

# Academic Advancement and Career Alignment Certificate

## Course Evaluation - April 2026

### Introduction

#### Executive Summary

The Academic Advancement and Career Alignment (AACA) certificate course was hosted by Carleton University's Scholars at Risk program with support from the International Development Research Centre (IDRC) in April 2025. This course built on the previous very successful pilot AACA course offered in 2024 under the [Placement, Preservation and Perseverance \(PPP\) project](#). The course provided tailored training for at-risk and displaced scholars, artists, and activists to help them navigate Canadian academia and alternative careers. The idea for the course was inspired by the Royal Society of Canada's [At-Risk and Displaced Academics and Artists \(ARDAA\) program](#)'s event, "Cracking Canadian Academia Workshop." The AACA course was scheduled after the ARDAA workshop so that participants could continue to learn and develop their skills in a consolidated timeframe. The course provided a more in-depth overview of navigating employment in Canada's academic and alt-academic sectors – areas where research has identified a gap in job readiness programs for at-risk and displaced scholars. An independent course evaluation was conducted by students from Carleton University's School of Public Policy and Administration and the results showed that it was profoundly positive and impactful for participants (see Appendix A for evaluation report).

The course was delivered virtually with selected sessions devoted to four discipline-specific streams: business, science, engineering, and arts and social science. The course featured experts from the different sectors, including post-secondary institutions, industry, and NGOs. The April 2025 course was developed in consultation with an advisory committee of five at-risk scholars who had been participants in the AACA course the year prior.

The April 2025 AACA course consisted of 10 sessions throughout the month, with typically two sessions per week. Each session was one-hour in length. Two of the sessions had extended components with special presentations – one for a focused conversation about academic hiring in engineering, another for industry hiring in engineering, and a general session for publishing outside academia.

Participants were given a syllabus (see Appendix B) with guided activities to enrich their learning before and after the session. Topics included the following:

- Introduction and career pathways in Canada
- Creating alt-academic and industry job applications
- Creating academic job applications
- Teaching philosophy statements
- Networking
- Library research management, publishing, and communications
- Research ethics
- Research grants in Canada
- Journal articles and publishing within and beyond academia
- Course wrap-up: A roundtable discussion focusing on lived experiences of navigating career paths in the Canadian context

Special attention was paid to participants' concerns about identity and self-presentation, rebuilding networks, academic hiring practices, and ways to constructively address gaps between arrival and meaningful professional integration.

Participants were recruited through the Scholar Rescue Fund (SRF), SAR Network, human rights defender programs, Canadian universities, and partner organizations such as The Royal Society of Canada. Eligibility required residence in Canada, as well as an academic background, such as a university teaching position or research position.

Enrollment grew from 34 in 2024 to 63 in 2025, representing diverse disciplines and career stages from early career researchers with a Master's, PhD, or postdoc to mid-career and senior researchers. Approximately 25 participants were present and engaged in each virtual session. Participants were also able to access course material and resources via Brightspace LMS. Recordings of sessions were made available when the safety and security of participants could be assured. Upon completion of the course, participants were mailed certificates and sent downloadable copies through email.

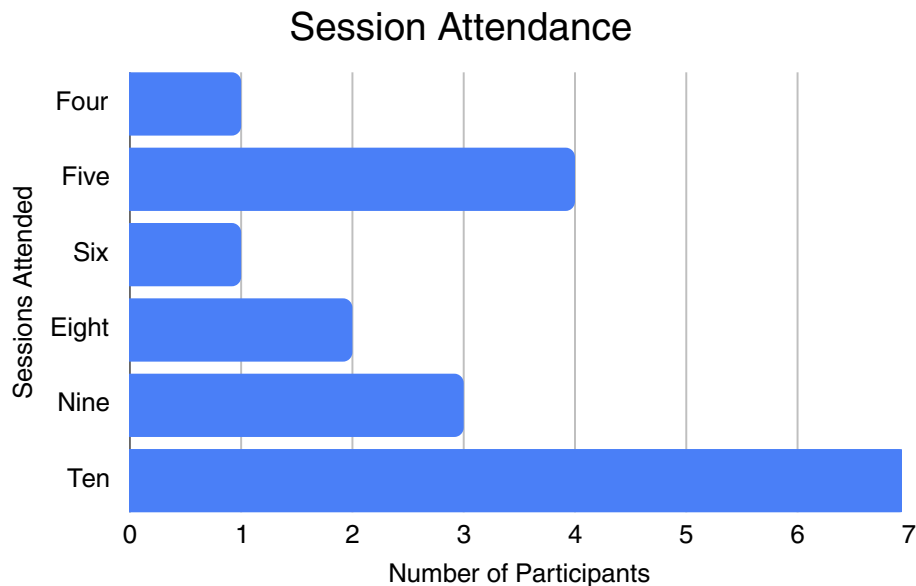
In addition, the 2025 AACA course facilitated participation in a pilot volunteer program, “Digital Mentor Volunteer Training and Certification,” delivered in partnership with Connected Canadians and funded by the Employment and Social Development Canada (ESDC) New Horizons for Seniors Program. Through this initiative, 15 participants worked as digital technology mentors, gaining Canadian experience. The program included digital mentor training through Connected Canadians and volunteering to mentor Canadian seniors in 1-on-1 sessions (virtually or in-person). Volunteers were given an honorarium upon completion of the project. More information about the initiative is available on the [Safe Havens Conference website](#).

Participants were also asked to complete a post-course survey using Qualtrics. The survey data collected from participants is presented below. In most cases, 18 participants responded to questions, but occasionally 17 or 19 participants responded. It is important to note that while the surveys were anonymous, some participants might not have responded because of their safety and security risk situation.

## Post-Survey Results

### Experience of the Virtual Course Environment

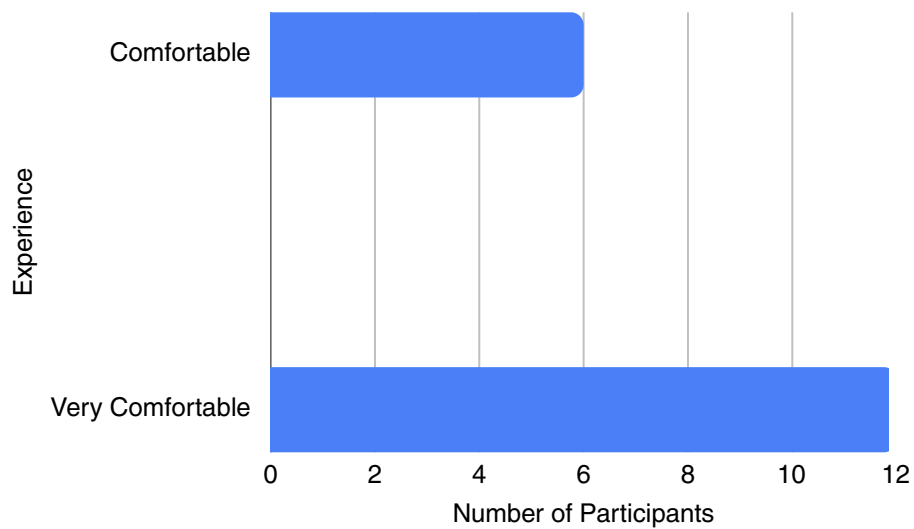
More than half of the survey respondents attended 8 or more of the 10 course sessions.



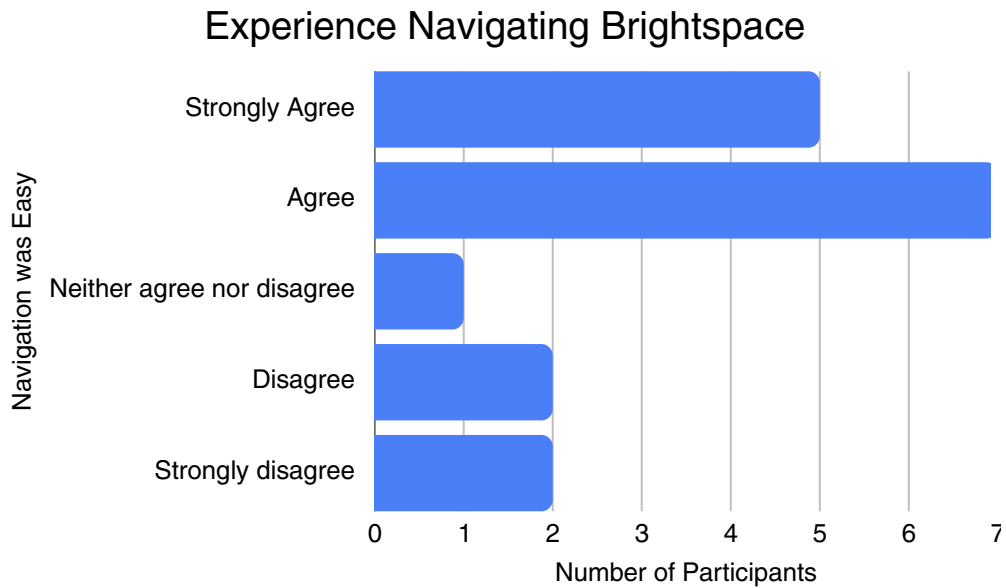
The overwhelming majority of participants (17 out of 18) reported enjoying the course very much and agreed or strongly agreed that the Zoom format was convenient. There was some variation among responses regarding the length of the course: 1 participant agreed that the course was too long, 8 participants neither agreed nor disagreed, and 9 disagreed that the course was too long.

All participants also reported that the virtual workshop environment was comfortable and conducive to learning.

### Experience of the Virtual Workshop Environment for Learning



When surveyed about their experience navigating resources on Brightspace easily, participant responses were more varied. Many participants (12 out of 18) strongly agreed or agreed that they were able to navigate the online learning platform easily, but some (4 out of 18) reported more difficulty.

