

Science-Metrix

Evaluation of the Mitacs *Globalink* Program: **A Qualitative Study**

Final report

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Executive summary

Mitacs is a Canadian, not-for-profit organization that works with the academic, private and government sectors to design and deliver national research and training programs. The Mitacs Globalink program establishes and reinforces global links and networks by offering invaluable international research experience by recruiting the world's best undergraduate students to Canadian universities and sending Canadian undergraduates and graduate students abroad.

This report summarizes the findings from a qualitative study on the Globalink Research Award (GRA) and Globalink Graduate Fellowship (GGF) sub-programs of Globalink. Given that both sub-programs are in a pilot stage, this study sought to gather stakeholder feedback on program design and delivery. A total of 55 interviews were conducted with the following five participant groups: GRA Canadian professors, GRA students, GRA Foreign professors/researchers, GGF Canadian professors and GGF students. Interviewees were asked a series of questions covering aspects of their experience with the Program, from reasons for participating to attainment of research outcomes as a result of their Globalink award.

Interviewees discovered the Globalink program primarily through outreach activities (either from their university department or Mitacs). Motivations for participation in the Program included the need to secure funding for research projects or graduate studies, to attract top-notch students, and to create or strengthen relationships with international collaborators. Relationships between students and supervisors were initiated through pre-established collaborative networks or by students approaching new supervisors, often through Mitacs-supported research.

Interviewees expressed a general satisfaction with, and appreciation of, the GRA and GGF sub-programs. Given the opportunity, they would participate in the Globalink program again and would recommend or already have recommended it to others. Professors praised the level of their Globalink students, noting that Mitacs' international awardees were among the best students. Students' appraisal of professors was almost universally positive as well.

Participation in the Globalink program was a means to strengthen existing collaborations, or establish new relationships. Professors widely held the view that as research advances to a certain level, it becomes international by nature and requires global collaboration to solve complex research questions. Students intended to maintain the relationships established during their time as Globalink awardees. In some cases, these relationships were already resulting in collaborative research projects.

Globalink participants have produced many research outputs and outcomes that have added to new knowledge or learning. For students, research outputs included completed theses and dissertations, journal articles, conference posters and presentations, research advancements, and novel products or tools. Student research outcomes cited were new or strengthened collaborations, and broader contributions to bodies of knowledge. Professors also acquired new skills as participants in the GRA or GGF, including developing new tools, learning new methodologies, and supervising students for

the first time. Overall, interviewees indicated that participating in the Globalink program would result in future outcomes, such as opportunities to co-publish and enhance collaboration networks.

Considering that GRA and GGF students were often working in an international milieu, they also acquired an enhanced ability to adapt to unfamiliar circumstances. Professors also confirmed that student learning was occurring on many levels. While professors recommended that students go abroad for a research internship or come to Canada to pursue studies, seeking the appropriate expertise and/or facilities to complete the research project must be the central motivation of these exchanges.

GGF awardees noted that their initial Globalink Research Internship (GRI) and their Fellowship not only facilitated discovering and exploring Canadian research and education, it was also crucial in their decision to continue to study, work and live in Canada for the foreseeable future. GRA students indicated that their participation in the Program played a major role in enhancing pre-established research and academic relationships or discovering international collaborations.

GRA and GGF students affirmed that their experience as Globalink awardees would improve their employment prospects and/or help in finding a future supervisor should they continue in academia. GRA students indicated that going abroad as Globalink awardees made them better citizens of the world. On the other hand, as almost all GGF students intended to stay in Canada, they often viewed the Globalink program as a means to improve their knowledge of the country.

Interviewees offered suggestions or recommendations to improve the GRA or GGF sub-programs. The following are the six most frequently mentioned areas to improve participants' experience in both the GRA and the GGF:

1. Increase flexibility for budget and timeline for Globalink awards
2. Improve Globalink participant and alumni networking activities
3. Enhance mechanisms for matching students and professors
4. Streamline GRA post-project reporting
5. Improve foreign country expertise to enhance Globalink Research Award experience
6. Maintain the competitiveness and funding for Globalink Graduate Fellowship awards

To conclude, Globalink was much appreciated on the Canadian research funding landscape. Participation in the GRA and GGF sub-programs was essential for Canadian and international students either to complete or expand their research and academic goals. Professors noted that the experience helped strengthen their own international collaborations and relationships, and eased constraints on research budgets. Overall, the study concludes that the GRA and GGF were contributing to strengthening Canada's global research networks by offering unique opportunities for the world's top students.

1 Introduction

This report summarizes the findings from a qualitative study on the Globalink Research Award (GRA) and Globalink Graduate Fellowship (GGF) sub-programs of Mitacs' overarching Globalink program. To complete this mandate Mitacs commissioned Science-Metrix to undertake a series of interviews with GRA and GGF participants—both students and supervising professors—in order to ascertain first-hand perspectives on these sub-programs.

The present report comprises an executive summary of the findings and 11 sections. The first section provides background on Mitacs, the Globalink program, a summary of the present study's mandate and methodological details on how the study was completed. Sections 2 through 11 summarize the study findings. Finally, a series of appendices provides the interview guides—one per key informant group and in English and French—around which this evaluation study and the present report was based.

1.1 Mitacs Summary and background

Mitacs is a Canadian not-for-profit corporation founded in 1999 as a Canadian Network Centres of Excellence. Fully independent since 2011, Mitacs is funded by the Government of Canada, 10 provincial governments, and over 1,500 Canadian firms. Mitacs conceives, develops, and executes R&D programs at universities across the country. Programs span international exchanges, industrial innovation, and technology transfer.

Innovation is a global enterprise and Mitacs projects increasingly focus on fostering global research and innovation networks. As such, Mitacs develops bilateral student and researcher engagements with strategic partner countries to coordinate and support mutual efforts in this direction. In March 2013, the Government of Canada recognized Mitacs as the Canadian leader in this regard, allocating funding to the organization to deepen and expand international mobility initiatives.

1.2 Mitacs Globalink program description

Mitacs-Globalink builds a living bridge between Canada and international partners, establishing and reinforcing global links and networks through two-way mobility of students and researchers, affording invaluable international research experience by

- recruiting the world's best undergraduate students to Canadian universities for research internships and offering competitive fellowships for returning students for graduate studies; and
- sending Canadian undergraduates, graduate students and postdocs abroad to gain international research experience and build global research networks.

This study focused exclusively on the following three Mitacs-Globalink sub-programs:

Globalink Research Internship (GRI – established program): invites top-tier undergraduate students from partner countries to experience Canada as a leading destination for research and innovation. This highly competitive program pairs students and faculty at Canadian universities for a 12-week research project of mutual interest over May to September.

Globalink Graduate Fellowship (GGF – pilot stage): The Globalink Graduate Fellowship provides financial support to former GRI interns to return to Canada for graduate studies at select Mitacs partner universities.

Globalink Research Award (GRA – pilot stage): GRA outbound provides senior undergraduate and graduate students from Canadian universities the opportunity to undertake a three-month to six-month research project at an accredited university in a partner country.

1.3 Mitacs Globalink qualitative study mandate

International researcher mobility is a recognized priority in Canada and an increasing number of organizations are offering programs that bring international students to Canada or send Canadian students abroad. To demonstrate Mitacs' unique value-added in this space, this study sought to evaluate and identify specific outcomes of Mitacs' international programs. Because some of these programs are still at the pilot stage—namely, the Globalink Graduate Fellowship (GGF) and the Globalink Research Award (GRA) programs—traditional quantitative assessments are not yet a viable option. Instead, this qualitative assessment was adopted to identify program outcomes at this early stage.

The overarching objectives of this evaluation study include:

- providing results to Canadian federal and provincial governments to support policy development and inform decision-making related to international research mobility programs;
- providing qualitative data to Mitacs for internal strategic purposes including program assessment and improvement; and
- developing expertise and understanding to inform development of new Mitacs pilot programs and initiatives aimed at increasing international research collaboration and international researcher mobility.

1.4 Methodology

A total of 55 interviews were conducted by telephone with five different interview groups (Table 1). The interview distribution focused exclusively on participants, both supervising professors—Canadian and foreign—as well as two student cohort groups, one consisting of students who have been awarded the GRA and another who have been awarded the GGF. Interviews were conducted in English and French using an interview guide tailored for each interview cohort that had been created and finalized by Mitacs with input from Science-Metrix.

All interview notes were systematically completed using Dragon NaturallySpeaking voice recognition software and then coded and analyzed by indicator using ATLAS.ti qualitative data analysis software. Summaries of key findings by study question/indicator across interview groups were then prepared.

Table 1 Distribution of interviewees by cohort

Cohort	Targeted number of interviewees (KI)	KI Invited	Completed
GRA Canadian professors	10 to 15	55	12
GRA Globalink students	10 to 15	55	12
GRA Foreign professors/researchers	10 to 15	71	10
GGF Canadian professors	10 to 15	15	10
GGF Globalink students	10 to 15	70	11
Totals	50 to 75	266	55

1.5 Data analysis

Interview data was analyzed using ATLAS.ti qualitative data analysis software. Data from each interview was coded using a closed coding structure based on the master interview guide created for this study. In this way, the findings can be rapidly associated with a particular study question. The coded interview segments for each study question were then analyzed in order to produce the key findings presented in this report.

Since the interviewees consulted for this study may not be representative of the actual population of stakeholders, the interview evidence is not presented as counts or percentages. The scale provided in Table 2 is used to indicate the views expressed by a given proportion of interviewees so that the reader can determine the robustness of the data.

Table 2 Scale to quantify interview responses

Term	Proportion of interviewees
“Almost all” or “consensus”	Findings reflect the experiences, views and opinions of more than 85% of the interviewees
“Most”	Findings reflect the experiences, views and opinions of more than 50% of the interviewees
“Many”	Findings reflect the experiences, views and opinions of more than 25% but no more than 50% of the interviewees
“Some”	Findings reflect the experiences, views and opinions of more than 10% but no more than 25%
“A few”	Findings reflect the experiences, views and opinions of less than 10% of the interviewees*

* Note that “a few” interviewees from a single cohort reflected the view of one interviewee

1.6 Limitations and challenges

Table 3 describes the challenges and limitations associated with the interview process, along with corresponding mitigation strategies.

Table 3 Challenges, limitations and corresponding strategies

Challenge and limitation	Mitigation strategy
As in all evaluations, the value of data collected through interviews may be somewhat problematic in that it provides perspectives and experience rather than objective or quantitative data; in other words, a potential for bias exists.	For this study, the mitigation measures to balance this risk were: (1) to ensure that interviews with a range of program participants were conducted, (2) to use rigorous interviewer techniques and quality control measures to review data in order to delineate experience from opinion—interviewers were mindful that stakeholder interests and agendas could influence their responses to some extent.
Given the tight time frame to complete the study and the fact that the interviews were completed between May 19 and June 4—the beginning of the spring/summer terms—there was a risk that interview candidates, especially professors, would not be available or not be willing to participate.	A few mitigation strategies were employed. (1) A few days before interview scheduling was to start, Mitacs sent an email to potential respondents notifying them that Science-Metrix would invite them to conduct an interview. (2) As most cohort interview lists included between 55 and 71 potential interview candidates, Science-Metrix sent up to four staggered interview invitation rounds and an additional round of reminders to ensure scheduling move forward at an adequate pace.
There was a risk that the Globalink Graduate Fellowship Canadian professors cohort would have been underrepresented due difficulties locating contact information and given the low number of potential interviewees compared to other cohorts. (There were 15 potential interviewees from the GGF Canadian professor cohort compared to 55–71 potential interviewees for each of the other four cohorts.)	To ensure that the target number of completed interviews for this cohort was attained, all 15 potential interviewees from the GGF Canadian professor cohort were sent an invitation with a quick follow-up reminder a few days after. (Although Science-Metrix was prepared to send up to three reminders to this cohort, the target number of interviews was reached with the first invitation and a first reminder.)

2 Profile of the Globalink key informants

A number of differences between interviewees from Globalink Research Award (GRA) and Globalink Graduate Fellowship (GGF) cohorts are worth noting. Whereas GRA interviewees worked in a number of fields including the pure, applied and social science, and the arts, GGF interviewees worked almost exclusively in the pure and applied sciences, and technology fields. GRA students were completing a mix of PhD, master's and bachelor's degrees, while GGF students were almost all completing master's degrees. Another important difference between the key informant profiles of the two sub-programs was that GRA students were from diverse countries, including Canada. On the other hand, all GGF students were from either India or China. In summary, the GRA key informant profile was more diverse than the GGF key informant profile, which was more homogeneous.

2.1 Key informants from the GRA cohorts

About half of the interviewees from the GRA professor cohort—both Canadian and foreign—indicated that they were currently working in diverse fields of science, technology and computer science, while the other half were associated more with areas in the social sciences, including public health, international development and economics. GRA Canadian professors noted that they were affiliated with a range of universities including McGill, Simon Fraser, and McMaster's universities and the universities of Montreal, Toronto, Windsor, and Calgary. These professors supervised students who went to China, Turkey, Brazil, Vietnam and Mexico as part of the Globalink program. GRA foreign professors, on the other hand, welcomed GRA students in their respective countries, which included mostly India and Brazil with a few others indicating they were located in Mexico and Turkey.

