of Purpose											
Knowledge of Proposed Study Country											
Something Extra (e.g., uniqueness of study destination, humanitarian field of study)											
Total Evaluation											
Rank											

This form is based on one created and used by District 5000 (Hawaii, USA).

Appendix C

GUIDELINES FOR THE COMMITTEE AFTER CANDIDATE INTERVIEWS

The following questions are designed to help you make distinctions among candidates and to judge who would make the best Rotary ambassadors of goodwill. Applying these questions to each candidate should assist you in the decision-making process.

Is this candidate helping to fulfill program objectives?

Why do you consider this candidate outstanding in either an academic or a vocational sense?

Did either the academic or employment background indicate that he/she is the most outstanding applicant this year?

Will the candidate's study field have a strong humanitarian impact?

Did this candidate demonstrate leadership skills?

Is there a significant difference between this person's record and that of the next most-qualified applicant? If not, why would you choose one over the other?

What is the candidate's level of maturity?

Did he/she have thoughtful responses to all the questions?

What was the quality of this candidate's verbal communication skills?

What was this candidate's attitude towards the questions and the committee?

Did he/she have a strong self-image?

Does this candidate understand the purpose of the award?

Is the candidate flexible with regard to the study institution assignment?

What is his/her level of sophistication in comprehending social and political problems in the world?

Does the candidate hold positions that would inhibit a good interchange of ideas?

Does the candidate have the ability to establish good rapport with others?

Does he/she have good listening and/or public speaking skills?

Has the candidate ever studied abroad? Will he/she be able to study abroad without this scholarship?

Appendix D

LANGUAGE PROFICIENCY REQUIREMENTS

Each year, the Foundation receives questions about language ability requirements for certain countries. The list below contains countries where proficiency in an alternative language may be accepted in lieu of proficiency in the native language. This is because in many cases, local Rotarians have expressed interest in hosting scholars who may not be proficient in the native language(s), but who do speak a language widely used in the study country. Proficiency in the native language of these countries is not required at the time of application; however, scholars are expected to develop conversational abilities in the native language and may be eligible for one month of Foundation-funded language training in the study country during the month preceding their studies. If there is no alternative language listed below for a country, applicants must be proficient in the country's native language.

Asia

Country	Native language	Alternative
Hong Kong	Chinese (Cantonese)	English
Indonesia	Indonesian	English
Israel	Hebrew	English
Malaysia	Malay	English
Philippines	Tagalog	English
Singapore	Chinese (Mandarin)	English
Taiwan	Chinese (Mandarin)	none
Thailand	Thai	none

Europe (Scandinavia & Low Countries)

Country	Native language	Alternative
Belgium		
<i>Wallonia</i>	French	none
<i>Flanders</i>	Dutch	English or French
Denmark	Danish	English
Finland	Finnish	English
Hungary	Hungarian	English
Iceland	Icelandic	English
Luxembourg	French, German, or Luxembourgian	none
The Netherlands	Dutch	English
Norway	Norwegian	English
Sweden	Swedish	English

Switzerland

In Switzerland, the scholar must speak the language used in the region where the study institution is located. The language proficiency requirements for several cities in Switzerland are listed below.

French: Fribourg, Geneva, Lausanne, Neuchâtel

German: Basel, Bern, Luzern, St. Gallen, Winterthur, Zurich

Italian: Locarno, Lugano

Africa

The language proficiency requirements for selected African Rotary countries are as follows. [Countries where Arabic is also an official language are marked with an asterisk (*).]

English: Botswana, Egypt*, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mauritius, Namibia, Nigeria, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia, Zimbabwe

French: Algeria*, Benin, Burkina Faso, Cameroun, Central African Republic, Chad, Democratic Republic of Congo (Zaire), Gabon, Guinea, Ivory Coast, Madagascar, Mali, Mauritania*, Morocco*, Niger, Republic of Congo, Réunion, Senegal, Togo, Tunisia*

Appendix E

PROFILE OF THE IDEAL AMBASSADORIAL SCHOLARSHIP CANDIDATE

In order to assist Rotary club and district selection committees in selecting outstanding Ambassadorial Scholarship candidates, the Foundation has identified the following traits (in no particular order) that should be considered standard for any Rotary ambassador of goodwill. Each candidate does not need to possess all of the traits below to be a successful Ambassadorial Scholar, but those who possess more of the traits than other candidates are likely to be more successful ambassadors.