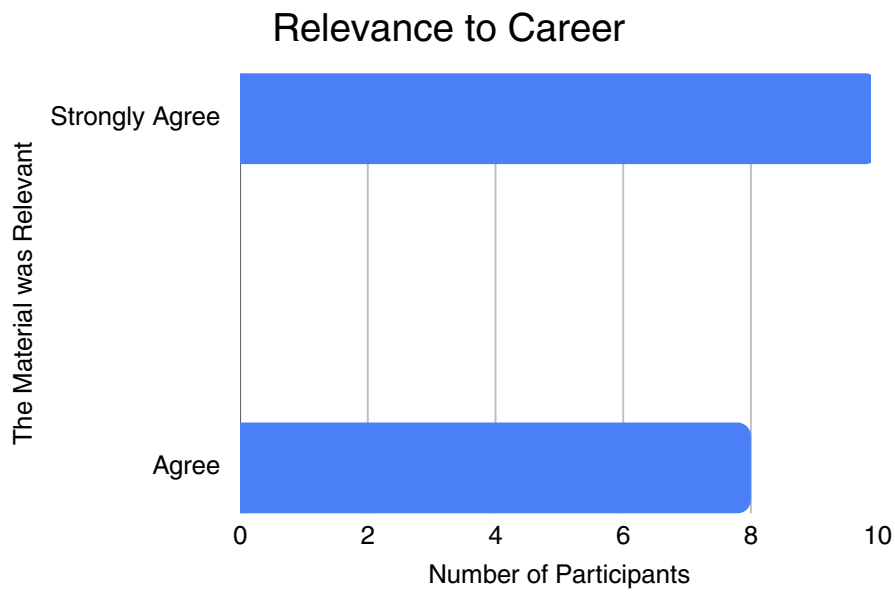


### Experience of Course Content

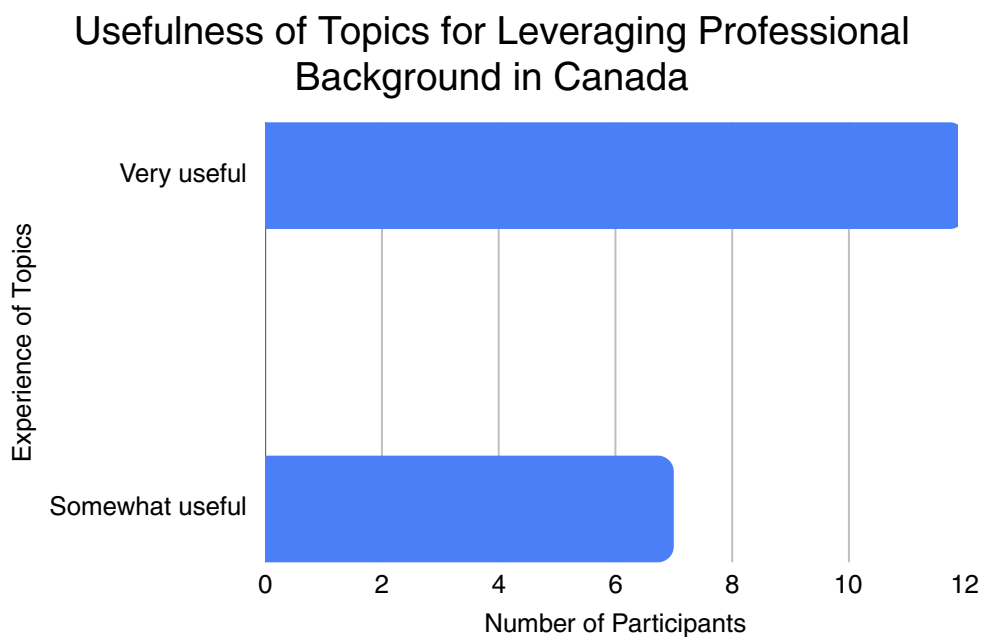
The majority of participants strongly agreed that the course topics and material presented were easy to follow (15 out of 17) and easy to understand (16 out of 17). The remaining participants somewhat agreed that the topics and material were easy to follow (2 of out 17) and easy to understand (1 out of 17).

Most participants (14 out of 18) reported that the information was new, while a few participants (3 out of 18) did not agree or disagree that it was new. One participant reported that the information was not new.

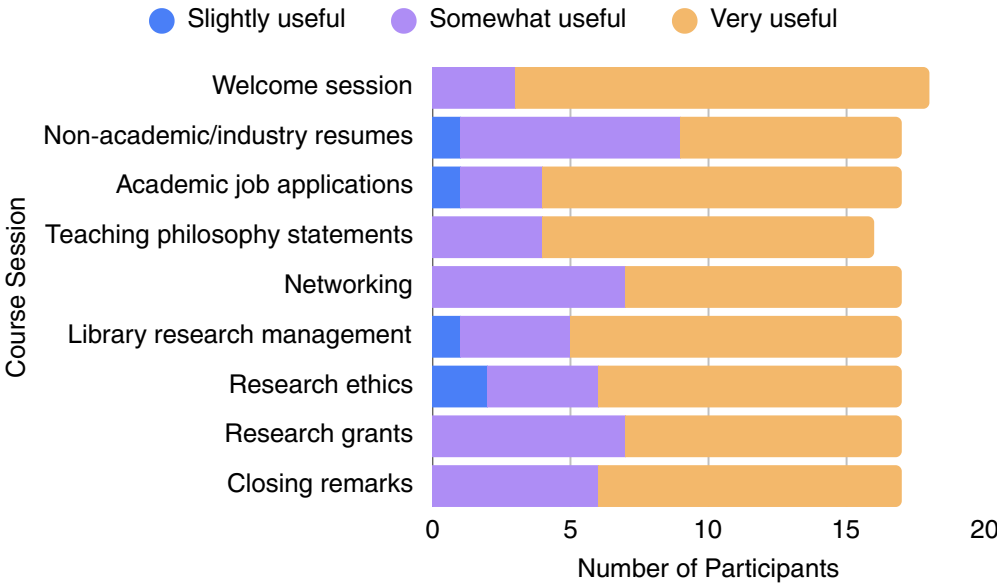
Participants also strongly agreed or agreed that the material was very relevant to their careers.



There was also consensus among the participants that the topics presented in the course were either very useful (12 out of 19) or somewhat useful (7 out of 19) for understanding how to leverage their academic background for a career in Canada. Participants' experiences of specific sessions are visualized below.

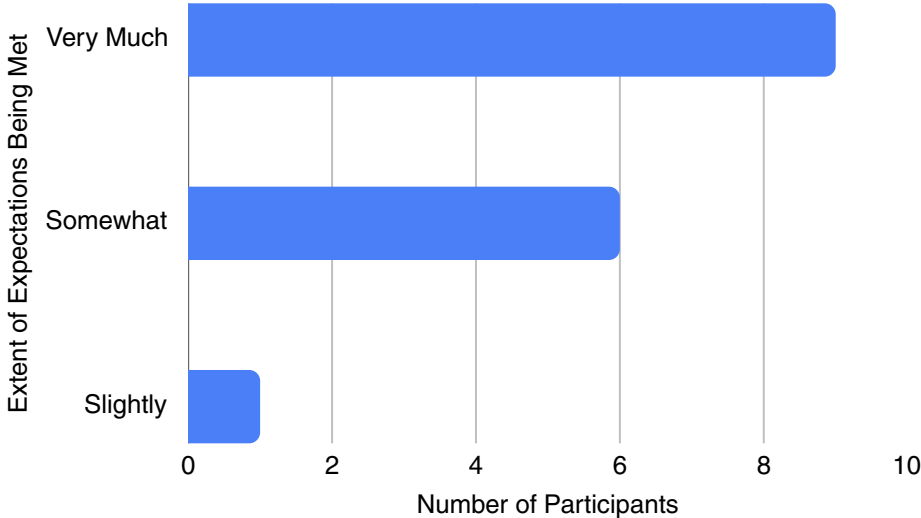


### Experience of Course Sessions



Overall, the course met the expectations of most of the participants who answered the survey.

### Extent to Which Course Met Participants' Expectations



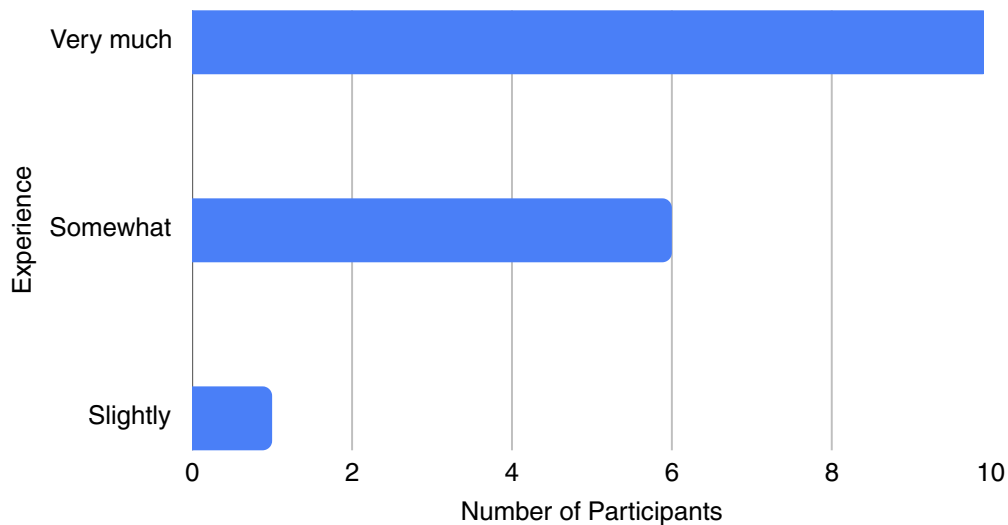
## Future Impact of Course Experience on Careers in Canada

The majority of participants (17 out of 18) reported that they intended to adopt the topics outlined in the workshops, collaborate with colleagues of other organizations to implement practices and lessons from the course, and review the course material in the future.

In response to the question about whether participants had discussed the workshop with colleagues, friends, or fellow academics, 13 out of 17 participants said yes, they had, and 4 said no, they had not. Regarding participants' comfort level for discussing workshop topics with peers and colleagues, 12 out of 17 participants said they were very comfortable doing so, while 5 said they were somewhat comfortable.

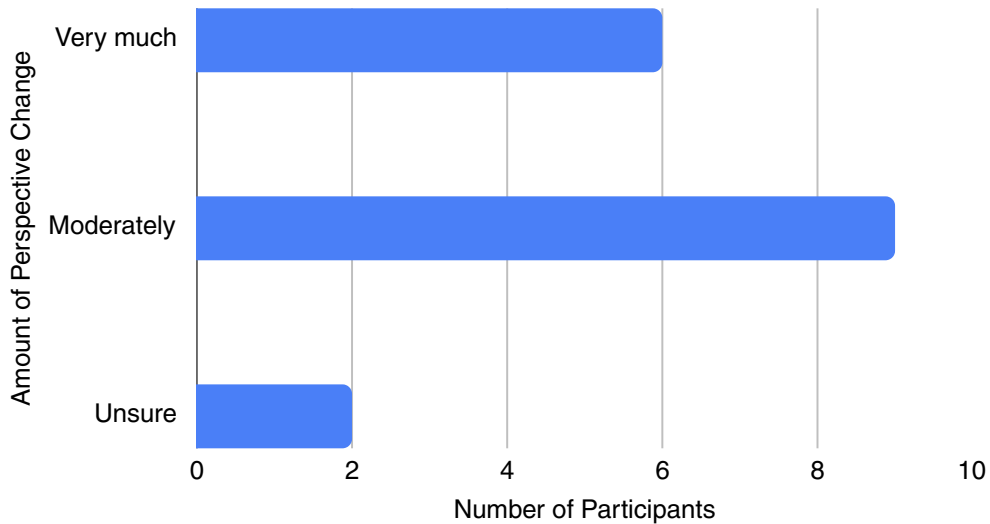
Regarding being inspired to thinking about new ways to leverage one's academic background in Canada, most participants reported that they had this experience from taking the course.

Has this workshop introduced you to a new idea/way of thinking about leveraging your academic background in Canada?



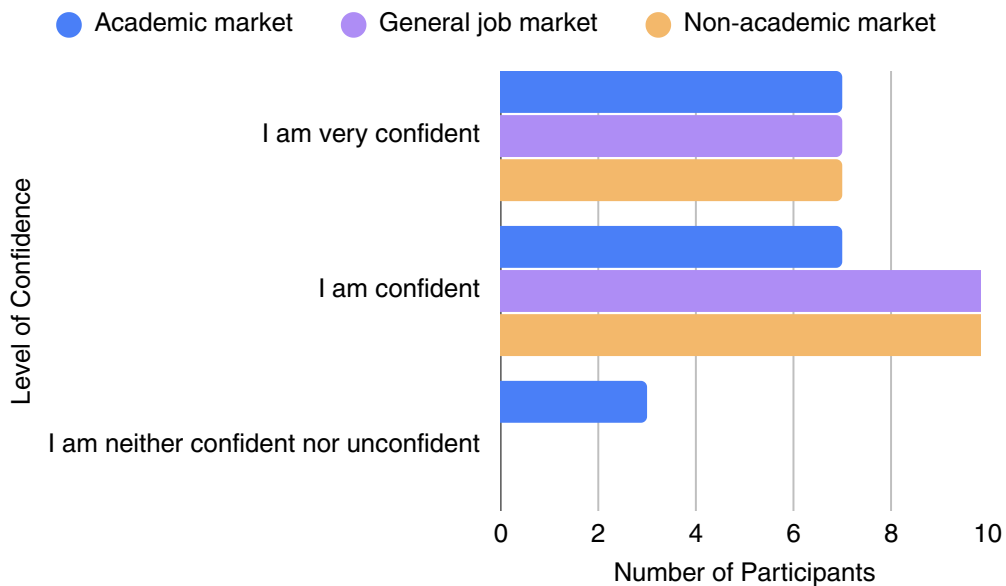
Upon completing the course, participants also reported experiencing a moderate change in perspective in the context of their daily work.