Most GRA students interviewed for this study were completing studies in fields associated with the social sciences, including education, geography, public health, economics, forestry, and cultural studies. The remaining GRA students were studying in areas of business, the arts, sciences, engineering, or technology. Most GRA students were completing PhD degrees or various master's degrees. A single GRA student was completing a bachelor's degree. The university affiliations of their Canadian supervisors were with McGill, Simon Fraser, and Ryerson universities and the universities of Toronto, Sherbrooke, Saskatoon, Waterloo, Montreal and Windsor. It should be noted that most of the interviewees from the GRA student cohort indicated that they were from a Mitacs partner country and returned to their country of origin to pursue their GRA research project.

2.2 Key informants from the GGF cohorts

All but one of the interviewees from the GGF cohorts worked in the fields of science—pure and applied—engineering and technology. GGF professors were affiliated with the École de Technologie Supérieure (ÉTS), McGill, York and Dalhousie universities, as well as the universities of Montreal, Waterloo and Toronto. Although some GGF professors supervised many international

students, the countries from which the GGF students came included China, India, Brazil, Mexico and Vietnam. These GGF students were almost all completing master's degrees in applied sciences, such as computer science, applied mathematics, biomedical engineering, agricultural biology and computational health. With only one exception, all GGF students interviewed were from India or China.

3 Participation in the Program and initial expectations

Most interviewees discovered the Globalink program primarily through their university department or Mitacs outreach, or through students and professors already familiar with the Program. Globalink Research Award (GRA) and Globalink Graduate Fellowship (GGF) students and professors alike generally decided to participate in the Globalink program because of their need to secure funding for their research projects or graduate studies, to attract top-notch students, and to create or strengthen overall relationships with international collaborators. Most interviewees also indicated that Globalink filled a unique space in the funding landscape for international research projects and for international students to come to Canada. GRA and GGF students and supervisors also described how the relationships between students and supervisors were initiated through pre-established collaborative networks or by approaching a new supervisor through research done with the support of Mitacs. For many GGF awardees, relationships with supervisors were formed during their experience during their Globalink Research Internship (GRI).

3.1 Initial expectations

3.1.1 Discovery of the Program

Most GRA Canadian professors and GGF professors discovered the Globalink program either through Mitacs emails and presentations or through their internal university or departmental communications. The few remaining Canadian professors (both GRA and GGF cohorts) learned about Globalink through being approached by GRA and GGF students. Most of the GRA foreign professors said that they learned of the Program through being approached by a student or by a Canadian professor operating on behalf of the student. From the student perspective, most of the GRA students discovered the Program through their Canadian supervisors or fellow students. Most of the GGF students indicated that, as GRI alumni, they discovered the GGF through outreach from Mitacs in the form of emails or events.

3.1.2 Reasons for participating

Almost all GRA students indicated that they participated in the Globalink program to complete or, in a few cases, significantly expand their field work. From the GRA Canadian professors' perspective, there was a consensus that Globalink provided a funded research experience to their best students in geographic locations that were closely linked to the student's area of research. Some of the GRA Canadian professors mentioned that this was an occasion to renew or create collaborations with partners abroad. Similarly, almost all GRA foreign professors indicated that this was an opportunity to expand their own collaborative network while teaching their own students and the GRA student about international collaborations. A few GRA foreign professors also mentioned that having a funded student contributed to their own researcher objectives without any of the costs.

With respect to the GGF, many students indicated they participated in the GGF as a continuation of their GRI. Motivations included continuing their research, working with their chosen professor and being able to continue living and working in Canada. Almost all GGF professors indicated that the Fellowship stretched their research funding while broadening the pool of top-notch students.

3.1.3 In the absence of Globalink

Across all GRA cohorts, most interviewees stated that the international research portion of the student projects would simply not have occurred without Globalink funding. Some of the remaining GRA interviewees indicated that the student projects would have been drastically scaled back and would have come at an additional cost either to the Canadian supervising professors, the students, or an alternative research grant mechanism. From all the GRA cohorts interviewed, only a few interviewees mentioned that the international research aspect of the student's project would have gone ahead without any effect.

From the perspective of GGF interviewees, many students would not have been able to come to Canada without the Globalink award. The remaining GGF students would have been able to pursue graduate studies in Canada; however, they would have been able to do so only by working as teaching or research assistants, which would have reduced the time spent on their own work and, in some instances, extended their the time period to complete their degrees. Many of the GGF professors mentioned that they would not have been able to easily recruit top international students. These professors also mentioned that student recruitment was an endeavour that has become increasingly difficult. A few GGF professors also indicated that although they would have still accepted the student, they would have had to secure funding through their own research budgets.

3.1.4 Alternatives to Globalink

Most interviewees across all five cohorts were not aware of a viable alternative to the Globalink awards. A few GRA and GGF professors indicated that they could supply or locate funds from their own research funding or might be able to identify government sources; however, they noted that these other government sources involved a lengthy process and were unlikely to be successful.¹

From the perspective of GRA students, many did not know of any alternatives for a short research project abroad. Many GGF students expressed they were well aware of limited funding awards for both foreign and, in a few cases, non-PhD or postdoctoral students. However, as GRI alumni, GGF student were confident of securing GGF funding, so they did not seek other alternative sources.

¹ Canadian funds mentioned by some interviewees included FQRNT—Fonds Québécois de la Recherche sur la Nature et les Technologies—a Quebec provincial fund, SSHRC Travel supplements, NSERC Discovery Grants and Canada-China-India Awards, the CIHR International Fellowship Program, and an Agriculture and Agri-Food research fund. Foreign Government funds mentioned included the Honda Fund—a Japanese research award, and Chinese Scholarship Council awards.

3.2 Initiating relationships between student and academic advisor

According to many GRA Canadian and foreign professors, relationships with students were the result of pre-established connections with colleagues. These relationships ranged from professional acquaintances to co-principal investigator collaborations. Conversely, many of the remaining GRA Canadian and foreign professors indicated that the students initiated the relationship with the foreign supervisors. In these latter cases, these were new relationships between the GRA student and foreign professor that also resulted in GRA Canadian and foreign professors becoming acquainted.

Most GGF students indicated that they had initiated the relationship with their GGF supervisor through a first thorough research on the professor's work and background. This research began most often with Mitacs support. Usually starting during the GRI, these students would often times contact up to three potential supervisors. Then after considering the prospective project, location and potential for other benefits like further funding, the students would make their selection. According to some GGF professors and students, only in some cases did the Globalink Research Internship (GRI) students choose to remain with the same supervisor for the GGF. In a few other circumstances, GGF professors and students met during the GRI, but these relationships developed peripherally, such as through a shared laboratory or offices or through a colleague on a different GRI project.

4 Satisfaction with the Program

Interviewees from all cohorts expressed their general satisfaction with and appreciation of the Globalink Research Award (GRA) and Globalink Graduate Fellowship (GGF) sub-programs. While the financial aspect of the award was broadly praised, so too was the actual research work that the funding facilitated. Students in particular recognized the prestige associated with having a Mitacs award to their credit. Interviewees from all cohorts also indicated that, given the opportunity, they would participate in the Globalink program again and would recommend or already have recommended the Program to others. There was a wide level of satisfaction with the Globalink application process, in particular, the simplicity of the application and the speed at which Mitacs responded to successful applicants. Almost all professors praised the level of their Globalink students, noting that Mitacs' international awardees were among the best students, despite some differences from country to country. Students' appraisal of professors was almost universally positive as well.

4.1 Satisfaction with the Program and recommend to other/apply again

All interviewees were satisfied with the GRA and GGF sub-programs. All students were actively recommending the GRA or GGF to colleagues and students. These students also indicated that they would definitely apply to other Globalink and Mitacs programming if they were eligible. Almost all GRA students indicated that the experience helped them complete research in a foreign country while enhancing their curriculum vitae. A few GGF students noted that this program provided an opportunity to secure funding for graduate studies and discover Canada at the same time. Many GRA Professors—both Canadian and foreign—indicated that the award and funding helped focus and motivate their students. Many GGF professors also expressed the view that the Fellowship was a key tool in identifying and attracting promising students from abroad. Overall, GRA and GGF professor cohorts expressed a strong interest in applying to the Globalink program again.

4.2 Application and review process/Mitacs support for the application process

Almost all respondents indicated that the application process was simple, convenient and required no support from Mitacs to complete. Overall, interviewees also noted that completing the application process required a summary of the research project and minimal supporting documents, including curriculum vitae, letters of acceptance from the hosting universities and, specific to GGF applicants, TOEFL scores. From the GGF Canadian professors and GRA foreign professors' perspective, most noted that the application process was completed by the student and, as such, only required minimal consultation with the student and some support in acquiring visas and reference letters.

A few interviewees from all three GRA cohorts expressed surprise at the speed at which the applications were processed and accepted in comparison to other granting agencies. These GRA

participants also praised the flexibility in the application deadlines and Mitacs' staff assistance in making project modifications.

There were two criticisms of the application process. First, a few interviewees from both the GGF and GRA cohort noted that in the first years of those two sub-programs the application processes were unclear, citing confusion surrounding allowable expenses and questions of filing applications on paper or online. Although requiring additional work on the applicants' behalf, these early problems were generally qualified as part of the normal process of launching new programs. The second criticism was specific to a lack of feedback on the GRA applications. In these cases, successful applicants were simply curious to know what portions of their applications were weak or strong in order to improve future proposals for funding.

4.3 Appraisal of interns and supervisors

According to most supervising professors, students that successfully apply to Mitacs-Globalink were of a similar level to the top students internationally, regardless of their origin. However, some GGF and GRA Canadian supervising professors indicated that foreign students from Mitacs partner countries were slightly weaker than students originating from Canadian universities. In contrast, a few of these professors held the opinion that foreign students were stronger in theoretical areas and worked harder than their Canadian counterparts.

Almost all GRA and GGF students praised their supervisors for having provided them with invaluable guidance and advice. There was also a consensus among GRA students regarding the excellent home and foreign support from their supervisors through online, telephone and personal contact while doing field research abroad. For a few PhD-level GRA awardees, the foreign supervisor had become a collaborator since completing the Globalink project.

5 Globalink outcomes: Collaborations

Most GRA professors participated in the Globalink program as a means to strengthen existing collaborations, or, in a few cases, to establish new relationships. Professors widely held the view that as research advances to a certain level, it becomes international by nature and requires global collaboration to solve complex research questions. Although all professors would continue to collaborate internationally there was concern that their collaborations were contingent on secured funding from Mitacs and other sources.

From the student perspective, most GRA and GGF awardees intended to maintain the relationships established during their time as Globalink awardees. In some cases, these relationships were already resulting in collaborative research projects.

5.1 Collaborations between GRA professors in Canada and abroad

5.1.1 New or established collaborations

According to most GRA Canadian and foreign professors, relationships were already established with international professors before participating in the Globalink program. These pre-established relationships ranged from long-standing co-principal investigator collaborations, to professional acquaintances maintained by conference activities. As such, a few of these GRA professors indicated that Globalink was a new mechanism through which they could strengthen or deepen their collaborations as well as fund students working on mutually beneficial projects. Given the success of the initial student exchanges, Globalink became a tried and true conduit to establish new relationships with foreign supervisors and institutions.

5.1.2 Future of mutual collaborations between professors

Regardless of whether the relationship between GRA Canadian and foreign professors was new or previously established, almost all of these professors intended to continue to collaborate with each other and establish new relationships through Globalink. Beyond the importance of broadening their collaborations, a few GRA foreign professors indicated that foreign experience and exchange was necessary for their most promising students to find an academic position in their own countries. However, a few GRA Canadian professors indicated that although they appreciated the opportunity to exchange and receive students, their current funding shortfalls and growing workload was posing a challenge to continued participation in the Program.

5.1.3 Importance of creating and maintaining international collaboration

There was a consensus among GRA Canadian and foreign professors that creating and maintaining international collaborations was essential. International collaboration was deemed necessary, not only to advance multifaceted problems, but also as a means to expand research networks in order to

access expertise and facilities, no matter their geographic location. It was also noted by a few GRA Canadian and foreign professors that research grant proposals increasingly required international collaborations, so creating and maintaining these relationships was essential to secure future funding. As one GRA foreign professor stated, “Nowadays if you’re not aware of what’s going on ... in the world, you risk writing papers that no one will read and will not get published.”

Some GRA Canadian professors also indicated that doing fieldwork in developing countries required collaboration with foreign professors to help navigate language, cultural and bureaucratic challenges. These collaborations were also deemed necessary to ensure the well-being and safety of Canadian students sent on exchanges abroad. Beyond these practical aspects of international collaborations, almost all interviewees expressed the sentiment that the relationships formed as part of collaborating internationally were both personally and culturally enriching.

5.1.4 Canadian-led research versus international research

Most GRA Canadian and foreign professors indicated that top Canadian-led research was at the same level as other top research around the world, regardless of the country. A few GRA professors stated that Canadian universities rank among the best, including those of the United States, Germany and elsewhere in Europe. These same interviewees said that compared to researchers in China, Vietnam, India and Brazil—Mitacs partner countries—Canadian research is much more advanced. It was also noted by a few that although Canada has maintained a high standing in terms of research capacity, developing countries are beginning to put more resources into their universities while Canada has been reducing its university funding. Hence Mitacs-Globalink plays an important role by easing some of the funding burden in Canada.