The ideal Ambassadorial Scholarship candidate:

- Possesses excellent leadership skills and potential
- Understands his/her award obligations, especially speeches to Rotary and non-Rotary audiences
- Has a proven record of success in his/her academics and/or vocation
- Is articulate and possesses good proficiency in the study country language
- Is well-groomed and has a professional appearance
- Has demonstrated a personal commitment to community service
- Is willing to participate in an outbound orientation seminar provided by the club or district
- Is interested in participating in and possibly identifying Rotary service projects while abroad
- Has well-defined and realistic goals
- Possesses maturity and seriousness of purpose
- Is an excellent public speaker, skilled with presentations to both small and large audiences
- Knows the history, culture, and politics of both his/her home community and study country
- Is diplomatic and articulate when discussing world affairs and sensitive topics
- Has concrete ideas as to how he/she will improve international understanding and world peace
- Has thoroughly researched his/her preferred study institution, including alternative locations
- Is willing to study in a country that typically does not host Ambassadorial Scholars
- Is interested in a study field that has a direct impact on the humanitarian needs of the world
- Intends to dedicate part or all of their personal or professional life to the ideals of Rotary
- Is flexible and possesses a good sense of humor
- Is sincere about maintaining a lifelong relationship with Rotary after his/her scholarship period

Appendix F

STUDY COUNTRIES ENCOURAGED FOR AMBASSADORIAL SCHOLARS

CONTINENT	COUNTRY	LANGUAGE REQUIRED FOR ASSIGNMENT	ADDITIONAL PROFICIENCY HELPFUL
Africa	Benin	French	-
Africa	Cameroun	French	-
Africa	Ghana	English	-
Africa	Kenya	English	Swahili
Africa	Malawi	English	-
Africa	Morocco	French	Arabic
Africa	Nigeria	English	-
Africa	Tunisia	French	Arabic
Africa	Zambia	English	-
Africa	Zimbabwe	English	-
Asia	Hong Kong	English	Cantonese Chinese
Asia	India	English	regional language
Asia	Israel	English	Hebrew, Arabic
Asia	Jordan	English	Arabic
Asia	Lebanon	French	Arabic
Asia	Malaysia	English	Malay
Asia	Nepal	English	Nepalese
Asia	Philippines	English	Tagalog
Asia	Singapore	English	Mandarin Chinese
Asia	South Korea	Korean	-
Asia	Sri Lanka	English	regional language
Asia	Thailand	Thai	-
Asia	Turkey	English	Turkish

CONTINENT	COUNTRY	LANGUAGE REQUIRED FOR ASSIGNMENT	ADDITIONAL PROFICIENCY HELPFUL
Europe	Czech Republic	English	Czech
Europe	Denmark	English	Danish
Europe	Finland	English	Finnish
Europe	Greece	English	Greek
Europe	Hungary	English	Hungarian
Europe	Iceland	English	Icelandic
Europe	Lithuania	Russian	Lithuanian
Europe	Luxembourg	French or German	Luxembourgian
Europe	Norway	English	Norwegian
Europe	Poland	English	Polish
Europe	Portugal	Portuguese	-
Europe	Romania	French	Romanian
Europe	Slovakia	English	Slovak
Europe	Ukraine	Ukrainian	Russian
Latin America	Belize	English or Spanish	-
Latin America	Bolivia	Spanish	-
Latin America	Brazil	Portuguese	-
Latin America	El Salvador	Spanish	-
Latin America	Honduras	Spanish	-
Latin America	Nicaragua	Spanish	-
Latin America	Panama	Spanish	-
Latin America	Paraguay	Spanish	-
Latin America	Peru	Spanish	-
Latin America	Uruguay	Spanish	-

If you would like more detailed information on suggested study institutions by country, please refer to *The Study Institution Information Resource* that is sent to each district with their application materials in November.



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