## Has attending this workshop changed your perspective concerning your daily work?



Participants reported their confidence level for leveraging their academic background and skills in the Canadian academic job market, the broader Canadian job market, and for jobs outside of academia. After the course, the majority of participants felt “very confident” or “confident” leveraging their background and skills in the job market.

## Confidence in Leveraging Academic Background and Skills in Canadian Job Markets



## Suggestions for Improvement

When asked, “How could the course’s delivery be improved to better accommodate diverse learning needs and backgrounds?,” participants offered the following suggestions:

- Incorporating flexible pacing options and more opportunities for peer collaboration could make the course more inclusive
- I think it is better if possible to consider professional diversity as science, engineering, health, business, etc.
- Provide session recordings and allow more time for open discussions tailored to participants’ diverse backgrounds
- Bring in more resources from other universities in Canada
- Include the successes and failures of new researchers who have been in Canada for at least five years. Include a list of postdoctoral fellowships likely to accept people whose careers have been interrupted for more than five years

When asked, “Do you have other recommendations/suggestions for improving this workshop in the future?,” participants responded:

- I recommend the following: 1) reduce the duration of the sessions to two weeks; 2) limit the number of speakers to a maximum of two per session; 3) Allocate specific time for discussions; 4) Invite at least one speaker from outside Canadian universities; 5) Hold sessions simultaneously in-person and online
- As a newcomer who arrived in Canada through Government-Assisted Refugee program with a SAR referral - but without academic affiliation - I faced additional barriers in re-entering academia. Future workshops could better support participants like me by offering tailored guidance for those without institutional support, and by creating more opportunities for mentorship and peer connection
- First, I would like to extend my sincere thanks and appreciation to the organizing team for their outstanding efforts in preparing and delivering this event. As a recommendation, I suggest offering participants the opportunity to contribute to the selection of discussion topics, as this would promote a sense of engagement and ownership. Moreover, inviting speakers or attendees for other universities could enrich the dialogue by providing diverse academic perspectives. To support a

deeper understanding of key issues some topics should be presented alongside relevant figures, data, and statistics that reflect current trends in Canada

- It will be great to have an introduction of participants to know in which stage they are and how their life is going in Canada as an at-risk scholar
- Invite non-university research centers that are likely to employ new researchers and help them pursue their research activities to present during the workshop

## Discussion and Future Directions

The **experience of the virtual course environment** was dominantly positive for the participants. The survey respondents attended most of the sessions and found the virtual format convenient and conducive to learning. Some participants liked the Brightspace online platform, but others found it more difficult to use. Brightspace is a useful space for uploading recordings and allowing for flexible pacing (as suggested by a participant) and it provides a layer safety and security because it is only accessible to participants with a Carleton ID. Obtaining the Carleton ID for the short duration of the course can be cumbersome in terms of paperwork and IT assistance with accessing the site and ensuring there is a second device for double-authentication. The length of the month-long course was considered good by most participants, but a participant suggested that a two-week model would be an improvement. This is certainly something to consider in the future.

In terms of peer interaction, participants suggested that more time for discussion would be an improvement. This can certainly be included in schedule planning for the next iteration of the course. A participant also expressed that it would be helpful to get to know peers in the class. This is a great idea for networking and collaboration, but course organizers had to take into account privacy and security for participants, too. Allowing participants to choose how and when they shared their identity and background was a deliberate decision by the course organizers. An alternate way for participants who want to disclose their identity and background should be explored for a future course.

Finally, a participant suggested that an in-person component of the course would be highly beneficial; however it is logically challenging given high costs of travel and

lodging that would need to be subsidized.

The participants' **experience of the course content** was positive and largely met their expectations. They found the material accessible and relevant to their careers. They also found the topics useful for leveraging their professional backgrounds in Canada. The material was new to most of the participants, but it is interesting that some participants were already familiar with the material. Since they joined our course, it might suggest that despite having the information, displaced and at-risk scholars are still seeking help with advancing their careers in Canada. Perhaps, then, there is a broader issue of a systemic gap between having the information and successfully implementing the information.

Suggestions for improving the course content include bringing in speakers from more Canadian universities and research centres beyond universities, as well as further developing the discipline-specific streams. This takes capacity of both volunteer speakers and sufficient participants to support hosting concurrent sessions for diverse disciplines. Course organizers do not have much lead-time to learn about participants' backgrounds, which impacts the selection of speakers. Creating high-level general sessions with discipline-specific break-out groups for more nuanced sessions may be the most efficient model unless capacity grows. The course encourages participants to take the information and seek a professional mentor in their field who can speak to the particulars of each scholar's career trajectory.

Another interesting idea for the next course is to share the successes and challenges of displaced and at-risk scholars who have been in Canada for five or more years. This requires maintaining contact with scholars beyond their hosting term. Once a scholar exceeds their hosting time at a university, they lose their institutional affiliation, and can be more difficult to reach. The absence of data and long-term contact with displaced scholars in Canada points directly to a need for a national program to collect and manage this data.

Another suggestion for future improvement is to include material and tools that address the experiences and needs of displaced and at-risk scholars who are without institutional support. Since many scholars do not find work immediately after their hosting tenure, they lose this affiliation and the accompanying supports. They end up with the highly stressful and nearly insurmountable task of trying to navigate the Canadian economic landscape alone and without guidance.

In terms of the **future impact of the course on participants' experiences in the Canadian job market**, participants' responses were positive overall. Participants said

the course gave them new ideas or ways of thinking about leveraging their academic backgrounds in Canada and their daily work. Participants also said they intended to adopt the course material and implement it. Some participants said they had discussed the course with colleagues, friends, and fellow academics, while others had not. It is possible that conversations about the course would have taken place between participants and discipline-specific mentors, rather than general colleagues and friends, pointing to the pivotal role of mentors to help participants put the course learnings into practice.

An important survey finding is that participants were equally divided between feeling confident and very confident leveraging their academic background and skills across sectors in the Canadian job market (academic, general, and non-academic). A few participants reported being neither confident nor unconfident in the academic market. This suggests that there are still perceived barriers to applying for jobs in academia for displaced at-risk scholars.

Overall, the results of the post-course survey and participant feedback highlight the importance of this course in bridging the gap in career readiness for at-risk and displaced scholars in Canada. Unfortunately, budget cuts and lack of funding have prevented the course from being offered on a consistent basis. This highlights the need for a sustainable funding source. A national program to support annual AACA courses and a broader career transitions program is essential to meet the evolving needs of displaced and at-risk scholars. Such a program would have the capacity to provide wrap-around supports, such as, resources to host virtual and in-person course components; incentives for academics from universities, research centres, and other organizations to share their expertise in course sessions; facilitate mentorship matching with scholars; organize ongoing peer-to-peer learning and conversation; and collect and manage data about scholars' career challenges, successes, and well-being in Canada after their placements with host universities. Through continued advocacy and government support, a national program would fill in the missing systemic gap and support future scholars' professional success and contributions to Canada.

## Summary of Recommendations

The following are key recommendations that need to be addressed:

1. Secure a stable funding source for future AACA courses and career supports through a national Scholars at Risk program
2. Design a two-week intensive course with synchronous sessions and self-paced asynchronous options
3. Involve an advisory committee of past participants in planning topics and content for each year's course
4. Continue to bring in experts from Canadian universities as presenters, further developing the discipline-specific streams
5. Invite experts from alt-academic research positions and organizations outside of the university to speak about alternative career pathways for scholars in Canada
6. Develop opportunities for safe and secure peer-to-peer discussion and learning
7. Ensure pre- and post-survey data is documented and compared to past years in order to maintain a record of course efficacy

## Acknowledgements

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- **Betina Appel Kuzmarov**, Associate Vice-President (International), Carleton University, and **Pauline Rankin**, Provost and Vice-President (Academic), Carleton University

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# EVALUATION REPORT

## Carleton University Academic Advancement and Career Alignment Certificate for New Scholars in Canada

### **Abstract**

The evaluation of the Scholars at Risk (SAR) Certificate Program at Carleton University assesses the effectiveness of the training workshops in enhancing knowledge, skills, and confidence among at-risk scholars, while identifying areas for improvement and providing actionable recommendations.

Yosra Salem, Temidayo Fawole, Mahmoud Rahim  
June 2024

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## About the Authors

This evaluation was carried out by a team of three evaluators: Yosra Salem (lead evaluator), Temidayo Fawole, and Mahmoud Rahim.

**Yosra Salem** is a dedicated professional with international and domestic experience, and a strong passion for program evaluation. She has six years of first-hand field experience with the International Committee of The Red Cross (ICRC) in highly volatile contexts in the Middle East and Africa, as well as more than two years with the Canadian Red Cross (CRC) and OXFAM Canada. Yosra holds a bachelor's degree in political science, and a graduate diploma in Public Policy and Program Evaluation from Carleton University. She has also been recently elected as board member for Canada Evaluation Society National Capital Chapter (CES-NCC).

**Temidyo Fawole** is a Public Health Physician, Policy Analyst, and Evaluator. She has a Masters in Global Health and Postgraduate Diploma in Public Policy and Program Evaluator.

**Mahmoud Rahim** serves as an Evaluator at Agriculture and Agri-Food Canada, where he applies his analytical skills and problem-solving abilities to advance agricultural policies. His work is centered on optimizing program effectiveness, with a strong focus on food security and sustainable practices. As the Director of Partnerships and Engagement at the Canadian Evaluation Society, Mahmoud prioritizes strategic engagement, fostering collaborative relationships to strengthen the organization's collective mission.

## Executive Summary

The objective of this report is to evaluate the Academic Advancement and Career Alignment Certificate for New Scholars in Canada developed and offered by the Carleton University Scholars at Risk (SAR) Program. The evaluation team aims to assess the effectiveness of the training workshops conducted in April 2024 by using a mixed-methods approach, including pre- and post-workshop surveys, participant interviews, and reviews of annual reports.

This workshop was a pilot program with a very short implementation timeframe and was designed to collect feedback that guides future improvements and refinements.

The evaluation team found that the SAR Certificate Program has significantly supported at-risk scholars by enhancing their knowledge, skills, and confidence. While the program has been successful, incorporating more practical components, tailored content, and robust mentorship can further enhance its effectiveness. Ongoing monitoring and evaluation will ensure the program continues to meet the evolving needs of its participants and achieve its long-term goals.

### Key findings:

- 1. Program objectives**-the objectives of the SAR Certificate Program are largely in line with the participants' needs and are coherent with the targeted outcomes.
- 2. Participant Expectations**-networking opportunities and career advancement were key motivators for participants who pursued the workshop as they sought to understand the Canadian academic environment and gain relevant job skills. They also expressed a strong interest in learning how to leverage their existing skills within the Canadian context.
- 3. Engagement and Relevance**-surveys and interviews indicated high engagement and relevance, with over 85% of participants finding the workshop extremely useful. However, some participants felt the sessions could be better tailored to diverse academic backgrounds.
- 4. Knowledge and Skills Acquisition**-participants showed a 25% increase in confidence in research methodologies and grant writing post-workshop. Confidence in CV writing improved from 40% to 70%. However, there was a need for more practical applications and hands-on exercises.
- 5. Application of Knowledge**-despite gains in knowledge, participants needed more practical support, particularly in navigating Canadian grant application processes. Additionally, while participants' theoretical understanding improved, practical application skills were lacking.
- 6. Direct Outcomes**-while firsthand data on long-term outcomes was limited, the program provides a safe and supportive environment for scholars to continue their work and contribute to the academic community. The impact includes significant contributions to teaching, research, and community outreach.