5.2 Future collaborations between interns and international research teams

Almost all GRA students stated that, to varying degrees, they would remain in contact with the international research teams with whom they worked as GRA awardees. Many were already co-authoring articles and papers, and invited to teach or have continued spin-off projects with their international research team. Indeed, some of these students saw their GRA experience as an initiation into international collaboration and intended to collaborate further with these teams.

The remaining few GRA students stated that although they were open to stay in contact with their international research team members, their future plans would not require academic collaborations, as they were seeking employment in their respective industries.

6 Globalink outcomes: Research Outcomes

Globalink participants have produced many research outputs and outcomes that have added to new knowledge or learning. For students, research outputs that came about as a result of the Globalink Research Award (GRA) and Globalink Graduate Fellowship (GGF) included completed theses and dissertations, journal articles, conference posters and presentations, research advancements and novel products or tools. Student research outcomes included new or strengthened collaboration, and broader contributions to bodies of knowledge. Of the professors who indicated that they had gained any new knowledge and skills, these gains were mostly in the areas of developing new tools, learning a new methodology, and supervising a student for the first time. Overall, all interviewees were of the opinion that their participation in the Globalink program would result in future outcomes, such as providing opportunities to co-publish, enhance collaboration networks, and widen their employment prospects.

6.1 Principal research outcomes of Globalink projects

Almost all interviewees across all cohorts noted that Globalink projects culminated in student theses or dissertations, which in turn became the source of publications, and conference posters and presentations. In the case of GRA students, the Globalink award provided the opportunity to expand their research to include fieldwork that would have not otherwise been undertaken. GGF students indicated that their initial Globalink Research Internship (GRI) resulted in a small project; however, the broader outcome of this experience was a clearer idea of their future graduate work as well as their success in obtaining the Globalink Graduate Fellowship. In some instances, GRA and GGF projects resulted in important advancements in research on a given topic or an innovative product. Examples included an innovate tool for tracking pandemics in developing countries, a new model for computing the value of financial products, and a new algorithm to compute and replicate human facial movements. Overall, the GRA and GGF—and the GRI to some extent—are making a contribution to larger bodies of knowledge, and innovations and advancements in wide variety of fields.

6.2 New knowledge and skills for supervising professors

Most GRA professors indicated that the Globalink projects in which they were involved contributed to them acquiring new knowledge and skills. A few GRA professors indicated that, as a quantitative scientist, new skills were gained by selecting a student whose project was mostly qualitative. Similarly, student projects that involved applying novel models to explore research questions often brought about new knowledge for professors who had adopted more traditional methods. The very fact of supervising a student for the first time also resulted in new skills and learning that were essential to the professors' career advancement. For the few GRA professors who indicated that no new knowledge or skills had been acquired, some indicated that the GRA project had contributed to the overall larger stock of knowledge.

6.3 Possibility of future outcomes as a result of participation

Almost all interviewees across all cohorts expect that having participated in a Globalink project would increase the possibility of future research outcomes. Of the GRA and GGF students who anticipated staying in academia, almost all indicated that their Globalink award would serve as a means to secure more funding, to continue to publish academic papers, and to maintain and expand their network of collaborators. A few of those students had already secured further awards, including SSHRC awards and other graduate fellowships. The GRA and GGF students who intended to go into industry indicated that being a Globalink awardee would enhance their prospects and would be an obvious asset on their curriculum vitae.

A few GRA and GGF professors mentioned that as funding organizations look at previous productivity, their participation in Globalink would also help secure and renew funding as well as attract further students and international collaborators. Moreover, these professors stated that as Globalink attracted top-notch students, it permitted them to further their own research and produce more publications. The remaining few interviewees across cohorts indicated that it was too soon after their participation in a Globalink project to note any possible future outcomes.

7 Globalink outcomes: Training & professional development

Almost all Globalink Research Award (GRA) and Globalink Graduate Fellowship (GGF) students acquired an enhanced ability to adapt to unfamiliar circumstances. Their professors also confirmed that student learning was occurring on many levels, and while they recommended that students go abroad for a research internship or come to Canada to pursue studies, it was noted that seeking the appropriate expertise and/or facilities to complete the research project must be at the centre of these exchanges.

Some GGF professors were not all positive about recommending that students go to Mitacs partner countries, preferring rather their favourite universities in the US, Japan, Switzerland and elsewhere in Europe.

7.1 New skills and knowledge for students

Almost all GRA students reported that their research experience abroad helped them acquire field research data collection skills as well as learn how to collaborate with new supervisors and students. This cohort also indicated that they acquired other research and professional skills, including improved report writing, computer programming techniques, and completing clinical trials. Specific to the GRA students who undertook field research in developing countries, these interviewees noted that they acquired practical skills that could not be gained otherwise, such as gathering data in tropical jungles, organizing small groups of villagers in rural India, and venturing into border regions of South Asia. Furthermore, almost all GRA Canadian and foreign professors confirmed that the students had a unique experience that resulted in new skills and knowledge. As one GRA professor described the experience, “For the graduate student, it’s a lot of learning that they don’t know is occurring.”

Similarly, according to almost all GGF students and professors the Fellowship had contributed to acquiring new skills and professional knowledge in such areas as improving communication and language skills, refining presentation skills, as well as learning new software and laboratory research techniques. A few GGF students also mentioned learning to live in Canada as a new skill they acquired as a continuation of their GRI placement. Some GGF students and professors who commented on the Mitacs workshops designed for them were all very much appreciative of the opportunity, but their views were divided on the utility of these training activities.

7.2 Recommend that students go abroad or come to Canada

Almost all GRA Canadian professors indicated that they would recommend that their students go abroad to Mitacs partner countries, but central to the motivation to go abroad had to be the focus of the student’s research or collaborating with a specific foreign supervisor.

Based on their experience hosting GRA students abroad, GRA foreign professors were unanimous in their recommendations that students from their respective countries go to Canada to pursue

further graduate studies. While a few foreign professors had already been sending students to Canada, they now advise their students to seek out Mitacs awards to finance and facilitate further studies in Canada. It should be noted that some GRA foreign professors also recommend that their students go to other countries, implying that Canada was just one among many choices available to students.

The responses were mixed when GGF professors were asked whether they would recommend that their Canadian students go to Mitacs partner countries for a research internship or graduate studies. On the one hand, responses were very positive from some GGF professors with very well-established patterns of exchanges or collaborations. On the other hand, some other GGF professors recommend that Canadian students target universities in Switzerland, the United States or Japan rather than those in Mitacs partner countries. A final group of some GGF professors indicated that although they have recommended sending students abroad for an internship or for graduate studies, Canadian students rarely opt for international exchanges, especially in a developing country. Overall, almost all GGF Canadian professors, like their GRA counterparts, recommended that students go abroad for internships or graduate studies regardless of the destination.

8 Globalink outcomes: Attraction and retention

Most Globalink Graduate Fellowship (GGF) awardees noted that their initial Globalink Research Internship (GRI) and their Fellowship not only facilitated discovering and exploring Canadian research and education, it was also crucial in their decision to continue to study, work and live in Canada for the foreseeable future. Most GRA students indicated that their participation in the Program played a major role in the enhancement of pre-established research and academic relationships or the discovery of new international collaborations. Although they indicated that they would like to continue to collaborate internationally, none yet had an actual or planned collaborative research project.

8.1 Globalink's impact on perception of Canadian research and education

There was a consensus among GGF students that the Globalink program had major impact in improving their perception of education and research in Canada; many were educated and socialized to believe that if they were to leave their countries to pursue graduate studies their only option would be the universities in the United States. Many GGF students discovered Canadian research and education through their GRI and then, with the GGF as further motivation, decided to pursue graduate studies and live in Canada. A few GGF students also indicated that they were aware that Canada was unique compared to the US in that it offered funding to master's students. Most GGF students put Canadian research and education on an equal footing with that of the US, although Canada remains a better choice for work-related school pressures and lifestyle perspectives based on feedback received from their colleagues studying in the US.

8.2 Globalink's impact on perception of living, working and studying in Canada

Almost all GGF students based their decision to undertake graduate studies, live and settle in Canada in part on their initial GRI. Many GGF students indicated that the funding available to pursue master's studies was a deciding factor that distinguished Canada from the US. After having spent at least two years of a graduate degree in Canada, almost all GGF students indicated that they would choose to stay because of comfortable living standards, beautiful surroundings, and opportunities to remain in the country to live and work. One interviewee summarized it well, "It's a good place to live: a multicultural society, an open society, it's good for your evolution and you can practise your own values ... It's a great place to live, learn and evolve."

8.3 Globalink's impact on perception of international research

Globalink played a major role for GRA students in providing an international research experience for the first time or to strengthen collaborations. The less experienced international researchers from this cohort became much better versed in international collaborations and almost all gained an appreciation for research at the international level. For those who had previous international

research experience, most recognized that academic research must be international in scope when it reaches an advanced level. It should also be noted that most GRA students would not have been able to conduct fieldwork or their fieldwork would have been drastically scaled back were it not for the support received from the Globalink program.

8.4 Possibility of continued relationships with international collaborators

After having completed their GRA research project, almost all students expressed an interest in remaining in contact with the researchers with whom they had collaborated. While almost all GRA students were open to at least maintaining a personal relationship, some indicated that they were eagerly awaiting an opportunity to plan further collaborations; however, none of the GRA students in the interview sample had an international collaboration underway or concretely planned.

9 Globalink's impact on future plans of students/participants

Almost all Globalink Graduate Fellowship (GGF) students are intending to stay in Canada to either pursue professional opportunities or further graduate studies. Furthermore, both Globalink Research Award (GRA) and Globalink Graduate Fellowship (GGF) students noted that the Globalink program will help them find a future supervisor should they continue on in academia. In addition, GRA and GGF students also affirm that their experience as Globalink awardees will improve their employment prospects. While both student cohorts expressed that the Program had contributed to their abilities as researchers, views differed on becoming better world citizens. GRA students indicated that going abroad as Globalink awardees had made them better citizens of the world, while GGF students tended to view Globalink as a means to improve their knowledge of the country.

9.1 Globalink Graduate Fellowship students intend to stay in Canada

Almost all GGF students expressed their intention to stay in Canada; most were either seeking employment or planning to seek employment in Canada after their current graduate studies were completed. These students did leave a door open to pursue further graduate studies at the doctoral level after gaining some employment experience. Of the remaining GGF students, most were either presently or very soon going to start their doctoral studies at Canadian universities, while a few were unsure of their plans once they had finished their current graduate degree. As previously noted, many of the GGF students indicated that the Mitacs GRI, and the GGF as a continuation of that work, was the major reason why they decided to move to Canada and now are seeking to stay.

9.2 Find a new supervisor for future studies

Of the GRA and GGF students who were intending to pursue further studies, almost all indicated that their participation in Globalink would help them find a supervisor for further studies. As one interviewee noted, "My decision to pursue a PhD was probably a direct result of my involvement in the Globalink program. I will continue my PhD work with the same supervisor." A few other GRA and GGF students indicated that their contact with a Canadian and foreign supervisor provided enough experience to know how to approach finding a new supervisor in the future should they decide to continue with further studies.

9.3 Improved employment prospects

Almost all GRA and GGF students felt that their participation in the Globalink program would improve their employment prospects once they finished their studies. Reasons for this included having a Mitacs award to put on their curriculum vitae, but also the academic credentials they obtained with Globalink support. A few GRA students also felt that completing an international research project was an asset that set them apart from other applicants. Specific to GGF students, most felt that through Globalink they had a once-in-a-lifetime opportunity to come to Canada and

obtain a graduate degree. A few others also noted that Mitacs networking was also an asset for job seeking as well as getting to know other Mitacs programs such as Accelerate.

9.4 Changed as a researcher and citizen of the world

Almost all GRA students and many GGF students stated that they had become better researchers and citizens of the world. Given the nature of the GRA projects, there was a consensus among GRA students that going abroad to undertake research in Mitacs' partner countries was a culturally enriching experience as expressed in this statement: "Even having travelled lots prior to this project, learning about the contradictions inherent to [that country's] culture and being there made me view life differently." Among the GGF students, most comments were directed towards acclimatizing to life in Canada: "Hence a better citizen of the world embracing and enjoying the rich cultural diversity of the Canadian university." In summary, the GRA appears to be fostering global citizenship among students originating from Canadian universities, whereas the GGF is imparting Canadian values to international students coming to settle in Canada.

10 Participant suggestions to improve Globalink

When asked if there were any suggestions or recommendations to improve the Globalink Research Award (GRA) or Globalink Graduate Fellow (GGF) sub-programs, a few weaknesses were mentioned and interviewees offered suggestions for improvement. The following are the six most frequently mentioned areas to improve participants' experience in both the GRA and the GGF. They appear in order from the most frequently mentioned area of improvement by the largest number of cohorts to least mentioned by only a few respondents.

