

Doctor Section

Please have your doctor sign a separate sheet of paper stating that you are in good health. Please also indicate the date of your last physical.

Letter of Recommendation Questions and Criteria

Referees will assess the following:

1. How long have you known the applicant (in months)? In what capacity have you known the applicant?
2. Please indicate the applicant's ability and professional competence in comparison with other individuals whom you have known at similar stages in their careers:
 - a. General knowledge
 - b. Knowledge in chosen field
 - c. Motivation and seriousness of purpose
 - d. Ability to plan and carry out research
 - e. Ability to express thoughts in speech and writing
 - f. Ability to withstand stress
 - g. Self-reliance and independence
 - h. Ability to make sound judgments
 - i. Potential for future growth in chosen field
 - j. Ability to communicate with people
 - k. Impression to be made abroad
3. Please comment specifically on the feasibility of the applicant's project in terms of resources available abroad, ability of the applicant to carry out the project in the allotted time, linguistic preparation for the proposed plan, the candidate's ability to adapt to a different cultural environment, and any other factors which you believe may have a bearing on the candidate's successful experience overseas. Also indicate your opinion as to the merit or validity of the project itself.
 - a. Your referee should upload a separate letter, signed on official letterhead, to answer the above prompt.

Please note that question 2 consists of ratings based on percentage. The following categories will be provided:

- Below Average (lowest 40%)
- Average (mid 20%)
- Above Average (next 15%)
- Very Good (next 10%)
- Outstanding (next 10%)
- Exceptional (highest 5%)
- Inadequate opportunity to observe

Language Reference Criteria

Evaluators will assess the following:

Speaking and Listening (check one)

- Unable to function in the spoken language

- Able to satisfy basic survival needs and maintain very simple conversation on familiar topics
- Able to satisfy routine social demands and limited work requirements
- Able to participate effectively in most formal and informal conversations on practical and social and on professional topics in restricted contexts
- Able to use the language fluently and accurately on all levels pertinent to professional needs
- Use of the language is functionally equivalent to a well-educated native speaker

Reading (check one)

- No practical ability to read language
- Sufficient comprehension to read very simple connected written material in a form equivalent to printing of typescript
- Sufficient comprehension to read simple, authentic text on subjects within a familiar context
- Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material
- Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field
- Reading proficiency is functionally equivalent to a well-educated native speaker

Writing (check one)

- No functional ability in writing
- Sufficient control of the writing system to meet limited demands
- Sufficient control of the writing system to meet most survival needs and limited social demands
- Ability to write with some precision and in some detail about most common topics
- Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics
- Writing proficiency is equal to that of a well-educated native speaker

Please indicate briefly how your evaluation was determined (e.g., two years of coursework, a test, etc.)

- Your evaluator should upload a separate letter, signed on official letterhead, to answer the above prompt.

Technical Review

Reviewers will assess the following:

The cumulative score of the two categories of criteria

- Quality of Proposed Project (Maximum of 60 points)
 - The statement of the major hypotheses to be tested or questions to be examined and the description and justification of the research methods to be used. (10 points)
 - The relationship of the research to the literature on the topic and to major theoretical issues in the field, and the project's originality and importance in terms of the concerns of the discipline. (10 points)
 - The preliminary research already completed in the United States and overseas or plans for such research prior to going overseas, and the kinds, quality and availability of data for the research in the host country or countries. (10 points)

- The justification for overseas field research, and preparations to establish appropriate and sufficient research contacts and affiliations abroad. (10 points)
- The applicant's plans to share the results of the research in progress and a copy of the dissertation with scholars and officials of the host country or countries. (10 points)
- The guidance and supervision of the dissertation advisor or committee at all stages of the project, including guidance in developing the project, understanding research conditions abroad, and acquainting the applicant with research in the field. (10 points)
- Qualifications of Applicant (Maximum of 40 points)
 - The overall strength of the applicant's graduate academic record. (10 points)
 - The extent to which the applicant's academic record demonstrates a strength in area studies relevant to the proposed project. (10 points)
 - The applicant's proficiency in one or more of the languages (other than English and the applicant's native language) of the country or countries of research, and the specific measures to be taken to overcome any anticipated language barriers. (15 points)
 - The applicant's ability to conduct research in a foreign cultural context, as evidenced by the applicant's references or previous overseas experiences, or both. (5 points)
- Competitive Priority (5 points)
 - Awarded to an application if it meets this priority: Projects that focus on any of the seventy-eight (78) languages deemed critical on the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs) found below:
 - The list includes the following: Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.