# Background and methodology

## Background

Scholars at Risk Network is a global network of academic institutions established in 1999 to defend and advance academic freedoms for scholars worldwide. The Scholars Rescue Fund (SFR), launched in 2002 under the umbrella of the Institute of International Education (IIE), is committed to protecting the voices and ideas of scholars around the globe. Canadian universities work with these two organizations to identify at-risk scholars for short-term visiting placements.

Since its inception in 2014, the Scholars at Risk (SAR) program at Carleton University has evolved significantly and reflects the growing needs of at-risk scholars and the institution's commitment to academic freedom. Initially, the program focused on providing a haven for scholars facing threats in their home countries by offering them a temporary academic appointment and the opportunity to continue their research and teaching. Over the years, Carleton University has expanded the program to include additional support mechanisms and initiatives to better address the multifaceted needs of these scholars.

The SAR program began with a modest goal of hosting one scholar per year.

In 2015–16, Carleton University and the University of Ottawa collaborated to co-host a Scholars at Risk event. Following a fruitful first year, both programs expanded, and each university hosted scholars separately.

In 2019-2020, the program introduced the Carleton Global Scholars Program which extends support to scholars who remain in their home countries and offers them university affiliation and remote access to resources.

By 2020-2021, Carleton University hosted eleven scholars and provided them with a safe environment and integrated them into the academic fabric of the university. Currently, the program includes various pathways for scholars such as one to two-year appointments, travel/research grants, and honorary positions.

As of January 1, 2024, Carleton has hosted 19 at-risk scholars. Moreover, Carleton's Scholars at Risk committee has had a major influence on the regional and global academic community in the last seven years. The community of Carleton University has been instrumental in making this possible.

## Identified Needs

Throughout its operation, the program has identified several critical needs among its scholars. Firstly, scholars often require financial support beyond their academic appointments to cover basic expenses, such as English as Second Language, medical benefits, legal advice related to immigration, etc. This need has been met through a combination of institutional in-kind and financial support as well as community fundraising and grants which have increased over the years. For example, in 2019-2020, the program raised over \$21,000- surpassing its initial goal of \$15,000.

Secondly, scholars face significant challenges in integrating into the Canadian academic system and job market. To address this need, Carleton has developed online instructional resources and a scholar care program to assist with relocation and job search efforts.

## Program Description

The Academic Advancement and Career Alignment Certificate for New Scholars in Canada, launched in April 2024, aims to support scholars facing career interruptions due to displacement. This program is a collaboration between Carleton University and the Placement Preservation and Perseverance: Afghan At-Risk Scholars Activists and Students (PPP) project, funded by IDRC, in partnership with the University of British Columbia.

The SAR Certificate Program consists of a series of workshops designed to complement existing career resources at Carleton University. The workshop focuses on building Canadian academic credentials, addressing gaps in teaching and research productivity due to career interruptions, and providing training for potential employment opportunities outside of academia, such as in government and industry. Topics covered include career pathways in Canada, research grants, library research management, publishing, research ethics, equity, diversity, and inclusion (EDI) in research, and networking.

Participants, who have typically completed the Royal Society of Canada's At-Risk and Displaced Academics and Artists (ARDAA) workshop, engage in hands-on activities, and receive participation certificates upon completion. While initially the program aimed to help scholars draft grant applications using Carleton's internal Research Development Grant Application as a template to enhance their readiness for future research funding opportunities, this was later reconsidered due to eligibility of scholars to apply for grants.

The SAR Certificate Program addresses the unique challenges faced by at-risk scholars, providing them with the necessary tools and support to reintegrate into the academic community or pursue alternative career paths.

## Evaluation theory and objectives

The evaluation team has utilized The Kirkpatrick Model as well as the Knowledge Uptake and use tool (KUUT) to design the evaluation.

The Kirkpatrick Learning Model consists of four levels, Reaction, Learning, Behavior, and Results, and these four levels was used to assesses participants' immediate reactions to measure engagement and satisfaction, ensuring the workshop content is relevant and well-received. It also measures the increase in knowledge and skills to verify that participants gain the intended learning outcomes crucial for their development in the Canadian academic and professional context.

Complementing this, the Knowledge Uptake and Use Tool (KUUT) was employed to evaluate how effectively the imparted knowledge was absorbed and utilized by the participants. KUUT helps determine the reach of the knowledge, assesses how well participants understand and internalize the information, and observes the application of this knowledge in their ongoing academic or professional activities. Integrating these two methodologies provides a robust framework for assessing both the immediate effectiveness of the workshop and the possible longer-term impact of knowledge transfer, ensuring the

workshops not only deliver content effectively but also empower participants to use this knowledge in practical settings.

Table1: *The Kirkpatrick Learning Model and the Four Levels*

<b>Level 1: Reaction</b>	The degree to which participants find the training favorable, engaging, and relevant to their jobs
<b>Level 2: Learning</b>	The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training
<b>Level 3: Behavior</b>	The degree to which participants apply what they learned during training when they are back on the job
<b>Level 4: Results</b>	The degree to which targeted outcomes occur because of the training and the support and accountability package

Table 2: *Stages and Standards of Knowledge Utilization (KUUT)*

Stage	Category	Description
1	Awareness	Awareness of the information
2	Reception	Receiving information/information is within reach
3	Cognition	Read, digest, and understand information
4	Discussion	Altering frames of reference to the new information
5	Reference	Information influences action/adoption of information
6	Effort	Effort to favor information over others
7	Adoption	Influences outcomes and results
8	Implementation	Adopted information becomes practice
9	Impact	Tangible benefits of information

## Evaluation Questions

The Kirkpatrick Learning Model and its four levels have a direct effect on informing the evaluation questions for the SAR certificate evaluation. The four levels described earlier were used to create four evaluation questions that sought to assess the effectiveness and relevance of the workshop.

Evaluation Question Number (Kirkpatrick Level)	Evaluation Criteria	Evaluation Question
1	Reaction	To what degree do the participants of the workshop find the training provided favorable, engaging, and relevant to their (future) jobs?
2	Learning	To what degree do participants of the workshop acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the workshop?
3	Behavior	To what degree do the participants apply what they learned during the workshop when they are participating in the job market?
4	Results	To what degree do targeted outcomes occur because of the training and support provided by this workshop?

## Methodology

The evaluation of the SAR Certificate Program employed a mixed-methods approach, combining quantitative and qualitative data collection to comprehensively assess the program's effectiveness and relevance. Pre- and post-workshop surveys were administered to measure changes in participants' knowledge, skills, and confidence levels. The pre-survey was sent to 36 participants, with 20 responses received (n=20), resulting in a 55% response rate. The post-survey was sent to 37 participants, accounting for one late registration, and received 20 responses (n=20), maintaining a 55% response rate.

Additionally, quantitative questions included in the surveys provided qualitative insights into their background, needs, experiences. Four semi-structured interviews were conducted with key program informants virtually to help the evaluation team gather more in-depth insights on the effectiveness of the workshop sessions. Five annual reports were reviewed to contextualize findings and identify how the program evolved over time. This robust methodology ensured a thorough evaluation of the program's objectives and areas for improvement.

## Evaluation limitations

The evaluation of the SAR Certificate Program at Carleton University faced several limitations. Notably, the limited timeframe of this evaluation, three months from March to June, didn't allow the evaluation team to comprehensively assess the long-term impact of the program on participants' career progression and integration into the Canadian academic system. Evaluating such outcomes requires a longer-term plan for monitoring and follow-up, which was not feasible within the scope of this evaluation.

Additionally, the evaluation criteria related to behavior and results (Kirkpatrick Levels 3 and 4) were not thoroughly investigated. Instead, the findings were inferred based on participants' impressions and self-reported data, which may not fully capture the actual changes in behavior, or the tangible results achieved post-workshop. Therefore, long-term monitoring should be integrated as part of the program strategy.

## Key Findings

### 1-Target audience and participants' profile

The participants of the SAR workshop typically come from diverse academic and geographical backgrounds. Many are at-risk scholars who have fled from regions experiencing conflict, political instability, or persecution. Their countries of origin span across various continents including Europe, Africa, Asia, and the Middle East, enriching the program with a wide range of cultural perspectives.

Most participants hold advanced degrees in their respective fields, ranging from the humanities and social sciences to natural sciences and engineering. Their academic roles prior to displacement varied widely, including positions as university professors, researchers, and lecturers.

Despite their forced displacement, many participants aim to continue their academic careers in Canada, either in teaching or research. Others are considering transitioning into non-

academic sectors where they can apply their expertise, looking for guidance on how to make this shift.

Based on the pre-workshop survey data, participants in the SAR workshop come from a range of career levels, providing a diverse profile that highlights various professional development needs.

A significant portion of participants, about **40%**, are early career researchers and academics. This group includes recent PhD graduates and postdoctoral researchers who are seeking to establish themselves in the Canadian academic community. For example, one survey respondent mentioned, *"I have recently completed my PhD and am looking for opportunities to start my academic career in Canada."* These participants typically have less than five years of post-PhD experience.

Another **35%** of participants are mid-career academics. These individuals have held faculty positions in their home countries and are now looking to transition into the Canadian academic system. They generally have extensive teaching and research experience, ranging from five to fifteen years. One participant shared, *"I have over ten years of experience as a lecturer in my home country and am now looking to continue my research and teaching in Canada."*

In addition, **15%** of the participants are experienced professionals transitioning to academia. These participants come from various industries and often have substantial work experience but limited exposure to the academic environment. One such participant noted, *"I have worked in the engineering sector for 15 years and am now interested in contributing to academia through teaching and research."* This group represents professionals with over 15 years of experience outside academia, seeking to apply their expertise in a new context.

Lastly, **10%** of participants have openly disclosed in the survey that their careers have been interrupted due to conflict, persecution, or other crises. These scholars are looking to rebuild their academic careers in a safe and supportive environment. As one participant explained, *"Due to the conflict in my home country, I had to leave my academic position. I am hoping to restart my career here in Canada."*

## **2-Workshop Objectives:**

The program managers kept abreast of the main objective of the program while formulating the SAR workshops, which was to help provide possible next steps for scholars at risk. As mentioned by one of the program managers, this included *"[giving] people information in large measure - about how the career landscape and academia worked in Carleton, but also an overarching theme was really bringing home the reality that Canada academic jobs are few and far between. Also, to highlight other possible options like going back to school, seeking jobs outside of academia as well. "*

To achieve this primary objective, the program managers ensured adequate and detailed planning processes, which included curriculum development, search, and engagement with presenters, setting up of Brightspace for the workshop, liaison with participants and presenters, development of pre- and post-workshop survey questions, facilitation of the workshop delivery and communication with all participants. This efficient planning was a

crucial part of the success of the program. The needs of the participants were thus matched with the content of the program, to ensure maximal benefits for all participants.

### **3-Participant's expectations:**

Based on the pre-workshop survey, participants expressed their interest in developing their careers, understanding the Canadian academic environment, and gaining skills relevant to the job market in Canada. They also highlighted the importance of networking opportunities and career advancement as key motivators for attending the workshop. Furthermore, there was a noticeable interest in understanding how to leverage their existing skills and qualifications within the Canadian context.

Academic integration- Participants generally expected the workshop to help them understand the dynamics of the Canadian academic environment. They sought insights into navigating academic institutions, understanding Canadian academic norms, and learning about the expectations in teaching and research.

Career development - There was a strong desire among participants to explore career opportunities both within and outside academia. They expected practical advice on resume building, job searching, and interview techniques tailored to the Canadian job market.

Networking - Building professional networks was a priority for participants. They expected the workshop to provide opportunities to connect with Canadian academics, industry professionals, and other displaced scholars. Networking was seen as crucial for finding potential collaborators, mentors, or employers.