1. Increase flexibility for budget and timelines for Globalink awards

A few GRA interviewees felt that the reimbursement of expenses only associated with travel and lodging while abroad was too restrictive and returning the unused funds created a disproportionate administrative burden given the small unused dollar amounts. The remaining funds could easily be put toward the promotion of the research, presenting results or financing some other portions of the fieldwork that could further promote the Globalink program. A few GRA students also noted that travel and accommodation costs varied greatly by country and it would be useful to have their Globalink award reflect those differences and/or have a set dollar amount that could be used in its entirety.

A few GRA foreign professors and GGF students indicated that the award amounts and durations should be more reflective of the applicants' situation. For example, it was suggested that a GGF student applying to a PhD program should receive more funding over a longer duration than a master's level student, or the award amounts should vary with the level, complexity and duration of the actual research project and extend to the cost of gifts to research subjects, vehicle usage, guide fees and perhaps a living stipend.

2. Improve Globalink participant and alumni networking activities

Many GRA and GGF students felt that a sense of belonging to a Mitacs or Globalink community was lacking and that networking activities for alumni and current participants would create those much sought-after connections. It would also be reasonable to assume that such networking events would provide additional support to actual and future participants, especially for GGF students seeking to build a stronger network in Canada.

3. Mitacs could enhance mechanisms for matching students and supervisors

A few interviewees across all cohorts noted that the project and professor descriptions lacked the level of detail necessary for decision-making. For example, one GGF professor working in basic research was seeking to complement his work with a student from a clinical setting, which was difficult to communicate in the current project description posting through Mitacs. Consequently, the professor received many basic research applicants and only a few clinical ones. A few students thought that the project descriptions were not detailed enough, while a few professors thought that

there was too much detail. In summary, it appears that the posting mechanism for student-supervisor matching should be evaluated to see if there are any improvements to be made.

4. Streamline GRA post-project reporting

Some GRA students indicated that they completed post-project reports, surveys and questionnaires that all appeared to be quite redundant and collectively were considered to be disproportionate to the dollar amount of the award. While they did not mind providing information, it did appear to be disorganized and thus required more time than necessary. The following quotation captures the dilemma expressed by a few GRA students, “I already submitted the research project overview, outcomes/impacts. It was about a five-page report. I quickly looked at these questions in this [interview] guide and it’s overlapping. It’s almost the same thing. There are just a few questions that are different. I’m just wondering why you’re doing the exact same thing again.”

5. Improve foreign country expertise to enhance Globalink Research Award experience

A few interviewees from the GRA cohort—including students, and Canadian and foreign professors—noted that additional knowledge of Mitacs partner countries was needed to enhance the students’ experience. In some cases GRA projects were undertaken during festival or vacation periods in partner countries or in unexpected conditions, which resulted in a lack of supervision that hampered the research project or put the student in a potentially hazardous situation. Also, students would have been better served had they been aware of how much the language barrier would impede their field work, suggesting that basic language skills would have been incredibly useful.

6. Maintain the competitiveness and funding for Globalink Graduate Fellowship

Some GGF students and professors expressed a concern that both the GGF and GRI awards were at risk of losing some prestige and reputation. They had observed a steady increase in the number GRI awardees and that, as a result, potentially lower-quality students were participating. The most common suggestion was that the competitiveness of the award could be maintained by increasing the individual award amounts while slowing the increase in the number of students receiving the awards. Some GGF professors also suggested that as Mitacs grows the Globalink program, it should also expand its recruiting efforts to broaden the pool of potential candidates by promoting the award in more universities in Mitacs partner countries or by raising awareness of the Program through Canada’s embassy network.

11 Concluding comments

Overall, GRA Canadian and foreign supervisors alike appreciated their participation in the Globalink program and expressed their intention to continue. GRA Canadian professors mentioned that nothing unexpected had occurred, although a few were surprised by the simple and timely application and selection process. Furthermore, almost all expressed appreciation for the opportunities provided to their students on both an academic level and a personal/cultural level. From a personal perspective, the experience helped strengthen their own international collaborations and relationships. Similarly, the GRA foreign professors echoed this and added that hosting the foreign student was a valuable experience for their own students. Although a few GRA Canadian professors had expressed a concern that their foreign counterparts were perhaps being overburdened with supervising Canadian student without any reward or compensation, the GRA foreign professors showed no sign of requiring further reward or compensation. A chance to meet and work with top students and to form and strengthen their own international professional relationships and collaborations appeared to suffice.

From the perspective of GRA students, they expressed their appreciation for the help they secured through Globalink. For almost all of these students, the GRA was essential for them either to complete their research or expand it. Also for many of these students, this was one of their first experiences as researchers in an international context and, for a few, it was the first time that they had done research under a supervisor who was not their home university supervisor. As the primary applicant, many GRA students also indicated the ease with which they completed the application and also, for a few, their surprise at receiving the award.

Similar to their GRA counterparts, there was a broad consensus among GGF professors and students that this award represented a valuable opportunity. GGF professors secured funding to alleviate their own research funding constraints and attracted top international students who were able to better concentrate on their research. GGF allowed the professors and students alike to continue the relationships that had been started with the GRI through to graduate studies.

Appendix A—English Interview Guide for GRA Canadian professors

EVALUATION OF THE MITACS GLOBALINK PROGRAM

INTERVIEW GUIDE – GRA Canadian Professors

Program Background: Mitacs-Globalink builds a living bridge between Canada and international partners, establishing and reinforcing global links and networks through two-way mobility of students and researchers, affording invaluable international research experience by:

- Recruiting the world’s best undergraduate students to Canadian universities for research internships and offering competitive fellowships for returning students for graduate studies; and
- Sending Canadian undergraduates, graduate students and postdocs abroad to gain international research experience and build global research networks.

Evaluation background: The Mitacs Evaluation department has commissioned Science-Metrix to conduct a qualitative study of two Globalink programs, namely the Globalink Graduate Fellowship (GGF), and the Globalink Research Award (GRA). Science-Metrix is conducting a series of interviews with individuals who can provide valuable insight on these programs. Because some of these programs are still in the pilot stage, this study will adopt qualitative assessment methods to identify program outcomes and impacts. The specific objectives to be achieved with this project include:

- Provide results to Canadian governments to support policy development and inform decision-making related to international research mobility programs
- Provide qualitative data to Mitacs for internal strategic purposes including program assessment and improvement
- Develop expertise and understanding to inform development of new Mitacs pilot programs and initiatives

Your participation: Your participation in this project is voluntary. The interview will take approximately **30-45 minutes** and will be conducted by telephone. The following questions will serve as a guide for the interview. Please note that not all questions will be relevant for all interviewees, depending on their experience with the program.

Confidentiality: Responses will be administered in accordance with the *Privacy Act* and other applicable privacy laws. The study report will be written to provide aggregate results only and no identifying comments will be included that could linked back to you or your organization.

Recording: The interview will be recorded with a digital recorder to prepare an interview transcript, which will be used for analytical purposes only. Once the transcript is made, the digital recording will be destroyed. You may request that your interview not be recorded, in whole or in part. Please mention your preference to the interviewer before the interview starts.

A. Introduction

Question 1: Before we start, do you have any questions about the evaluation or about this interview?

Question 2: Could you please provide a brief overview of:

- a. Yourself (name not required) and current/ permanent location;
- b. Your academic and work background;
- c. Your university affiliation; and
- d. Your present occupation.

Question 3: Can you please let us know in which Globalink initiatives and/or other Mitacs' programs you have participated, and describe your role as a Globalink participant?

B. Participation in the program and initial expectations

Question 4: How did you discover the GGF/GRA initiative, and what were your reasons for participating in the program?

Question 5: Can you please briefly describe the research project in which you took part as a GRA participant? How was the relationship between you and the other project participants initiated?

Question 6: If this Globalink initiative had not existed, what would have changed for you?

Question 7: Were there alternatives to this program (please name)? If so, why did you decide to go with the Globalink program?

Question 8: What were your initial expectations with regards to your participation in the Globalink initiative? Were you expecting any challenges or benefits? Please elaborate.

C. Satisfaction with the program

Question 9: Please describe the extent to which you were satisfied with the application process.

Question 10: To what extent are you satisfied with your experience with the GGF/GRA initiative? Would you recommend the Globalink program to other students/colleagues? If applicable, would you be willing to participate in the program again?

Question 11: To what extent are you satisfied with the quality of the student? How does the student compare to students from your country (Canada or partner country)?

D. Globalink outcomes: Collaborations

Question 12: Can you describe the nature of the relationship between the Canadian and foreign professors involved in this GRA project? Please elaborate.

Question 13: How would you qualify the importance of creating and maintaining international collaborations for your research/professional agenda?

Question 14: How would you rate the quality of the research led by Canadian versus international researchers? To what extent has your participation in the GRA program influenced your perception?

Question 15: To what extent has your participation in the GRA initiative impacted the likelihood that you will develop new, or intensify current research collaborations with Canadian/international researchers?

E. Globalink outcomes: Research outcomes

Question 16: Please describe the main research outcomes of your GRA, GRI or GGF project.

Question 17: To what extent has your participation in the GRA program resulted in new knowledge and techniques for you or your research lab?

Question 18: To what extent has your participation in the program resulted in increased opportunities for funding and publications, and/or any other research outcomes?

F. Globalink outcomes: Training & professional development

Question 19: To what extent do you believe that the student's participation in the program has resulted in an increase in their development of research or professional skills?

Question 20: To what extent has your participation impacted the likelihood that you will recommend to students from Canada go to this partner country for a research internship or graduate studies?

G. General challenges, benefits and outcomes

Question 21: How do your initial expectations compare to the challenges and benefits you perceived as a result of your experience with the Globalink program?

Question 22: Could you please describe additional impacts, either expected or unexpected, that may have resulted from your participation in the Globalink Program?

Question 23: Please describe any strengths and/or weaknesses of the Globalink initiative in which you participated?

Question 24: Would you recommend any changes to improve the Globalink program? If so, please elaborate.

Question 25: Do you have anything to add?

Thank you for your contribution to this study

Appendix B—French Interview Guide for GRA Canadian professors

EVALUATION DU PROGRAMME GLOBALINK DU MITACS

GUIDE D'ENTRETIEN – BRG Professeur canadien

Contexte du programme : Le programme Globalink de Mitacs renforce les liens unissant le Canada et ses partenaires étrangers en établissant et renforçant les liens et les réseaux à travers la promotion d'échanges internationaux des étudiants et chercheurs, favorisant ainsi l'acquisition d'expériences de recherche à l'internationale en:

- Recrutant les meilleurs étudiants du premier cycle de l'extérieur du Canada dans les universités canadiennes pour des stages de recherche et en offrant des bourses concurrentielles pour le retour des étudiants pour les études supérieures; et
- Envoyant les étudiants canadiens du premier cycle et des cycles supérieurs, ainsi que les postdoctorants canadiens à l'étranger pour acquérir de l'expérience de recherche internationale et construire des réseaux de recherche mondiaux.

Contexte de l'évaluation : Le département d'évaluation de Mitacs a confié à Science-Metrix le mandat de réaliser une étude qualitative de deux programmes Globalink, notamment la Bourse aux cycles supérieurs Globalink (BCS) et la Bourse de recherche Mitacs Globalink (BRG). Science-Metrix mène une série d'entretiens avec des individus capables de fournir des informations utiles concernant ces programmes. Étant donné que certains de ces programmes sont encore dans la phase pilote, cette étude adoptera des méthodes qualitatives afin d'identifier l'atteinte des résultats et des impacts. Les objectifs spécifiques à atteindre pour ce projet comprennent :

- Fournir des résultats au gouvernement du Canada pour que ce dernier puisse soutenir le développement des politiques et pour aider à éclairer la prise de décision relative aux programmes de mobilité de recherche internationale
- Fournir des données qualitatives à Mitacs à des fins stratégiques à l'interne, incluant pour l'évaluation et l'amélioration de sa programmation
- Développer l'expertise et la compréhension afin d'éclairer l'élaboration des programmes et des initiatives pilotes

Votre participation: Votre participation à ce projet est volontaire. L'entretien durera environ **30 à 45 minutes** et sera mené par téléphone. Les questions ci-dessous vous seront posées durant l'entretien. Veuillez prendre note que certaines questions pourraient ne pas s'appliquer à tous les intervenants, dépendamment de leur implication dans le programme.

Confidentialité : Les réponses recueillies seront traitées en conformité avec *la Loi sur la protection des renseignements personnels* et autres loi applicables en lien avec la protection de la vie privée. Les rapports qui seront rédigés par la suite présenteront les résultats sous forme agrégée seulement et ne comprendront aucun commentaire permettant de vous identifier.

Enregistrement: L'entretien sera enregistré numériquement afin de faciliter la transcription des notes, qui ne seront utilisées qu'à des fins d'analyse. Une fois la transcription complétée, l'enregistrement sera détruit. Vous pouvez exiger que l'entretien ne soit pas enregistré, en entier ou en partie. Veuillez en informer le responsable de l'entretien avant qu'il ne débute.

A. Introduction

Question 1: Avant de commencer, avez-vous des questions concernant cette évaluation ou cet entretien?

Question 2: Pourriez-vous décrire brièvement:

- a. Votre lieu de travail actuel et permanent ;
- b. Votre parcours académique et professionnel ;
- c. Votre affiliation universitaire ; et
- d. Votre poste actuel.

Question 3: Pourriez-vous indiquer dans quel programme Globalink ou autres initiatives de Mitacs vous avez participé? Veuillez s'il vous plaît décrire votre rôle en tant que participant Globalink.

B. Participation au programme et attentes initiales

Question 4: Comment avez-vous découvert l'initiative BCS/BRG de Mitacs et pour quelles raisons avez-vous participé au programme?

Question 5: Pourriez-vous décrire brièvement le projet de recherche dans lequel vous avez participé en tant que participant à la Bourse de recherche Mitacs Globalink (BRG)? Comment les liens entre vous et les autres participants du projet ont-t-ils été créés?

Question 6: Dans l'absence de ce programme, qu'est-ce qui aurait été différent pour vous ?

Question 7: Existe-t-il des alternatives à ce programme (nommez-les)? Si oui, pourquoi avez-vous décidé de participer au programme Globalink plutôt qu'un autre?

Question 8: Quelles étaient vos attentes initiales concernant votre participation au programme Globalink? Vous attendiez-vous à des défis ou des avantages? Veuillez expliquer votre réponse.

C. Satisfaction à l'égard du programme

Question 9: Dans quelle mesure étiez-vous satisfait avec le processus d'inscription au Programme?

Question 10: Dans quelle mesure étiez-vous satisfait avec votre expérience en tant que participant à la Bourse aux cycles supérieurs Globalink (BCS) ou à la Bourse de recherche Mitacs Globalink (BRG)? Recommanderiez-vous le programme Globalink à un autre étudiant ou collègue? Si possible, seriez-vous prêt à participer à nouveau?

Question 11: Dans quelle mesure êtes-vous satisfait avec la qualité de l'étudiant? Comment cet étudiant se compare-t-il aux étudiants de votre pays?

D. Résultats de Globalink: Collaborations

Question 12: Pourriez-vous décrire la nature des relations entre les professeurs canadiens et étrangers qui étaient impliqués dans ce projet de Bourse de recherche Mitacs Globalink (BRG). Veuillez, s'il vous plaît, expliquer votre réponse.

Question 13: Comment qualifieriez-vous l'importance d'établir et d'entretenir des collaborations internationales pour votre agenda professionnel de recherche?

Question 14: Comment évalueriez-vous la qualité de la recherche menée par les chercheurs canadiens comparé aux chercheurs à l'international? Dans quelle mesure pensez-vous que votre participation au programme Globalink a influencé votre perception?

Question 15: Dans quelle mesure votre participation au programme Globalink a-t-elle eu un impact sur la probabilité que vous développiez de nouvelles collaborations ou renforciez vos collaborations actuelles avec des chercheurs canadiens ou à l'international?

E. Résultats de Globalink: Objectifs de recherche

Question 16: Veuillez décrire les principaux objectifs de votre projet de recherche Globalink.

Question 17: Dans quelle mesure votre participation au programme Globalink a-t-elle permis au développement de nouvelles connaissances et à l'apprentissage de nouvelles techniques pour vous ou votre laboratoire de recherche?

Question 18: Dans quelle mesure votre participation au programme Globalink a-t-elle augmenté vos chances d'obtenir du financement ou de publier des articles ou a-t-elle mené à l'atteinte d'autres objectifs de recherche?

F. Résultats de Globalink: Formation et développement professionnel

Question 19: Dans quelle mesure pensez-vous que la participation de votre étudiant à ce programme a mené au développement de ses capacités professionnelles et ses compétences en tant que chercheur?

Question 20: Dans quelle mesure votre participation à ce programme a-t-elle eu un effet sur la probabilité que vous recommandiez aux étudiants canadiens d'aller effectuer un stage de recherche ou de poursuivre leurs études supérieures dans le pays partenaire?

G. Défis, avantages et résultats généraux

Question 21: Comment est-ce que les défis et les avantages de votre participation au programme Globalink se comparent à vos attentes initiales?

Question 22: Veuillez décrire les impacts attendus ou inattendus qui ont été entraînés par votre participation au programme Globalink ?

Question 23: Veuillez mentionner toutes les autres forces et faiblesses du programme Globalink auquel vous avez participé, à l'exception de celles dont nous avons déjà discuté.

Question 24: Recommanderiez-vous des changements pour améliorer le programme Globalink? Si oui, veuillez préciser.

Question 25: Avez-vous d'autres commentaires ou observations?

Merci de votre temps et de collaboration à cette étude

Appendix C—English Interview Guide for GRA foreign professors

EVALUATION OF THE MITACS GLOBALINK PROGRAM

INTERVIEW GUIDE – GRA Foreign Professors/Researchers

Program Background: Mitacs-Globalink builds a living bridge between Canada and international partners, establishing and reinforcing global links and networks through two-way mobility of students and researchers, affording invaluable international research experience by:

- Recruiting the world’s best undergraduate students to Canadian universities for research internships and offering competitive fellowships for returning students for graduate studies; and
- Sending Canadian undergraduates, graduate students and postdocs abroad to gain international research experience and build global research networks.

Evaluation background: The Mitacs Evaluation department has commissioned Science-Metrix to conduct a qualitative study of two Globalink programs, namely the Globalink Graduate Fellowship (GGF), and the Globalink Research Award (GRA). Science-Metrix is conducting a series of interviews with individuals who can provide valuable insight on these programs. Because some of these programs are still in the pilot stage, this study will adopt qualitative assessment methods to identify program outcomes and impacts. The specific objectives to be achieved with this project include:

- Provide results to Canadian governments to support policy development and inform decision-making related to international research mobility programs
- Provide qualitative data to Mitacs for internal strategic purposes including program assessment and improvement
- Develop expertise and understanding to inform development of new Mitacs pilot programs and initiatives

Your participation: Your participation in this project is voluntary. The interview will take approximately **30-45 minutes** and will be conducted by telephone. The following questions will serve as a guide for the interview. Please note that not all questions will be relevant for all interviewees, depending on their experience with the program.

Confidentiality: Responses will be administered in accordance with the *Privacy Act* and other applicable privacy laws. The study report will be written to provide aggregate results only and no identifying comments will be included that could linked back to you or your organization.

Recording: The interview will be recorded with a digital recorder to prepare an interview transcript, which will be used for analytical purposes only. Once the transcript is made, the digital recording will be destroyed. You may request that your interview not be recorded, in whole or in part. Please mention your preference to the interviewer before the interview starts.

A. Introduction

Question 1: Before we start, do you have any questions about the evaluation or about this interview?

Question 2: Could you please provide a brief overview of:

- a. Yourself (name not required) and current/ permanent location;
- b. Your academic and work background;
- c. Your university affiliation; and
- d. Your present occupation.

Question 3: Can you please let us know in which Globalink initiatives and/or other Mitacs' programs you have participated, and describe your role as a Globalink participant?

B. Participation in the program and initial expectations

Question 4: How did you discover the GGF/GRA initiative, and what were your reasons for participating in the program?

Question 5: Can you please briefly describe the research project in which you took part as a GRA participant? How was the relationship between you and the other project participants initiated?

Question 6: If this Globalink initiative had not existed, what would have changed for you?

Question 7: Were there alternatives to this program (please name)? If so, why did you decide to go with the Globalink program?

Question 8: What were your initial expectations with regards to your participation in the Globalink initiative? Were you expecting any challenges or benefits? Please elaborate.

C. Satisfaction with the program

Question 9: Please describe the extent to which you were satisfied with the application process.

Question 10: To what extent are you satisfied with your experience with the GGF/GRA initiative? Would you recommend the Globalink program to other students/colleagues? If applicable, would you be willing to participate in the program again?

Question 11: To what extent are you satisfied with the quality of the student? How does the student compare to students from your country (Canada or partner country)?

D. Globalink outcomes: Collaborations

Question 12: Can you describe the nature of the relationship between the Canadian and foreign professors involved in this GRA project? Please elaborate.

Question 13: How would you qualify the importance of creating and maintaining international collaborations for your research/professional agenda?

Question 14: How would you rate the quality of the research led by Canadian versus international researchers? To what extent has your participation in the GRA program influenced your perception?

Question 15: To what extent has your participation in the GRA initiative impacted the likelihood that you will develop new, or intensify current research collaborations with Canadian/international researchers?

E. Globalink outcomes: Research outcomes

Question 16: Please describe the main research outcomes of your GRA, GRI or GGF project.

Question 17: To what extent has your participation in the GRA program resulted in new knowledge and techniques for you or your research lab?

Question 18: To what extent has your participation in the program resulted in increased opportunities for funding and publications, and/or any other research outcomes?

F. Globalink outcomes: Training & professional development

Question 19: To what extent do you believe that the student's participation in the program has resulted in an increase in their development of research or professional skills?

Question 20: To what extent has your participation impacted the likelihood you will recommend to students from your country go to Canada for a research internship or graduate studies?

G. General challenges, benefits and outcomes

Question 21: How do your initial expectations compare to the challenges and benefits you perceived as a result of your experience with the Globalink program?

Question 22: Could you please describe additional impacts, either expected or unexpected, that may have resulted from your participation in the Globalink Program?

Question 23: Please describe any strengths and/or weaknesses of the Globalink initiative in which you participated?

Question 24: Would you recommend any changes to improve the Globalink program? If so, please elaborate.

Question 25: Do you have anything to add?

Thank you for your contribution to this study

Appendix D—French Interview Guide for GRA foreign professors

EVALUATION DU PROGRAMME GLOBALINK DU MITACS

GUIDE D'ENTRETIEN – BRG Professeur ou chercheur étranger

Contexte du programme : Le programme Globalink de Mitacs renforce les liens unissant le Canada et ses partenaires étrangers en établissant et renforçant les liens et les réseaux à travers la promotion d'échanges internationaux des étudiants et chercheurs, favorisant ainsi l'acquisition d'expériences de recherche à l'internationale en:

- Recrutant les meilleurs étudiants du premier cycle de l'extérieur du Canada dans les universités canadiennes pour des stages de recherche et en offrant des bourses concurrentielles pour le retour des étudiants pour les études supérieures; et
- Envoyant les étudiants canadiens du premier cycle et des cycles supérieurs, ainsi que les postdoctorants canadiens à l'étranger pour acquérir de l'expérience de recherche internationale et construire des réseaux de recherche mondiaux.

Contexte de l'évaluation : Le département d'évaluation de Mitacs a confié à Science-Metrix le mandat de réaliser une étude qualitative de deux programmes Globalink, notamment la Bourse aux cycles supérieurs Globalink (BCS) et la Bourse de recherche Mitacs Globalink (BRG). Science-Metrix mène une série d'entretiens avec des individus capables de fournir des informations utiles concernant ces programmes. Étant donné que certains de ces programmes sont encore dans la phase pilote, cette étude adoptera des méthodes qualitatives afin d'identifier l'atteinte des résultats et des impacts. Les objectifs spécifiques à atteindre pour ce projet comprennent :

- Fournir des résultats au gouvernement du Canada pour que ce dernier puisse soutenir le développement des politiques et pour aider à éclairer la prise de décision relative aux programmes de mobilité de recherche internationale
- Fournir des données qualitatives à Mitacs à des fins stratégiques à l'interne, incluant pour l'évaluation et l'amélioration de sa programmation
- Développer l'expertise et la compréhension afin d'éclairer l'élaboration des programmes et des initiatives pilotes

Votre participation: Votre participation à ce projet est volontaire. L'entretien durera environ **30 à 45 minutes** et sera mené par téléphone. Les questions ci-dessous vous seront posées durant l'entretien. Veuillez prendre note que certaines questions pourraient ne pas s'appliquer à tous les intervenants, dépendamment de leur implication dans le programme.

Confidentialité : Les réponses recueillies seront traitées en conformité avec *la Loi sur la protection des renseignements personnels* et autres loi applicables en lien avec la protection de la vie privée. Les rapports qui seront rédigés par la suite présenteront les résultats sous forme agrégée seulement et ne comprendront aucun commentaire permettant de vous identifier.

Enregistrement: L'entretien sera enregistré numériquement afin de faciliter la transcription des notes, qui ne seront utilisées qu'à des fins d'analyse. Une fois la transcription complétée, l'enregistrement sera détruit. Vous pouvez exiger que l'entretien ne soit pas enregistré, en entier ou en partie. Veuillez en informer le responsable de l'entretien avant qu'il ne débute.

A. Introduction

Question 1: Avant de commencer, avez-vous des questions concernant cette évaluation ou cet entretien?

Question 2: Pourriez-vous décrire brièvement:

- a. Votre lieu de travail actuel et permanent ;
- b. Votre parcours académique et professionnel ;
- c. Votre affiliation universitaire ; et
- d. Votre poste actuel.

Question 3: Pourriez-vous indiquer dans quel programme Globalink ou autres initiatives de Mitacs vous avez participé? Veuillez s'il vous plaît décrire votre rôle en tant que participant Globalink.

B. Participation au programme et attentes initiales

Question 4: Comment avez-vous découvert l'initiative BCS/BRG de Mitacs et pour quelles raisons avez-vous participé au programme?