Cultural integration - Participants were keen on learning more about Canadian culture, both in academic settings and everyday life. They expected to receive guidance on cultural norms, communication styles, and social integration tips to help them adapt more smoothly to their new environment.

### **4-Reaction (Engagement and relevance)**

The data from the two surveys (pre- and post-workshop) and interviews suggests that the workshops were successful in introducing participants to the Canadian academic environment and providing insights into alternative career pathways outside of academia. However, there is a noted gap in addressing the full spectrum of employment opportunities and practical job application skills like resume writing.

Feedback from participants and presenters highlighted a high level of engagement and an active exchange of ideas and concerns. Participants valued the interactive components of the workshop, which allowed them to express their frustrations and successes. Additionally, Participants found the workshop content highly relevant to their professional needs, particularly in sessions focused on academic writing and understanding the Canadian academic landscape. The Feedback from post-workshop surveys showed that over **85%** of participants rated these sessions as extremely useful. Interview responses also highlighted the practical relevance of these sessions, with one participant noting, "*The session on academic writing directly addressed the skills I feel I must improve to succeed here*".

Program managers also observed strong interactions with the participants throughout different stages of the program-before, during, and after the workshop. These interactions

included face-to-face conversations about participants' needs for their CVs and cover letters, as well as electronic communications via emails, chats and messages on Brightspace. This blend of oral and electronic engagement allowed participants to connect with relevant personnels easily.

While the relevance was generally high, some participants felt that sessions could be better tailored to include more diverse academic backgrounds and disciplines. For example, one of the presenters expressed concern that some material might come across as simplistic or could be perceived as condescending, especially given that many participants are highly accomplished in their respective fields. This sentiment aligns with survey feedback where a participant suggested that the program could benefit from being more interactive and better matching the content with the realities and challenges of displaced and at-risk scholars. These insights suggest a gap between the workshop content's relevance and the diverse professional backgrounds of the participants, pointing to the need for a more nuanced approach to content development that respects and integrates the varied expertise and experiences of the scholars involved.

The program managers alluded to the success of the workshop. One manager remarked, " I believe we really did what we set out to do. " Another manager suggested improvements for future workshops, stating, "One thing I think would be helpful would be to talk a little bit more about specific disciplines. "

Looking ahead, the program managers believe that there should be a plan to proactively engage with past and future participants through emails, online sessions (such as teatime), and possibly a mentorship program. As one manager noted, " I think we're learning as we go and even things like developing a post workshop plan sort of a follow up plan, one that continues and even overlaps with future cohorts. "

## **5- Learning (knowledge and skills acquisitions)**

The pre-workshop surveys included questions designed to assess participants' baseline knowledge and skills in research methodologies and grant writing. For example, participants were asked to rate their confidence in designing a research project or writing a grant proposal on a scale from 1 (not confident) to 5 (very confident). The post-workshop surveys revisited these questions to measure any changes in confidence and knowledge. The results showed a notable improvement, with average scores increasing by **25%**. This indicates that if the average pre-workshop confidence rating was 2 (slightly confident), the post-workshop rating moved to around 2.5 or higher, indicating a measurable increase in confidence and knowledge.

Additionally, in the qualitative part of the survey, several participants explicitly mentioned feeling more confident in their ability to handle research-related tasks. For example, one participant stated, "Before the workshop, I felt overwhelmed at the thought of writing a grant proposal, but now I feel much more capable and know where to start and what steps to follow."

Another participant compared their pre- and post-workshop experiences by saying, "I used to struggle with structuring my research proposals, but the tips and strategies discussed have made a significant difference."

Furthermore, this increase not only highlights the success of the workshop in transferring knowledge but also suggests that such educational interventions are crucial for building the capacity of at-risk scholars to secure funding and advance their research work. Even if there is no immediate funding available for scholars to apply for, the practice of working through a grant application using a template like the Carleton Internal Research Development Grant Application would hold a value as it lays the groundwork for scholars to be competitive and proficient when actual funding opportunities arise, making them better prepared than they would have been without this practice.

With regards to the session on CV writing, participants showed a better understanding of how to structure a CV according to Canadian standards post-workshop. Pre-workshop surveys indicated that only **40%** of participants were confident in their CV writing skills. This increased to **70%** in the post-workshop surveys. Additionally, confidence in writing a CV improved, with many participants feeling more prepared to apply for academic and non-academic positions. In the post-workshop survey one participant stated that *"I now feel more confident in presenting my qualifications and experiences in a way that is appreciated here in Canada."*

One of the program managers commented on the value of the session on CV writing and stated that *"I think there was more desire for focus on the CV building."* After commenting on the need to help scholars understand the template for cover letter along with the CV, she continues *"I think it needs to be two or three sessions."*

## **6-Behaviour (Application of knowledge)**

Despite gains in knowledge, participants expressed a need for more practical application of the skills taught, particularly in navigating Canadian grant application processes. This indicates a gap between theoretical knowledge and practical application, which could be addressed by incorporating more hands-on exercises or real-world case studies into the workshop.

Pre-workshop confidence levels indicates that only **30%** of participants rated their confidence in understanding the Canadian grant application process as "moderate" or higher. While the post-workshop confidence level indicates that this improved to **55%**, indicating a **25%** increase. However, qualitative feedback from the post-workshop survey suggested that while theoretical understanding improved, practical application skills were still lacking. One of the participants stated that *"The sessions on grant writing were very informative, but I still feel uncertain about how to actually apply this knowledge when writing a grant proposal for a Canadian funding agency."*

Another Participant stated that: *"We learned a lot about the structure of research grants, but having a mock application process or reviewing actual successful grants would have been more beneficial."*

With regards to the CV writing workshop, there was a notable gap in providing detailed guidance and examples for writing non-academic CVs. For example, some participants noted how they struggled to tailor their CVs for different types of positions that are not academic. *"I am still unsure about how to tailor my CV for non-academic positions. More examples and specific advice on this would be helpful,"* stated one participant during the post-workshop survey.

Several program managers also emphasized the need for mentorship and detailed guidance to help scholars develop their CVs. One feedback stated that *"You cannot do CV and resume review like you can give the structure. You can give some pointers, but you cannot really get into each case because everybody's got a slightly different background and it takes a lot of time to do a proper CV review."*

It is worth noting here that the CV writing session was intended as a refresher rather than in-depth session. The program managers assumed that this specific skill was already covered by organizations like World Skills which specialize in helping newcomers develop their CVs for the Canadian job market. Therefore, SAR programs managers did not see the need to duplicate these efforts. However, survey data indicates that this area still requires attention, suggesting that it should be addressed either through this program or referred to World Skills.

## **7- Results (Direct outcomes)**

The evaluation team could not collect firsthand data on the outcomes that occurred due to the limited time of this evaluation. However, the evaluation team was able to shed light on some of the potential impacts and results based on information that was inferred from data collected from pre- and post-workshop surveys, annual reports, and interviews.

The primary targeted outcomes of the SAR certificate can be summarized as those aiming to enhance knowledge and skills, increasing confidence, career progression, and improving personal well-being.

The pre- and post-workshop surveys provided quantitative evidence of the workshop's impact on participants' knowledge and confidence. For instance, the surveys showed a significant increase in self-assessed knowledge and skills, with confidence in grant writing improving from 40% pre-workshop to 65% post-workshop and understanding of Canadian research methodologies improving by 30%. Participants also reported increased confidence in their ability to apply these skills. However, there was a consistent request for more hands-on activities to better translate theoretical knowledge into practical application.

The annual reports from 2017 to 2023 provide qualitative evidence of the SAR impact. These reports highlight the program's success in providing a safe and supportive environment for at-risk scholars. They document scholars making significant contributions to the university's academic and community life, high levels of satisfaction with the financial and academic support provided. Additionally, the impact of the SAR program at Carleton seems to be profound, providing scholars not only a safe environment to continue their work but also enabling them to make significant contributions to the university's academic and community life. For example, Mustafa Bahran, a scholar from Yemen, a multi-award-winning professor, taught University Physics to over 600 students and continues to engage in research on physics education. Similarly, scholars have been involved in various research projects, publications, and community outreach programs, raising awareness about academic freedom and the plight of at-risk scholars globally. Other testimonies from the scholars themselves highlight the transformative impact of the program. One scholar remarked, *"Being part of the SAR program at Carleton has been life changing. I have not only found a safe place to continue my work but also a community that supports and values my contributions."* Another scholar noted, *"The support from Carleton has been incredible. From financial assistance to*

*mentorship and academic resources, I have been able to rebuild my career and focus on my research without fear."*

The evaluation team believes that the strength of the argument that the targeted outcomes occur because of the training and support provided by the SAR workshop is robust but with identified areas for improvement. The evidence from surveys, annual reports, and interviews consistently indicates significant improvements in knowledge and confidence among participants. However, the data also reveals a gap in the practical application of these skills, suggesting that while the workshop effectively builds foundational knowledge, it could benefit from more interactive and hands-on components to fully achieve its targeted outcomes.

## Recommendations

- Enhance practical components to incorporate more hands-on exercises and real-world case studies to bridge the gap between theoretical knowledge and practical application. These exercises will help participants apply theoretical knowledge more effectively, boosting their confidence in real-world scenarios. For example, mock grant applications and providing detailed feedback.
- Tailor sessions by developing content that reflects the diverse academic backgrounds and career stages to ensure that all participants find the material relevant and applicable to their specific needs. For example, offer more focused guidance on non-academic career paths and CV writing.
- Consider a mentorship program that provides ongoing mentorship and personalized support that offers guidance, addresses individual challenges, and fosters professional growth by providing follow-up sessions and ongoing communication through emails and bulletins to support continuous learning and integration. Expanding the mentorship component is strongly recommended for the Academic Advancement and Career Alignment Certificate for New Scholars in Canada, including structured one-on-one mentorship sessions with experts and group mentorship with peers. One potential risk is time commitment and limited availability of mentors, which could lead to inconsistent support and participant dissatisfaction. To mitigate this, the program should include a question in the survey to measure participants' preferences for mentorship methods—whether they prefer one-on-one mentorship with experts or group sessions with peers. This feedback will help tailor the mentorship approach to better meet the needs and expectations of participants. Another challenge for the program is the lead time required to match mentors with participants.
- Effective engagement strategies are essential for maximizing the impact of the workshop. Incorporating breakout rooms, chat features, and regular communication through emails and bulletins can enhance participant interaction and learning. However, the availability of facilitators to moderate these breakout rooms is a critical consideration. The program should assess the number of facilitators available and plan the sessions accordingly to ensure that each breakout room is effectively managed. This approach will help maintain high-quality discussions and provide participants

with the focused attention they need to benefit fully from the workshop.

- Monitor Long-Term Impact by implementing a robust monitoring and evaluation framework to track both immediate and long-term outcomes. This framework could include periodic follow-up surveys and interviews at six-month and one-year intervals post-workshop to track the long-term outcomes for participants. Moreover, to better assess behavior and results, it is suggested to incorporate more objective measures such as tracking participants' career advancements, research outputs, and grant successes over time. Leveraging partnerships with external evaluators and stakeholders can enhance the evaluation process, offering diverse perspectives and expertise, and ensuring a comprehensive understanding of the program's effectiveness and areas for improvement.
- Add a grant writing exercise and identify potential funding sources that could allow research funding to flow to at-risk scholars either independently or in collaboration with Canadian researchers.
- Engage with Immigration, Refugees and Citizenship Canada (IRCC) and policy makers to address broader systemic challenges. Engage in strategic networking with policymakers to influence positive changes in immigration policies and support systems for at-risk scholars.
- Collaborate with Canadian settlement/employment agencies and organizations like UNHCR to coordinate activities and opportunities to maximize the untapped potential of at-risk scholars to contribute to Canada's current and future economic prosperity with in-demand skills. This can include partnership with Canadian researchers and utilizing the scholars' expertise in their own disciplines, as well as engaging qualified academics from their home countries.