Question 5: Pourriez-vous décrire brièvement le projet de recherche dans lequel vous avez participé en tant que participant à la Bourse de recherche Mitacs Globalink (BRG)? Comment les liens entre vous et les autres participants du projet ont-t-ils été créés?

Question 6: Dans l'absence de ce programme, qu'est-ce qui aurait été différent pour vous ?

Question 7: Existe-t-il des alternatives à ce programme (nommez-les)? Si oui, pourquoi avez-vous décidé de participer au programme Globalink plutôt qu'un autre?

Question 8: Quelles étaient vos attentes initiales concernant votre participation au programme Globalink? Vous attendiez-vous à des défis ou des avantages? Veuillez expliquer votre réponse.

C. Satisfaction à l'égard du programme

Question 9: Dans quelle mesure étiez-vous satisfait avec le processus d'inscription au Programme?

Question 10: Dans quelle mesure étiez-vous satisfait avec votre expérience en tant que participant à la Bourse aux cycles supérieurs Globalink (BCS) ou à la Bourse de recherche Mitacs Globalink (BRG)? Recommanderiez-vous le programme Globalink à un autre étudiant ou collègue? Si possible, seriez-vous prêt à participer à nouveau?

Question 11: Dans quelle mesure êtes-vous satisfait avec la qualité de l'étudiant? Comment cet étudiant se compare-t-il aux étudiants de votre pays?

D. Résultats de Globalink: Collaborations

Question 12: Pourriez-vous décrire la nature des relations entre les professeurs canadiens et étrangers qui étaient impliqués dans ce projet de Bourse de recherche Mitacs Globalink (BRG). Veuillez, s'il vous plaît, expliquer votre réponse.

Question 13: Comment qualifieriez-vous l'importance d'établir et d'entretenir des collaborations internationales pour votre agenda professionnel de recherche?

Question 14: Comment évalueriez-vous la qualité de la recherche menée par les chercheurs canadiens comparé aux chercheurs à l'international? Dans quelle mesure pensez-vous que votre participation au programme Globalink a influencé votre perception?

Question 15: Dans quelle mesure votre participation au programme Globalink a-t-elle eu un impact sur la probabilité que vous développiez de nouvelles collaborations ou renforciez vos collaborations actuelles avec des chercheurs canadiens ou à l'international?

E. Résultats de Globalink: Objectifs de recherche

Question 16: Veuillez décrire les principaux objectifs de votre projet de recherche Globalink.

Question 17: Dans quelle mesure votre participation au programme Globalink a-t-elle permis au développement de nouvelles connaissances et à l'apprentissage de nouvelles techniques pour vous ou votre laboratoire de recherche?

Question 18: Dans quelle mesure votre participation au programme Globalink a-t-elle augmenté vos chances d'obtenir du financement ou de publier des articles ou a-t-elle mené à l'atteinte d'autres objectifs de recherche?

F. Résultats de Globalink: Formation et développement professionnel

Question 19: Dans quelle mesure pensez-vous que la participation de votre étudiant à ce programme a mené au développement de ses capacités professionnelles et ses compétences en tant que chercheur?

Question 20: Dans quelle mesure votre participation au programme Globalink a-t-elle eu un effet sur la probabilité que vous recommandiez aux étudiants étrangers d'aller au Canada pour un stage de recherche ou pour poursuivre leurs études supérieures?

G. Défis, avantages et résultats généraux

Question 21: Comment est-ce que les défis et les avantages de votre participation au programme Globalink se comparent à vos attentes initiales?

Question 22: Veuillez décrire les impacts attendus ou inattendus qui ont été entraînés par votre participation au programme Globalink ?

Question 23: Veuillez mentionner toutes les autres forces et faiblesses du programme Globalink auquel vous avez participé, à l'exception de celles dont nous avons déjà discuté.

Question 24: Recommanderiez-vous des changements pour améliorer le programme Globalink? Si oui, veuillez préciser.

Question 25: Avez-vous d'autres commentaires ou observations?

Merci de votre temps et de collaboration à cette étude

Appendix E—English Interview Guide for GRA students

EVALUATION OF THE MITACS GLOBALINK PROGRAM

INTERVIEW GUIDE – GRA Interns

Program Background: Mitacs-Globalink builds a living bridge between Canada and international partners, establishing and reinforcing global links and networks through two-way mobility of students and researchers, affording invaluable international research experience by:

- Recruiting the world’s best undergraduate students to Canadian universities for research internships and offering competitive fellowships for returning students for graduate studies; and
- Sending Canadian undergraduates, graduate students and postdocs abroad to gain international research experience and build global research networks.

Evaluation background: The Mitacs Evaluation department has commissioned Science-Metrix to conduct a qualitative study of two Globalink programs, namely the Globalink Graduate Fellowship (GGF), and the Globalink Research Award (GRA). Science-Metrix is conducting a series of interviews with individuals who can provide valuable insight on these programs. Because some of these programs are still in the pilot stage, this study will adopt qualitative assessment methods to identify program outcomes and impacts. The specific objectives to be achieved with this project include:

- Provide results to Canadian governments to support policy development and inform decision-making related to international research mobility programs
- Provide qualitative data to Mitacs for internal strategic purposes including program assessment and improvement
- Develop expertise and understanding to inform development of new Mitacs pilot programs and initiatives

Your participation: Your participation in this project is voluntary. The interview will take approximately **30-45 minutes** and will be conducted by telephone. The following questions will serve as a guide for the interview. Please note that not all questions will be relevant for all interviewees, depending on their experience with the program.

Confidentiality: Responses will be administered in accordance with the *Privacy Act* and other applicable privacy laws. The study report will be written to provide aggregate results only and no identifying comments will be included that could linked back to you or your organization.

Recording: The interview will be recorded with a digital recorder to prepare an interview transcript, which will be used for analytical purposes only. Once the transcript is made, the digital recording will be destroyed. You may request that your interview not be recorded, in whole or in part. Please mention your preference to the interviewer before the interview starts.

A. Introduction

Question 1: Before we start, do you have any questions about the evaluation or about this interview?

Question 2: Could you please provide a brief overview of:

- a. Yourself (name not required) and current/ permanent location;
- b. Your academic and work background;
- c. Your university affiliation; and
- d. Your present occupation.

Question 3: Can you please let us know in which Globalink initiatives and/or other Mitacs' programs you have participated, and describe your role as a Globalink participant?

B. Participation in the program and initial expectations

Question 4: How did you discover the GGF/GRA initiative, and what were your reasons for participating in the program?

Question 5: Can you please briefly describe the research project in which you took part as a GRA participant? How was the relationship between you and the other project participants initiated?

Question 6: If this Globalink initiative had not existed, what would have changed for you?

Question 7: Were there alternatives to this program (please name)? If so, why did you decide to go with the Globalink program?

Question 8: What were your initial expectations with regards to your participation in the Globalink initiative? Were you expecting any challenges or benefits? Please elaborate.

C. Satisfaction with the program

Question 9: Please describe the extent to which you were satisfied with the application process.

Question 10: To what extent are you satisfied with your experience with the GGF/GRA initiative? Would you recommend the Globalink program to other students/colleagues? If applicable, would you be willing to participate in the program again?

Question 11: To what extent are you satisfied with the quality of the supervision received from your academic supervisor(s)?

D. Globalink outcomes: Collaborations

Question 12: Do you intend to remain in contact with the international academic supervisor and his/her research team? Do you intend to continue this collaboration, or perhaps collaborate with members of the team again in the future? Please explain.

E. Globalink outcomes: Research outcomes

Question 13: Please describe the main research outcomes of your GRA, GRI or GGF project.

Question 14: To what extent has your participation in the program resulted in increased opportunities for awards and scholarships, and/or any other research outcomes?

F. Globalink outcomes: Training & professional development

Question 15: To what extent has your participation in the program resulted in your development of research or professional skills?

Question 16: What are your future plans for study and work? How has the program impacted your academic and professional choices?

Question 17: Do you think that your participation in the Globalink program improved your ability to identify a suitable supervisor for your graduate studies? Please elaborate.

Question 18: Do you think that your participation in the program has improved your employment prospects? Please elaborate.

Question 19: To what extent has your participation in the program changed you as a researcher and as a citizen of the world?

G. Globalink outcomes: Attraction & retention

Question 20: Has your participation in the program impacted your perception of international research and education in general, and in your partner country in specific?

Question 21: Are you considering going back to this partner country for an additional internship, future studies or other research/professional/personal opportunity? Please explain.

H. General challenges, benefits and outcomes

Question 22: How do your initial expectations compare to the challenges and benefits you perceived as a result of your experience with the Globalink program?

Question 23: Could you please describe additional impacts, either expected or unexpected, that may have resulted from your participation in the Globalink Program?

Question 24: Please describe any strengths and/or weaknesses of the Globalink initiative in which you participated?

Question 25: Would you recommend any changes to improve the Globalink program? If so, please elaborate.

Question 26: Do you have anything to add?

Thank you for your contribution to this study

Appendix F—French Interview Guide for GRA students

EVALUATION DU PROGRAMME GLOBALINK DU MITACS

GUIDE D'ENTRETIEN – BRG Stagiaires

Contexte du programme : Le programme Globalink de Mitacs renforce les liens unissant le Canada et ses partenaires étrangers en établissant et renforçant les liens et les réseaux à travers la promotion d'échanges internationaux des étudiants et chercheurs, favorisant ainsi l'acquisition d'expériences de recherche à l'internationale en:

- Recrutant les meilleurs étudiants du premier cycle de l'extérieur du Canada dans les universités canadiennes pour des stages de recherche et en offrant des bourses concurrentielles pour le retour des étudiants pour les études supérieures; et
- Envoyant les étudiants canadiens du premier cycle et des cycles supérieurs, ainsi que les postdoctorants canadiens à l'étranger pour acquérir de l'expérience de recherche internationale et construire des réseaux de recherche mondiaux.

Contexte de l'évaluation : Le département d'évaluation de Mitacs a confié à Science-Metrix le mandat de réaliser une étude qualitative de deux programmes Globalink, notamment la Bourse aux cycles supérieurs Globalink (BCS) et la Bourse de recherche Mitacs Globalink (BRG). Science-Metrix mène une série d'entretiens avec des individus capables de fournir des informations utiles concernant ces programmes. Étant donné que certains de ces programmes sont encore dans la phase pilote, cette étude adoptera des méthodes qualitatives afin d'identifier l'atteinte des résultats et des impacts. Les objectifs spécifiques à atteindre pour ce projet comprennent :

- Fournir des résultats au gouvernement du Canada pour que ce dernier puisse soutenir le développement des politiques et pour aider à éclairer la prise de décision relative aux programmes de mobilité de recherche internationale
- Fournir des données qualitatives à Mitacs à des fins stratégiques à l'interne, incluant pour l'évaluation et l'amélioration de sa programmation
- Développer l'expertise et la compréhension afin d'éclairer l'élaboration des programmes et des initiatives pilotes

Votre participation: Votre participation à ce projet est volontaire. L'entretien durera environ **30 à 45 minutes** et sera mené par téléphone. Les questions ci-dessous vous seront posées durant l'entretien. Veuillez prendre note que certaines questions pourraient ne pas s'appliquer à tous les intervenants, dépendamment de leur implication dans le programme.

Confidentialité : Les réponses recueillies seront traitées en conformité avec *la Loi sur la protection des renseignements personnels* et autres loi applicables en lien avec la protection de la vie privée. Les rapports qui seront rédigés par la suite présenteront les résultats sous forme agrégée seulement et ne comprendront aucun commentaire permettant de vous identifier.

Enregistrement: L'entretien sera enregistré numériquement afin de faciliter la transcription des notes, qui ne seront utilisées qu'à des fins d'analyse. Une fois la transcription complétée, l'enregistrement sera détruit. Vous pouvez exiger que l'entretien ne soit pas enregistré, en entier ou en partie. Veuillez en informer le responsable de l'entretien avant qu'il ne débute.

A. Introduction

Question 1: Avant de commencer, avez-vous des questions concernant cette évaluation ou cet entretien?

Question 2: Pourriez-vous décrire brièvement:

- a. Votre lieu de travail actuel et permanent ;
- b. Votre parcours académique et professionnel ;
- c. Votre affiliation universitaire ; et
- d. Votre poste actuel.

Question 3: Pourriez-vous indiquer dans quel programme Globalink ou autres initiatives de Mitacs vous avez participé? Veuillez s'il vous plaît décrire votre rôle en tant que participant Globalink.

B. Participation au programme et attentes initiales

Question 4: Comment avez-vous découvert l'initiative BCS/BRG de Mitacs et pour quelles raisons avez-vous participé au programme?

Question 5: Pourriez-vous décrire brièvement le projet de recherche dans lequel vous avez participé en tant que participant à la Bourse de recherche Mitacs Globalink (BRG)? Comment les liens entre vous et les autres participants du projet ont-t-ils été créés?

Question 6: Dans l'absence de ce programme, qu'est-ce qui aurait été différent pour vous ?