## Conclusion

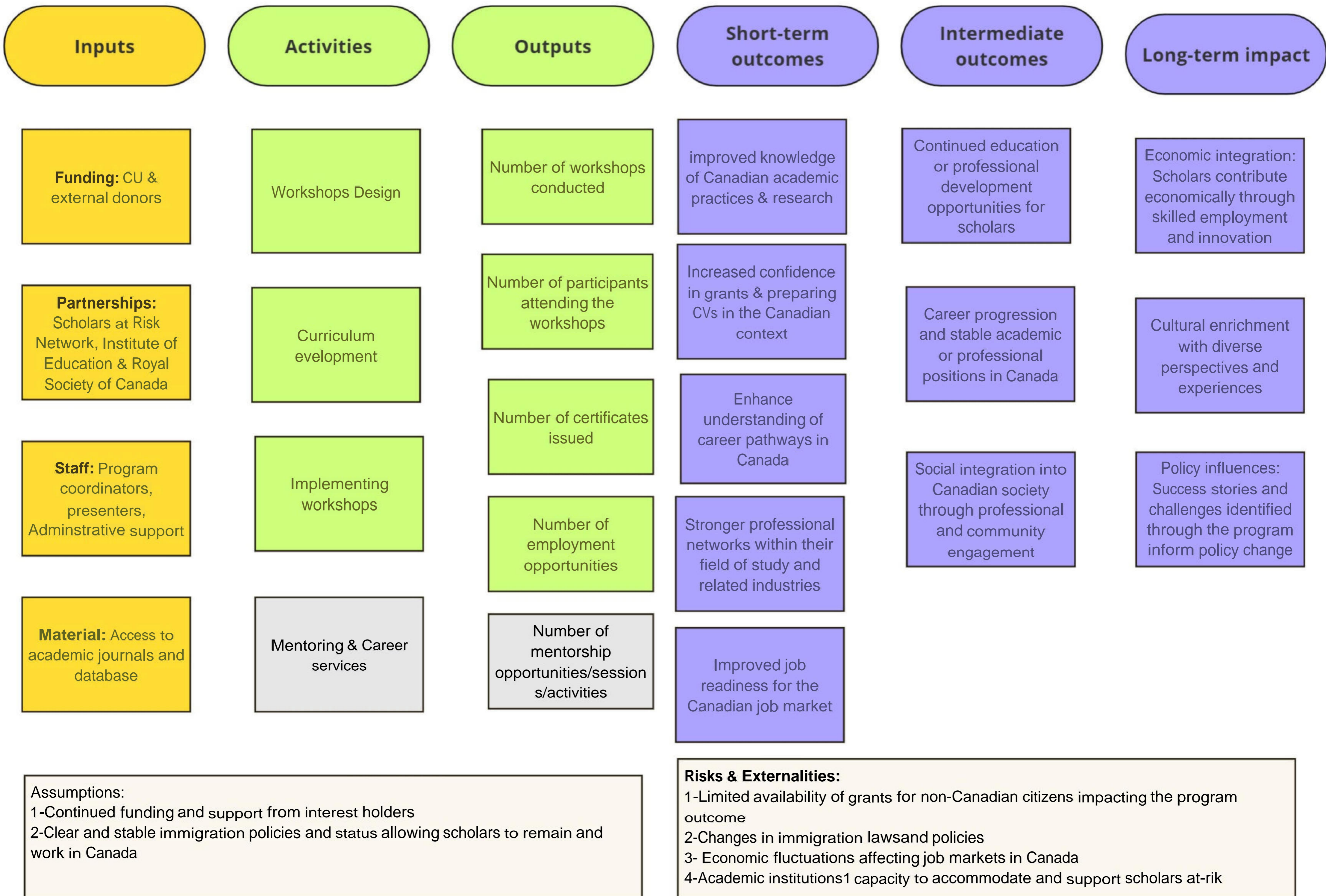
Given the limited resources and capacities, the program has prioritized enhancing sessions that build direct skills and networks for scholars, as these are areas where immediate impact can be observed. There are areas that can be expanded on – mentorship, follow-up sessions, categorization/grouping based on disciplines for effective and discipline-focused discussions, use of chats and breakout rooms, regular communication through emails, and bulletins. Meanwhile, efforts to influence broader systemic changes should be conceptualized as longer-term goals, requiring sustained advocacy and strategic networking with policymakers and stakeholders outside the academic environment. Collaboration with organizations like UNHCR, immigration agencies, and others as envisaged by the program managers can further Canada's potential as a top destination for talent. By clearly distinguishing between these focus areas, the program can more effectively allocate resources, maximize immediate impacts while setting the stage for future advancements in areas that currently pose challenges to the workshop outcomes.

The Academic Advancement and Career Alignment Certificate for New Scholars in Canada is managed by a committed advisory committee, consisting primarily of volunteers from

Carleton University and its partner institutions who are committed to supporting at-risk scholars and ensuring the program's success. While the evaluation did not specifically investigate the administrative structure of the Scholars at Risk Carleton, it is evident that relying heavily on volunteers can present significant challenges for administration, oversight, communication, coordination, and continuity. Volunteers, despite their dedication, may experience burnout due to the high demands and lack of formal support, which can impact their ability to manage the program effectively. Additionally, this may lead to operational inefficiencies and potential delays in program delivery. Moreover, without dedicated staffing, the program may struggle to effectively manage and allocate resources which can hinder its sustainability and growth.

Finally, establishing a more structured management system with dedicated administrative staff would enhance the program's efficiency, coordination, and overall effectiveness, and ensures that it continues to meet the needs of at-risk scholars and, ultimately, advance academic freedom.

# Annex 1 Logic model: Academic Advancement and Career Alignment Workshop Participant Background Survey



Why are you interested in participating in the Academic Advancement and Career Alignment Certificate for New Scholars in Canada? What skills or abilities are you hoping to develop? ⓘ

DEVELOPPING CAREERS

CV, Skill about how to joint research, teaching and job market in Canada

This workshop is a great opportunity for me to grow both academically and professionally. By participating in this program, I hope to gain invaluable insights into the Canadian academic community.

I am interested in participating in this program because I see it as a valuable opportunity for professional development, networking, career advancement, and skill development.

I'm interested in this program because it seems like a great way to connect what I've learned, I need for a job in Canada. I'm looking to learn more about how to fit into the Canadian work environment and how to stand out in my career field here.I hope to improve on:Understanding Canadian work culture.

I appreciate the opportunity to participate in this program. I am keen to enhance my communication skills, gain insight into various communities, and broaden my knowledge.

I want to understand how to find a job in academia in Canada properly.

I would like to improve my academic writing and publishing skills, and develop skills and strategies for networking to identify career development and job opportunities

I hope to understand my potential career paths in Canada in addition to the academia, and understand the specifics on the potential transfer of my skills.

To be able to write an academic paper

As a journalist and civil activist, I am keen on leveraging this opportunity to access work opportunities that align with my qualifications. Additionally, I am eager to acquire new scientific research methods adhering to the highest standards. I anticipate that the chance to enhance my technical skills will be advantageous.

Research ability

I hope to develop transferable career skills, job opportunities, and continuing education options in the Canadian academic, understanding academic landscapes in the Canadian context, developing and practice communication skills and strategies for networking within academia

I want to gain knowledge about an academic career in Canada

Learning about academic environment and jobs.

Skills that will be needed in Canada Academia

The academic environment is different from my country. This kind of initiative will help me, in my academic excellence, research, and in which area I should focus on, where is my strengths and weaknesses. Interview, job opportunities, research excellence and building networks.

HAVE NEW SORCES, NET CONNECTIONS, FUND SOURCES

To re-join and continue my research

I want to learn lots of new skills during this program. For example, how to do better research, communicate, to make connections with other academics, and how to find job opportunities.

Professional development, Networking opportunities, Career advancement, Skill development

By completing this program, I hope to achieve a well-rounded understanding of the Canadian workplace, along with tangible skills and networking opportunities that will significantly enhance my employability and career prospects in Canada.

As a Canadian citizen, I endeavor to engage in programs aimed at enhancing effective communication. My goal is to acquire essential communication skills and seize educational and professional opportunities.

Understanding how academia works in Canada and opportunities in it for me.

1) Build communication skills and establish a carrier and job opportunity network; 2) developing and publishing my manuscripts.

Be more precise in my applications.

To improve my writing skills

To enhance communication abilities and adopt effective networking strategies to navigate both academic and non-academic career paths in Canada.

Knowledge about research and networking

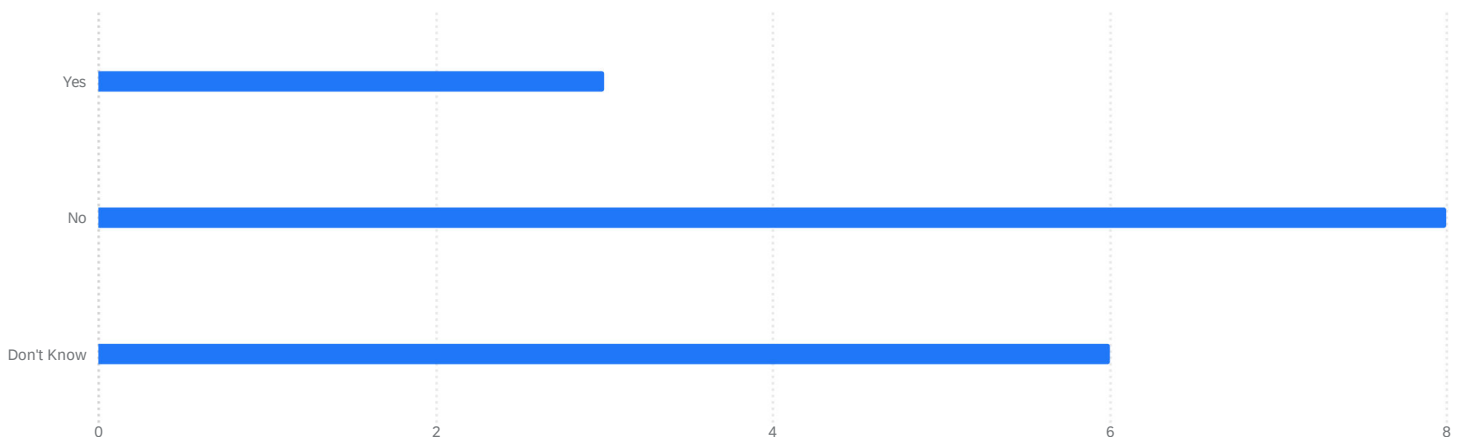
I hope to achieve to explore career opportunities, to get knowledge of academic environment, to develop networking skills and professional connections by completing this program.

new knowledge

continue to my career.

Finding future opportunities in my field, Career counseling.

Are you aware of the existing career resources available at your home institution, such as those available at Carleton University? 17 ⓘ



Are you aware of the existing career resources available at your home institution, such as those available at Carleton University? 17 ⓘ

Q3 - Are you aware of the existing career resources available at your home institution, such as those available at Carleton University?

Percentage

Count

	Percentage	Count
Yes	18%	3
No	47%	8
Don't Know	35%	6

Are you aware of the existing career resources available at your home institution, such as those available at Carleton University? 17 ⓘ

Are you aware of the existing career resources available at your home insti...