Question 7: Existe-t-il des alternatives à ce programme (nommez-les)? Si oui, pourquoi avez-vous décidé de participer au programme Globalink plutôt qu'un autre?

Question 8: Quelles étaient vos attentes initiales concernant votre participation au programme Globalink? Vous attendiez-vous à des défis ou des avantages? Veuillez expliquer votre réponse.

C. Satisfaction à l'égard du programme

Question 9: Dans quelle mesure étiez-vous satisfait avec le processus d'inscription au Programme?

Question 10: Dans quelle mesure étiez-vous satisfait avec votre expérience en tant que participant à la Bourse aux cycles supérieurs Globalink (BCS) ou à la Bourse de recherche Mitacs Globalink (BRG)? Recommanderiez-vous le programme Globalink à un autre étudiant ou collègue? Si possible, seriez-vous prêt à participer à nouveau?

Question 11: Dans quelle mesure êtes-vous satisfait avec la qualité du soutien reçu par votre superviseur académique ?

D. Résultats de Globalink: Collaborations

Question 12: Avez-vous l'intention de rester en contact avec votre superviseur de recherche internationale et son équipe de recherche? Avez-vous l'intention de continuer cette collaboration ou de collaborer peut-être avec des membres de son équipe dans le futur ? Veuillez préciser.

E. Résultats de Globalink: Objectifs de recherche

Question 13: Veuillez décrire les principaux objectifs de votre projet de recherche Globalink.

Question 14: Dans quelle mesure votre participation au programme Globalink a-t-elle augmenté vos chances d'obtenir des prix, des bourses ou a-t-elle mené à l'atteinte d'autres objectifs de recherche?

F. Résultats de Globalink: Formation et développement professionnel

Question 15: Dans quelle mesure votre participation au programme Globalink a-t-elle mené au développement de vos capacités professionnelles et vos compétences en tant que chercheur?

Question 16: Quels sont vos plans futurs pour les études et le travail? Comment le programme a-t-il influencé vos choix académiques ou professionnels?

Question 17: Pensez-vous que votre participation au programme Globalink a amélioré vos capacités d'identifier un superviseur approprié pour vos études supérieures? Veuillez préciser.

Question 18: Pensez-vous que votre participation au programme Globalink a amélioré vos perspectives d'emploi? Veuillez préciser.

Question 19: Dans quelle mesure votre participation au programme Globalink a-t-elle eu un effet sur vous en tant que chercheur et citoyen du monde?

G. Résultats de Globalink: Attraction et rétention

Question 20: Dans quelle mesure votre participation au programme Globalink a-t-elle influencé votre perception de la recherche internationale et de l'éducation en général, dans ce pays partenaire spécifiquement?

Question 21: Envisagez-vous de retourner dans ce pays partenaire pour un autre stage, pour poursuivre vos études ou pour d'autres opportunités personnelles, professionnelles ou de recherche? Veuillez expliquer.

H. Défis, avantages et résultats généraux

Question 22: Comment est-ce que les défis et les avantages de votre participation au programme Globalink se comparent à vos attentes initiales?

Question 23: Veuillez décrire les impacts attendus ou inattendus qui ont été entraînés par votre participation au programme Globalink ?

Question 24: Veuillez mentionner toutes les autres forces et faiblesses du programme Globalink auquel vous avez participé, à l'exception de celles dont nous avons déjà discuté.

Question 25: Recommanderiez-vous des changements pour améliorer le programme Globalink? Si oui, veuillez préciser.

Question 26: Avez-vous d'autres commentaires ou observations?

Merci de votre temps et de collaboration à cette étude

Appendix G—English Interview Guide for GGF professors

EVALUATION OF THE MITACS GLOBALINK PROGRAM

INTERVIEW GUIDE – GGF Canadian Professors

Program Background: Mitacs-Globalink builds a living bridge between Canada and international partners, establishing and reinforcing global links and networks through two-way mobility of students and researchers, affording invaluable international research experience by:

- Recruiting the world’s best undergraduate students to Canadian universities for research internships and offering competitive fellowships for returning students for graduate studies; and
- Sending Canadian undergraduates, graduate students and postdocs abroad to gain international research experience and build global research networks.

Evaluation background: The Mitacs Evaluation department has commissioned Science-Metrix to conduct a qualitative study of two Globalink programs, namely the Globalink Graduate Fellowship (GGF), and the Globalink Research Award (GRA). Science-Metrix is conducting a series of interviews with individuals who can provide valuable insight on these programs. Because some of these programs are still in the pilot stage, this study will adopt qualitative assessment methods to identify program outcomes and impacts. The specific objectives to be achieved with this project include:

- Provide results to Canadian governments to support policy development and inform decision-making related to international research mobility programs
- Provide qualitative data to Mitacs for internal strategic purposes including program assessment and improvement
- Develop expertise and understanding to inform development of new Mitacs pilot programs and initiatives

Your participation: Your participation in this project is voluntary. The interview will take approximately **30-45 minutes** and will be conducted by telephone. The following questions will serve as a guide for the interview. Please note that not all questions will be relevant for all interviewees, depending on their experience with the program.

Confidentiality: Responses will be administered in accordance with the *Privacy Act* and other applicable privacy laws. The study report will be written to provide aggregate results only and no identifying comments will be included that could linked back to you or your organization.

Recording: The interview will be recorded with a digital recorder to prepare an interview transcript, which will be used for analytical purposes only. Once the transcript is made, the digital recording will be destroyed. You may request that your interview not be recorded, in whole or in part. Please mention your preference to the interviewer before the interview starts.

A. Introduction

Question 1: Before we start, do you have any questions about the evaluation or about this interview?

Question 2: Could you please provide a brief overview of:

- a. Yourself (name not required) and current/ permanent location;
- b. Your academic and work background;
- c. Your university affiliation; and
- d. Your present occupation.

Question 3: Can you please let us know in which Globalink initiatives and/or other Mitacs' programs you have participated, and describe your role as a Globalink participant?

B. Participation in the program and initial expectations

Question 4: How did you discover the GGF/GRA initiative, and what were your reasons for participating in the program?

Question 5: Can you please briefly describe the degree in which the student is enrolled, including a short description of the student's research project? How did you meet and select this student?

Question 6: If this Globalink initiative had not existed, what would have changed for you?

Question 7: Were there alternatives to this program (please name)? If so, why did you decide to go with the Globalink program?

Question 8: What were your initial expectations with regards to your participation in the Globalink initiative? Were you expecting any challenges or benefits? Please elaborate.

C. Satisfaction with the program

Question 9: Please describe the extent to which you were satisfied with the application process.

Question 10: To what extent are you satisfied with your experience with the GGF/GRA initiative? Would you recommend the Globalink program to other students/colleagues? If applicable, would you be willing to participate in the program again?

Question 11: To what extent are you satisfied with the quality of the student? How does the student compare to students from your country (Canada or partner country)?

D. Globalink outcomes: Research outcomes

Question 12: Please describe the main research outcomes of your GRA, GRI or GGF project.

E. Globalink outcomes: Training & professional development

Question 13: To what extent do you believe that the student's participation in the program has resulted in an increase in their development of research or professional skills?

Question 14: To what extent has your participation impacted the likelihood that you will recommend to students from Canada go to this partner country for a research internship or graduate studies?

F. General challenges, benefits and outcomes

Question 15: How do your initial expectations compare to the challenges and benefits you perceived as a result of your experience with the Globalink program?

Question 16: Could you please describe additional impacts, either expected or unexpected, that may have resulted from your participation in the Globalink Program?

Question 17: Please describe any strengths and/or weaknesses of the Globalink initiative in which you participated?

Question 18: Would you recommend any changes to improve the Globalink program? If so, please elaborate.

Question 19: Do you have anything to add?

Thank you for your contribution to this study

Appendix H—French Interview Guide for GGF professors

EVALUATION DU PROGRAMME GLOBALINK DU MITACS

GUIDE D'ENTRETIEN – BCS Professeur canadien

Contexte du programme : Le programme Globalink de Mitacs renforce les liens unissant le Canada et ses partenaires étrangers en établissant et renforçant les liens et les réseaux à travers la promotion d'échanges internationaux des étudiants et chercheurs, favorisant ainsi l'acquisition d'expériences de recherche à l'internationale en:

- Recrutant les meilleurs étudiants du premier cycle de l'extérieur du Canada dans les universités canadiennes pour des stages de recherche et en offrant des bourses concurrentielles pour le retour des étudiants pour les études supérieures; et
- Envoyant les étudiants canadiens du premier cycle et des cycles supérieurs, ainsi que les postdoctorants canadiens à l'étranger pour acquérir de l'expérience de recherche internationale et construire des réseaux de recherche mondiaux.

Contexte de l'évaluation : Le département d'évaluation de Mitacs a confié à Science-Metrix le mandat de réaliser une étude qualitative de deux programmes Globalink, notamment la Bourse aux cycles supérieurs Globalink (BCS) et la Bourse de recherche Mitacs Globalink (BRG). Science-Metrix mène une série d'entretiens avec des individus capables de fournir des informations utiles concernant ces programmes. Étant donné que certains de ces programmes sont encore dans la phase pilote, cette étude adoptera des méthodes qualitatives afin d'identifier l'atteinte des résultats et des impacts. Les objectifs spécifiques à atteindre pour ce projet comprennent :

- Fournir des résultats au gouvernement du Canada pour que ce dernier puisse soutenir le développement des politiques et pour aider à éclairer la prise de décision relative aux programmes de mobilité de recherche internationale
- Fournir des données qualitatives à Mitacs à des fins stratégiques à l'interne, incluant pour l'évaluation et l'amélioration de sa programmation
- Développer l'expertise et la compréhension afin d'éclairer l'élaboration des programmes et des initiatives pilotes

Votre participation: Votre participation à ce projet est volontaire. L'entretien durera environ **30 à 45 minutes** et sera mené par téléphone. Les questions ci-dessous vous seront posées durant l'entretien. Veuillez prendre note que certaines questions pourraient ne pas s'appliquer à tous les intervenants, dépendamment de leur implication dans le programme.

Confidentialité : Les réponses recueillies seront traitées en conformité avec *la Loi sur la protection des renseignements personnels* et autres loi applicables en lien avec la protection de la vie privée. Les rapports qui seront rédigés par la suite présenteront les résultats sous forme agrégée seulement et ne comprendront aucun commentaire permettant de vous identifier.

Enregistrement: L'entretien sera enregistré numériquement afin de faciliter la transcription des notes, qui ne seront utilisées qu'à des fins d'analyse. Une fois la transcription complétée, l'enregistrement sera détruit. Vous pouvez exiger que l'entretien ne soit pas enregistré, en entier ou en partie. Veuillez en informer le responsable de l'entretien avant qu'il ne débute.

A. Introduction

Question 1: Avant de commencer, avez-vous des questions concernant cette évaluation ou cet entretien?

Question 2: Pourriez-vous décrire brièvement:

- a. Votre lieu de travail actuel et permanent ;
- b. Votre parcours académique et professionnel ;
- c. Votre affiliation universitaire ; et
- d. Votre poste actuel.

Question 3: Pourriez-vous indiquer dans quel programme Globalink ou autres initiatives de Mitacs vous avez participé? Veuillez s'il vous plaît décrire votre rôle en tant que participant Globalink.

B. Participation au programme et attentes initiales

Question 4: Comment avez-vous découvert l'initiative BCS/BRG de Mitacs et pour quelles raisons avez-vous participé au programme?

Question 5: Pourriez-vous décrire brièvement le diplôme dans lequel l'étudiant est inscrit, incluant une courte description de son projet de recherche? Comment avez-vous rencontré cet étudiant et pourquoi l'avez-vous choisi?

Question 6: Dans l'absence de ce programme, qu'est-ce qui aurait été différent pour vous ?

Question 7: Existe-t-il des alternatives à ce programme (nommez-les)? Si oui, pourquoi avez-vous décidé de participer au programme Globalink plutôt qu'un autre?

Question 8: Quelles étaient vos attentes initiales concernant votre participation au programme Globalink? Vous attendiez-vous à des défis ou des avantages? Veuillez expliquer votre réponse.

C. Satisfaction à l'égard du programme

Question 9: Dans quelle mesure étiez-vous satisfait avec le processus d'inscription au Programme?

Question 10: Dans quelle mesure étiez-vous satisfait avec votre expérience en tant que participant à la Bourse aux cycles supérieurs Globalink (BCS) ou à la Bourse de recherche Mitacs Globalink (BRG)? Recommanderiez-vous le programme Globalink à un autre étudiant ou collègue? Si possible, seriez-vous prêt à participer à nouveau?

Question 11: Dans quelle mesure êtes-vous satisfait avec la qualité de l'étudiant? Comment cet étudiant se compare-t-il aux étudiants de votre pays?

D. Résultats de Globalink: Objectifs de recherche

Question 12: Veuillez décrire les principaux objectifs de votre projet de recherche Globalink.

E. Résultats de Globalink: Formation et développement professionnel

Question 13: Dans quelle mesure pensez-vous que la participation de votre étudiant à ce programme a mené au développement de ses capacités professionnelles et ses compétences en tant que chercheur?

Question 14: Dans quelle mesure votre participation à ce programme a-t-elle eu un effet sur la probabilité que vous recommandiez aux étudiants canadiens d'aller effectuer un stage de recherche ou de poursuivre leurs études supérieures dans le pays partenaire?

F. Défis, avantages et résultats généraux

Question 15: Comment est-ce que les défis et les avantages de votre participation au programme Globalink se comparent à vos attentes initiales?

Question 16: Veuillez décrire les impacts attendus ou inattendus qui ont été entraînés par votre participation au programme Globalink ?

Question 17: Veuillez mentionner toutes les autres forces et faiblesses du programme Globalink auquel vous avez participé, à l'exception de celles dont nous avons déjà discuté.

Question 18: Recommanderiez-vous des changements pour améliorer le programme Globalink? Si oui, veuillez préciser.

Question 19: Avez-vous d'autres commentaires ou observations?

Merci de votre temps et de collaboration à cette étude

Appendix I—English Interview Guide for GGF students

EVALUATION OF THE MITACS GLOBALINK PROGRAM

INTERVIEW GUIDE – GGF Globalink Interns

Program Background: Mitacs-Globalink builds a living bridge between Canada and international partners, establishing and reinforcing global links and networks through two-way mobility of students and researchers, affording invaluable international research experience by:

- Recruiting the world’s best undergraduate students to Canadian universities for research internships and offering competitive fellowships for returning students for graduate studies; and
- Sending Canadian undergraduates, graduate students and postdocs abroad to gain international research experience and build global research networks.

Evaluation background: The Mitacs Evaluation department has commissioned Science-Metrix to conduct a qualitative study of two Globalink programs, namely the Globalink Graduate Fellowship (GGF), and the Globalink Research Award (GRA). Science-Metrix is conducting a series of interviews with individuals who can provide valuable insight on these programs. Because some of these programs are still in the pilot stage, this study will adopt qualitative assessment methods to identify program outcomes and impacts. The specific objectives to be achieved with this project include:

- Provide results to Canadian governments to support policy development and inform decision-making related to international research mobility programs
- Provide qualitative data to Mitacs for internal strategic purposes including program assessment and improvement
- Develop expertise and understanding to inform development of new Mitacs pilot programs and initiatives

Your participation: Your participation in this project is voluntary. The interview will take approximately **30-45 minutes** and will be conducted by telephone. The following questions will serve as a guide for the interview. Please note that not all questions will be relevant for all interviewees, depending on their experience with the program.

Confidentiality: Responses will be administered in accordance with the *Privacy Act* and other applicable privacy laws. The study report will be written to provide aggregate results only and no identifying comments will be included that could linked back to you or your organization.

Recording: The interview will be recorded with a digital recorder to prepare an interview transcript, which will be used for analytical purposes only. Once the transcript is made, the digital recording will be destroyed. You may request that your interview not be recorded, in whole or in part. Please mention your preference to the interviewer before the interview starts.

A. Introduction

Question 1: Before we start, do you have any questions about the evaluation or about this interview?

Question 2: Could you please provide a brief overview of:

- a. Yourself (name not required) and current/ permanent location;
- b. Your academic and work background;
- c. Your university affiliation; and
- d. Your present occupation.

Question 3: Can you please let us know in which Globalink initiatives and/or other Mitacs' programs you have participated, and describe your role as a Globalink participant?

B. Participation in the program and initial expectations

Question 4: How did you discover the GGF/GRA initiative, and what were your reasons for participating in the program?

Question 5: Can you please briefly describe the degree you are enrolled in, including a short description of your research project? How and why have you met and selected your academic supervisor?

Question 6: If this Globalink initiative had not existed, what would have changed for you?

Question 7: Were there alternatives to this program (please name)? If so, why did you decide to go with the Globalink program?

Question 8: What were your initial expectations with regards to your participation in the Globalink initiative? Were you expecting any challenges or benefits? Please elaborate.

C. Satisfaction with the program

Question 9: Please describe the extent to which you were satisfied with the application process.

Question 10: To what extent are you satisfied with your experience with the GGF/GRA initiative? Would you recommend the Globalink program to other students/colleagues? If applicable, would you be willing to participate in the program again?

Question 11: To what extent are you satisfied with the quality of the supervision received from your academic supervisor(s)?

D. Globalink outcomes: Research outcomes

Question 12: Please describe the main research outcomes of your GRA, GRI or GGF project.

Question 13: To what extent has your participation in the program resulted in increased opportunities for awards and scholarships, and/or any other research outcomes?

E. Globalink outcomes: Training & professional development

Question 14: To what extent has your participation in the program resulted in your development of research or professional skills?

Question 15: What are your future plans for study and work? How has the program impacted your academic and professional choices?

Question 16: Do you think that your participation in the Globalink program improved your ability to identify a suitable supervisor for your graduate studies? Please elaborate.

Question 17: Do you think that your participation in the program has improved your employment prospects? Please elaborate.

Question 18: To what extent has your participation in the program changed you as a researcher and as a citizen of the world?

F. Globalink outcomes: Attraction & retention

Question 19: Has your participation in the program impacted your perception of Canadian research and education?

Question 20: How has the GRI and or GGF program impacted your awareness of Canada as a place to study, work and live?

Question 21: Why did you made the choice to come to Canada for graduate studies? How has your participation in GRI influenced your decision? To what extent has the availability of the Globalink Graduate Fellowship influenced your decision?

G. General challenges, benefits and outcomes

Question 22: How do your initial expectations compare to the challenges and benefits you perceived as a result of your experience with the Globalink program?

Question 23: Could you please describe additional impacts, either expected or unexpected, that may have resulted from your participation in the Globalink Program?

Question 24: Please describe any strengths and/or weaknesses of the Globalink initiative in which you participated?

Question 25: Would you recommend any changes to improve the Globalink program? If so, please elaborate.

Question 26: Do you have anything to add?

Thank you for your contribution to this study

Appendix J—French Interview Guide for GGF students

EVALUATION DU PROGRAMME GLOBALINK DU MITACS

GUIDE D'ENTRETIEN – BCS Stagiaires

Contexte du programme : Le programme Globalink de Mitacs renforce les liens unissant le Canada et ses partenaires étrangers en établissant et renforçant les liens et les réseaux à travers la promotion d'échanges internationaux des étudiants et chercheurs, favorisant ainsi l'acquisition d'expériences de recherche à l'internationale en:

- Recrutant les meilleurs étudiants du premier cycle de l'extérieur du Canada dans les universités canadiennes pour des stages de recherche et en offrant des bourses concurrentielles pour le retour des étudiants pour les études supérieures; et
- Envoyant les étudiants canadiens du premier cycle et des cycles supérieurs, ainsi que les postdoctorants canadiens à l'étranger pour acquérir de l'expérience de recherche internationale et construire des réseaux de recherche mondiaux.

Contexte de l'évaluation : Le département d'évaluation de Mitacs a confié à Science-Metrix le mandat de réaliser une étude qualitative de deux programmes Globalink, notamment la Bourse aux cycles supérieurs Globalink (BCS) et la Bourse de recherche Mitacs Globalink (BRG). Science-Metrix mène une série d'entretiens avec des individus capables de fournir des informations utiles concernant ces programmes. Étant donné que certains de ces programmes sont encore dans la phase pilote, cette étude adoptera des méthodes qualitatives afin d'identifier l'atteinte des résultats et des impacts. Les objectifs spécifiques à atteindre pour ce projet comprennent :

- Fournir des résultats au gouvernement du Canada pour que ce dernier puisse soutenir le développement des politiques et pour aider à éclairer la prise de décision relative aux programmes de mobilité de recherche internationale
- Fournir des données qualitatives à Mitacs à des fins stratégiques à l'interne, incluant pour l'évaluation et l'amélioration de sa programmation
- Développer l'expertise et la compréhension afin d'éclairer l'élaboration des programmes et des initiatives pilotes

Votre participation: Votre participation à ce projet est volontaire. L'entretien durera environ **30 à 45 minutes** et sera mené par téléphone. Les questions ci-dessous vous seront posées durant l'entretien. Veuillez prendre note que certaines questions pourraient ne pas s'appliquer à tous les intervenants, dépendamment de leur implication dans le programme.

Confidentialité : Les réponses recueillies seront traitées en conformité avec *la Loi sur la protection des renseignements personnels* et autres loi applicables en lien avec la protection de la vie privée. Les rapports qui seront rédigés par la suite présenteront les résultats sous forme agrégée seulement et ne comprendront aucun commentaire permettant de vous identifier.

Enregistrement: L'entretien sera enregistré numériquement afin de faciliter la transcription des notes, qui ne seront utilisées qu'à des fins d'analyse. Une fois la transcription complétée, l'enregistrement sera détruit. Vous pouvez exiger que l'entretien ne soit pas enregistré, en entier ou en partie. Veuillez en informer le responsable de l'entretien avant qu'il ne débute.

A. Introduction

Question 1: Avant de commencer, avez-vous des questions concernant cette évaluation ou cet entretien?

Question 2: Pourriez-vous décrire brièvement:

- a. Votre lieu de travail actuel et permanent ;
- b. Votre parcours académique et professionnel ;
- c. Votre affiliation universitaire ; et
- d. Votre poste actuel.

Question 3: Pourriez-vous indiquer dans quel programme Globalink ou autres initiatives de Mitacs vous avez participé? Veuillez s'il vous plaît décrire votre rôle en tant que participant Globalink.

B. Participation au programme et attentes initiales

Question 4: Comment avez-vous découvert l'initiative BCS/BRG de Mitacs et pour quelles raisons avez-vous participé au programme?

Question 5: Pourriez-vous décrire brièvement le diplôme dans lequel vous êtes inscrit, incluant une courte description de votre projet de recherche? Comment avez-vous rencontré votre superviseur académique et pourquoi l'avez-vous choisi?

Question 6: Dans l'absence de ce programme, qu'est-ce qui aurait été différent pour vous ?

Question 7: Existe-t-il des alternatives à ce programme (nommez-les)? Si oui, pourquoi avez-vous décidé de participer au programme Globalink plutôt qu'un autre?

Question 8: Quelles étaient vos attentes initiales concernant votre participation au programme Globalink? Vous attendiez-vous à des défis ou des avantages? Veuillez expliquer votre réponse.

C. Satisfaction à l'égard du programme

Question 9: Dans quelle mesure étiez-vous satisfait avec le processus d'inscription au Programme?

Question 10: Dans quelle mesure étiez-vous satisfait avec votre expérience en tant que participant à la Bourse aux cycles supérieurs Globalink (BCS) ou à la Bourse de recherche Mitacs Globalink (BRG)? Recommanderiez-vous le programme Globalink à un autre étudiant ou collègue? Si possible, seriez-vous prêt à participer à nouveau?

Question 11: Dans quelle mesure êtes-vous satisfait avec la qualité du soutien reçu par votre superviseur académique ?

D. Résultats de Globalink: Objectifs de recherche

Question 12: Veuillez décrire les principaux objectifs de votre projet de recherche Globalink.

Question 13: Dans quelle mesure votre participation au programme Globalink a-t-elle augmenté vos chances d'obtenir des prix, des bourses ou a-t-elle mené à l'atteinte d'autres objectifs de recherche?

E. Résultats de Globalink: Formation et développement professionnel

Question 14: Dans quelle mesure votre participation au programme Globalink a-t-elle mené au développement de vos capacités professionnelles et vos compétences en tant que chercheur?

Question 15: Quels sont vos plans futurs pour les études et le travail? Comment le programme a-t-il influencé vos choix académiques ou professionnels?

Question 16: Pensez-vous que votre participation au programme Globalink a amélioré vos capacités d'identifier un superviseur approprié pour vos études supérieures? Veuillez préciser.

Question 17: Pensez-vous que votre participation au programme Globalink a amélioré vos perspectives d'emploi? Veuillez préciser.

Question 18: Dans quelle mesure votre participation au programme Globalink a-t-elle eu un effet sur vous en tant que chercheur et citoyen du monde?

F. Résultats de Globalink: Attraction et rétention

Question 19: Comment votre participation au programme a-t-elle affecté votre perception de la recherche et de l'éducation canadienne ?

Question 20: Comment le programme Globalink a-t-il affecté votre appréciation du Canada en tant que destination pour étudier, travailler et vivre ?

Question 21: Pourquoi avez-vous décidé de venir au Canada pour entreprendre des études supérieures ? Comment votre participation au programme Globalink a-t-elle influencé votre décision? Dans quelle mesure la Bourse aux cycles supérieurs Globalink (BCS) a-t-elle influencé votre décision?

H. Défis, avantages et résultats généraux

Question 22: Comment est-ce que les défis et les avantages de votre participation au programme Globalink se comparent à vos attentes initiales?

Question 23: Veuillez décrire les impacts attendus ou inattendus qui ont été entraînés par votre participation au programme Globalink ?

Question 24: Veuillez mentionner toutes les autres forces et faiblesses du programme Globalink auquel vous avez participé, à l'exception de celles dont nous avons déjà discuté.

Question 25: Recommanderiez-vous des changements pour améliorer le programme Globalink? Si oui, veuillez préciser.

Question 26: Avez-vous d'autres commentaires ou observations?

Merci de votre temps et de collaboration à cette étude