Average

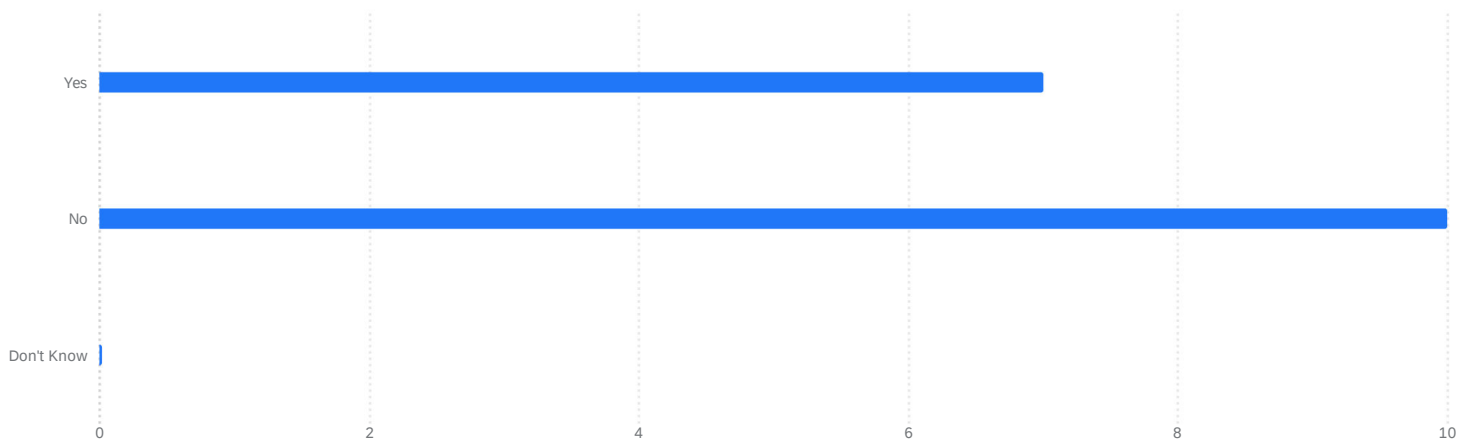
Minimum

Maximum

Count

	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	3
No	2.00	2.00	2.00	8
Don't Know	3.00	3.00	3.00	6

Have you previously participated in any career development workshops? 17 ⓘ



Have you previously participated in any career development workshops? 17 ⓘ

Q4 - Have you previously participated in any career development workshops?

Percentage

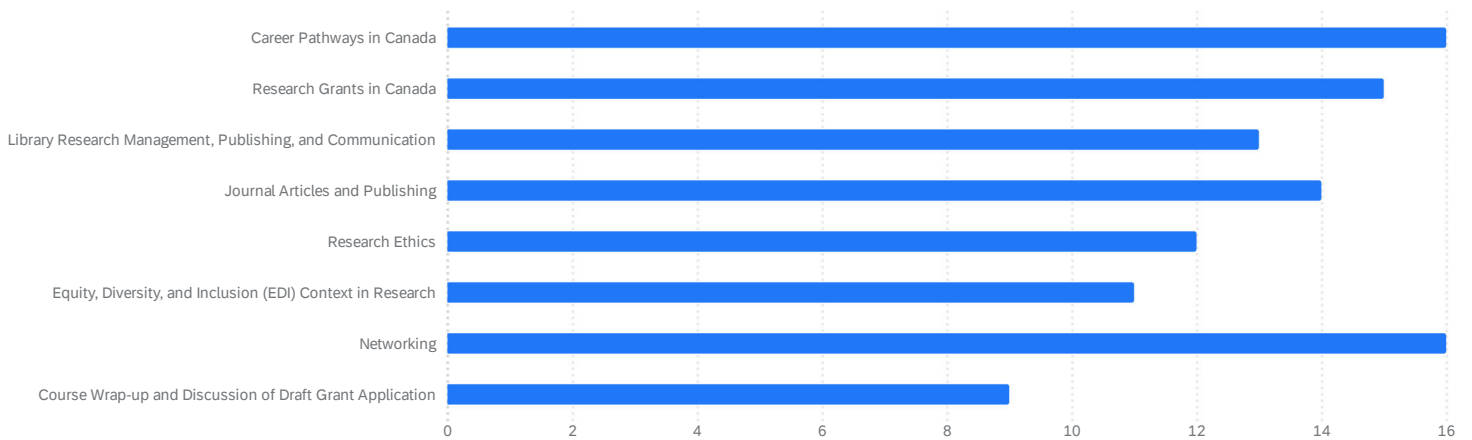
Count

	Percentage	Count
Yes	41%	7
No	59%	10
Don't Know	0%	0

Have you previously participated in any career development workshops? 17 ⓘ

Have you previously participated in any career development workshops?	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	7
No	2.00	2.00	2.00	10
Don't Know	-	-	-	0

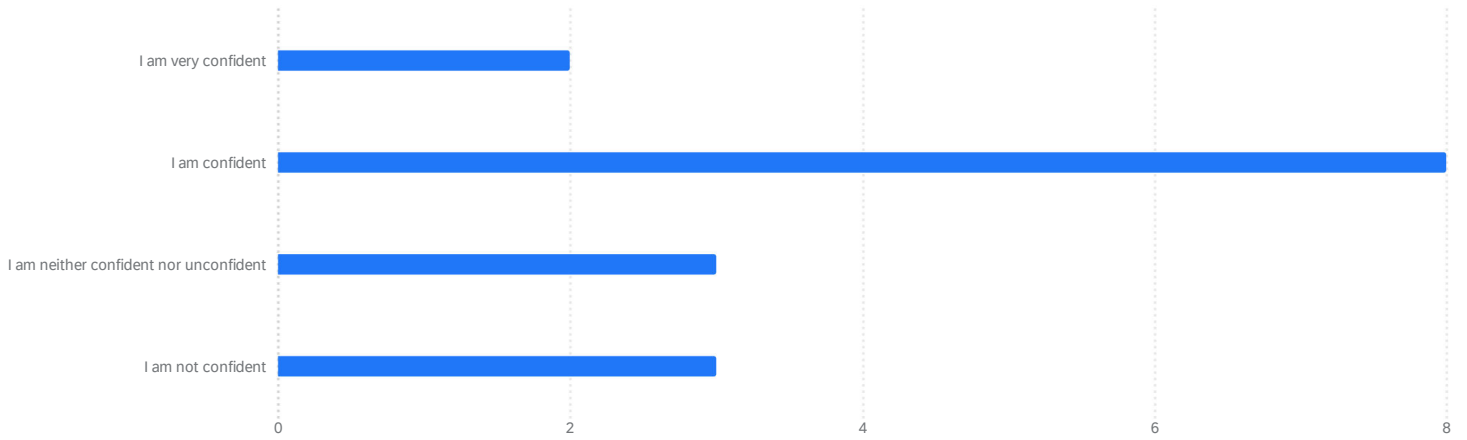
Which workshop topics are you particularly interested in? (Please select all that apply) 17 ⓘ



Which workshop topics are you particularly interested in? (Please select all that apply) 17 ⓘ

Q5 - Which workshop topics are you particularly interested in? (Please select all that apply)	Percentage	Count
Career Pathways in Canada	94%	16
Research Grants in Canada	88%	15
Library Research Management, Publishing, and Communication	76%	13
Journal Articles and Publishing	82%	14
Research Ethics	71%	12
Equity, Diversity, and Inclusion (EDI) Context in Research	65%	11
Networking	94%	16
Course Wrap-up and Discussion of Draft Grant Application	53%	9

How confident are you in your ability to navigate the Canadian academic job market? Please select the statement that best describes you: 16 ⓘ



How confident are you in your ability to navigate the Canadian academic job market? Please select the statement that best describes you: 16 ⓘ

Q6 - How confident are you in your ability to navigate the Canadian academic job market? Please select the statement that best describes you:

Percentage

Count

Confidence Level	Percentage	Count
I am very confident	13%	2
I am confident	50%	8
I am neither confident nor unconfident	19%	3
I am not confident	19%	3

How confident are you in your ability to navigate the Canadian academic job market? Please select the statement that best describes you: 16 ⓘ

How confident are you in your ability to navigate the Canadian academic job...

Average

Minimum

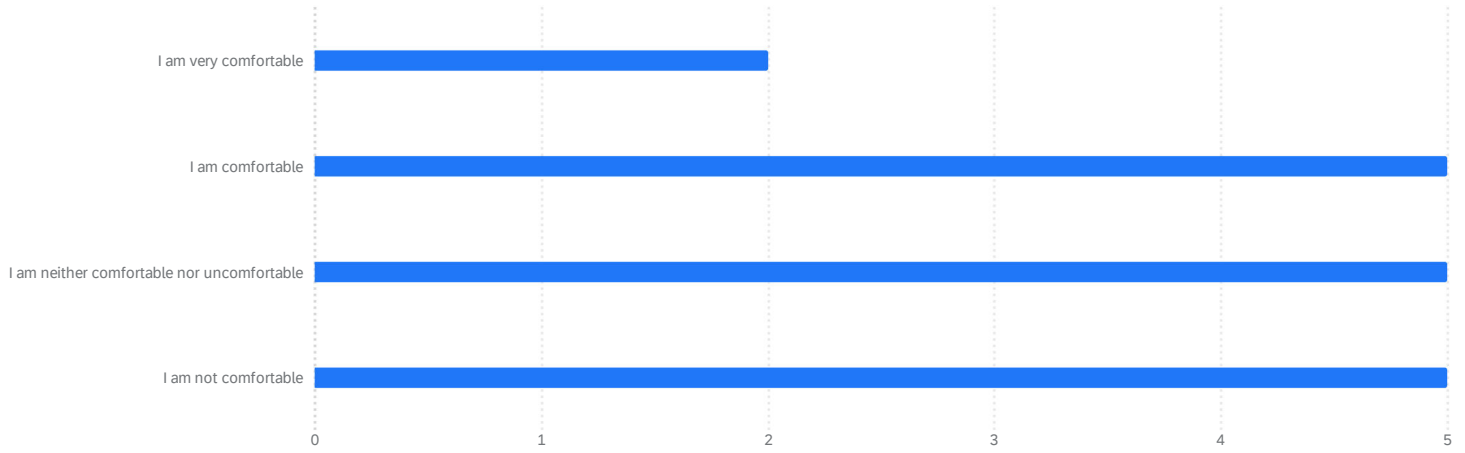
Maximum

Count

Confidence Level	Average	Minimum	Maximum	Count
I am very confident	1.00	1.00	1.00	2
I am confident	2.00	2.00	2.00	8
I am neither confident nor unconfident	3.00	3.00	3.00	3
I am not confident	4.00	4.00	4.00	3

How comfortable are you in applying your academic background/skills in the Canadian job market? Please select the statement that best describes you:

17 ⓘ



How comfortable are you in applying your academic background/skills in the Canadian job market? Please select the statement that best describes you:

17 ⓘ

Q7 - How comfortable are you in applying your academic background/skills in the Canadian job market? Please select the statement that best describes you:

Percentage

Count

I am very comfortable

12%

2

I am comfortable

29%

5

I am neither comfortable nor uncomfortable

29%

5

I am not comfortable

29%

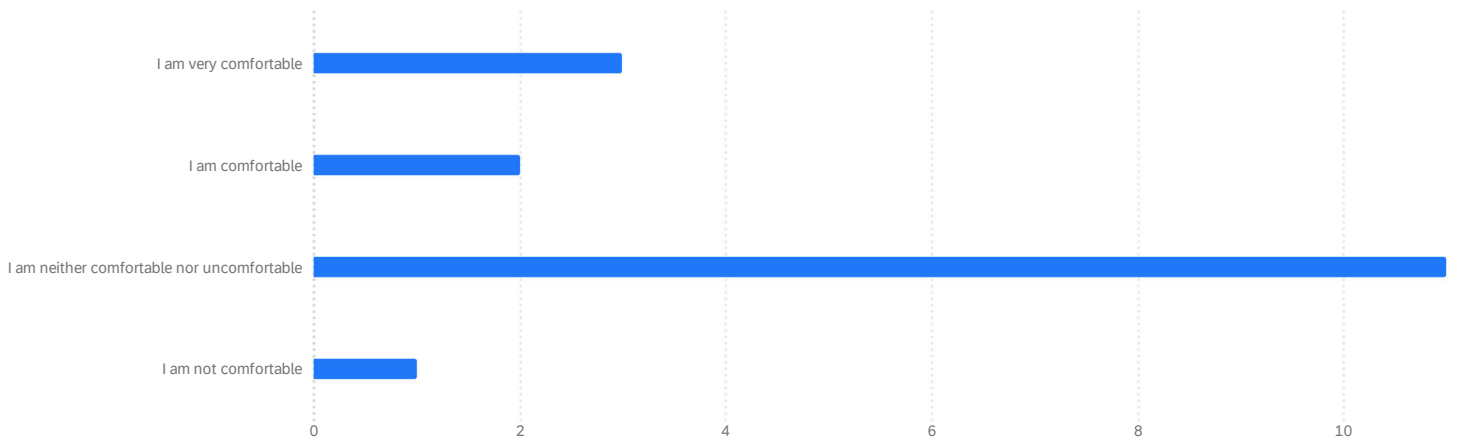
5

How comfortable are you in applying your academic background/skills in the Canadian job market? Please select the statement that best describes you:

17 ⓘ

How comfortable are you in applying your academic background/skills in the...	Average	Minimum	Maximum	Count
I am very comfortable	1.00	1.00	1.00	2
I am comfortable	2.00	2.00	2.00	5
I am neither comfortable nor uncomfortable	3.00	3.00	3.00	5
I am not comfortable	4.00	4.00	4.00	5

How comfortable are you in applying your skills from academia to jobs outside academia? Please select the statement that best describes you: 17 ⓘ



How comfortable are you in applying your skills from academia to jobs outside academia? Please select the statement that best describes you: 17 ⓘ

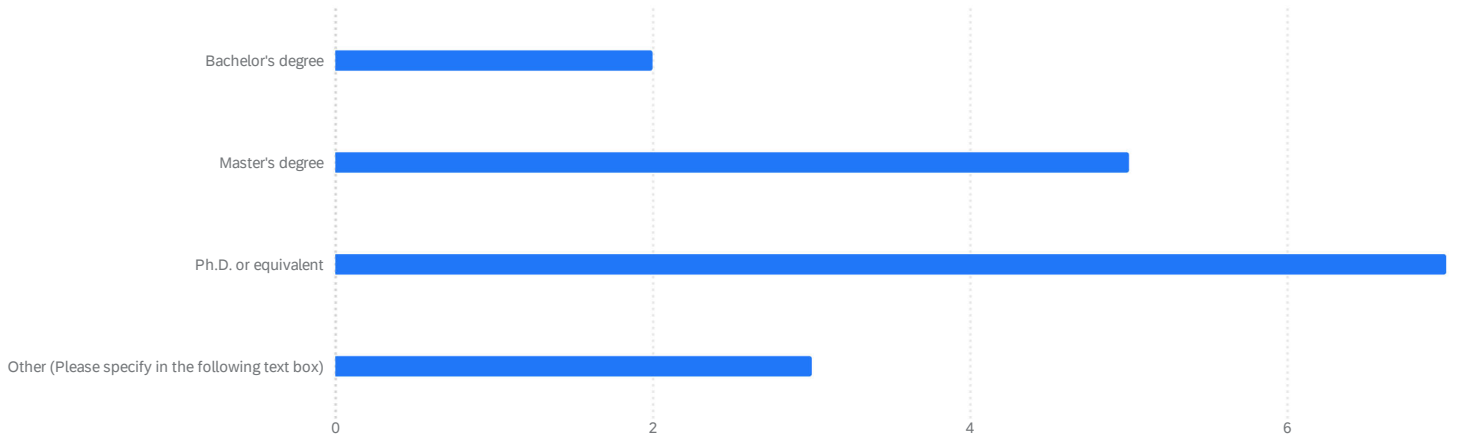
Q8 - How comfortable are you in applying your skills from academia to jobs outside academia? Please select the statement that best describes you:

	Percentage	Count
I am very comfortable	18%	3
I am comfortable	12%	2
I am neither comfortable nor uncomfortable	65%	11
I am not comfortable	6%	1

How comfortable are you in applying your skills from academia to jobs outside academia? Please select the statement that best describes you: 17 ⓘ

How comfortable are you in applying your skills from academia to jobs outsi...	Average	Minimum	Maximum	Count
I am very comfortable	1.00	1.00	1.00	3
I am comfortable	2.00	2.00	2.00	2
I am neither comfortable nor uncomfortable	3.00	3.00	3.00	11
I am not comfortable	4.00	4.00	4.00	1

What is your highest level of education completed? 17 ⓘ



What is your highest level of education completed? 17 ⓘ

Q10 - What is your highest level of education completed? - Selected Choice

Percentage

Count

Selected Choice	Percentage	Count
Bachelor's degree	12%	2
Master's degree	29%	5
Ph.D. or equivalent	41%	7
Other (Please specify in the following text box)	18%	3

What is your highest level of education completed? 17 ⓘ

What is your highest level of education completed?

Average

Minimum

Maximum

Count

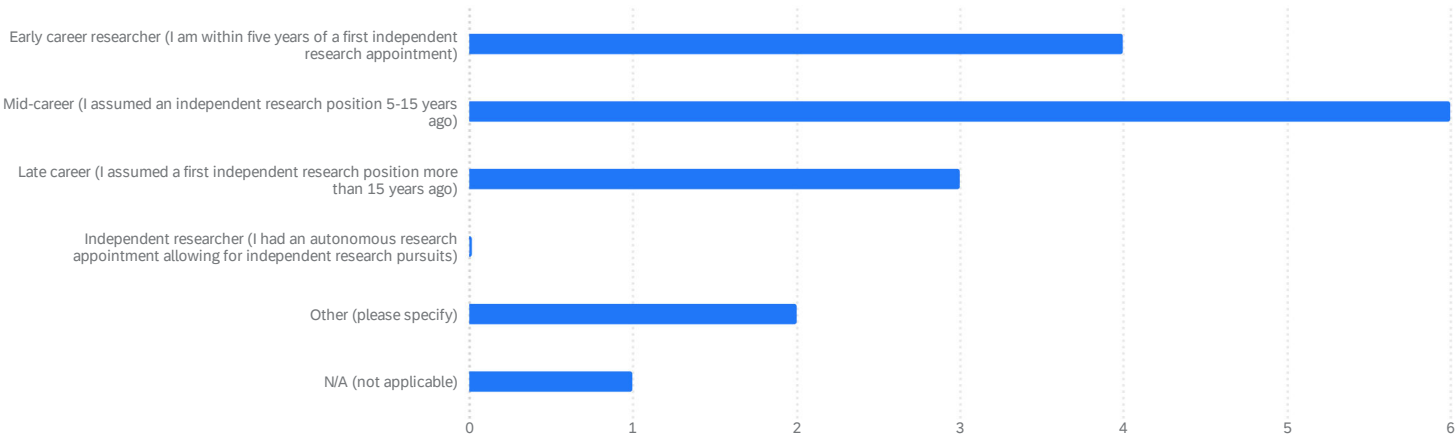
What is your highest level of education completed?	Average	Minimum	Maximum	Count
Bachelor's degree	1.00	1.00	1.00	2
Master's degree	2.00	2.00	2.00	5
Ph.D. or equivalent	3.00	3.00	3.00	7
Other (Please specify in the following text box)	4.00	4.00	4.00	3

I have a Bachelor's degree with two years judicial education.

MJ student

Doctor of Science in Sociology

How would you describe your career stage? Please select the statement that best describes your career. 16 ⓘ



How would you describe your career stage? Please select the statement that best describes your career. 16 ⓘ

Q10 - How would you describe your career stage? Please select the statement that best describes your career.

Percentage

Count

How would you describe your career stage? Please select the statement that best describes your career.	Percentage	Count
Early career researcher (I am within five years of a first independent research appointment)	25%	4
Mid-career (I assumed an independent research position 5-15 years ago)	38%	6
Late career (I assumed a first independent research position more than 15 years ago)	19%	3
Independent researcher (I had an autonomous research appointment allowing for independent research pursuits)	0%	0
Other (please specify)	13%	2
N/A (not applicable)	6%	1

How would you describe your career stage? Please select the statement that best describes your career. 16 ⓘ

How would you describe your career stage? Please select the statement that...

Average

Minimum

Maximum

Count

How would you describe your career stage? Please select the statement that...	Average	Minimum	Maximum	Count
Early career researcher (I am within five years of a first independent research appointment)	1.00	1.00	1.00	4
Mid-career (I assumed an independent research position 5-15 years ago)	2.00	2.00	2.00	6
Late career (I assumed a first independent research position more than 15 years ago)	3.00	3.00	3.00	3
Independent researcher (I had an autonomous research appointment allowing for independent research pursuits)	-	-	-	0
Other (please specify)	5.00	5.00	5.00	2
N/A (not applicable)	6.00	6.00	6.00	1

POSTDOCTORATE RESEARCHER AT SMU

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Lecturer and researcher

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I was an instructor in the Fine arts faculty at Kabul University, for more than 8 years.

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I was an assistant professor

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I worked as a researcher in Afghanistan from 2010 to 2014, and since 2017, I have been serving as the director of a women's media organization.

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I have worked as a Teaching Assistant, and also as a Graduate Research Assistant in my University

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September 2022- Adjunct Professor/ Sessional Instructor, Department of History, University of Guelph, Canada September 2022- Contractually Limited Faculty, Department of Political Science, Wilfrid Laurier University, Canada July 2018- August 2022 Assistant Professor, Department of History, University of Guelph, Canada. September 2014-June 2015 Assistant Professor, Department of Political Science and Public Administration, Girne American University, Cyprus. April 2013- July 2014 Assistant Professor, Department of Political Science and Public Administration, Artvin Coruh University, Artvin, Turkey. September 2012- June 2014 Instructor of International Law , Faculty of Law, Department of Public Administration and Department of International Relations, Karadeniz Technical University, Trabzon, Turkey. April 2012- April 2013 Assistant Professor and Department Head, Department of Political Science and International Relations, Avrasya University. Director of Avrasya Community College, Trabzon, Turkey. November 1998- April 2012 Research Assistant, Faculty of Business, Department of International Relations, Subdivision of Diplomatic History, Dokuz Eylül University, Izmir, Turkey.

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I was instructor

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As an experienced journalist with over two decades of work, my career began as a freelance reporter. Over time, I transitioned to writing analytical pieces and conducting investigative journalism. Since 2005, I've been actively involved as a women's leader and media expert, training approximately 2000 journalists in Afghanistan. Recently, in Canada, I had the opportunity to serve as a journalist in residence at Carleton University. Additionally, starting in September 2022, I embarked on my master's program in journalism.

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Student

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1. Instructor, 2. Lecturer as Assistant professor of Education, 3. Lecturer as an associate professor of education, 4. Vice dean of school of Education.

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Head of the Department of Philosophy and Sociology, Head of Research Programs at my Ukrainian university

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Assistant Professor, Department Head, Director.

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Assistant Professor

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I worked on different position as Assistant Professor, and Dean Faculty of Economics, Temporary appointment as head of Research and Development, and Editor of Kardan Journal of Economics and Management. I worked on different committee at Faculty level.

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HUMANITARIAN organization AND UN

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Researcher, master trainer, ....

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I worked as a freelance illustrator and I published two books for children about empowering women.

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Psychiatrist

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I was a judge.

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Media director

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Never had a job outside of my University

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N/A

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Registered Clinical Counselor

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These positions include investigation, training, communication, networking, and media analysis.

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Lawyer

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Teacher in secondary and high schools

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Member of the Board of the Sociological Association of Ukraine

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Art Teacher, Art Instructor.

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Learning and Development Specialists

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No such kind of position

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What is your area of research expertise? ⓘ

LIVELIHOODS, GENDER AND FORCED MIGRATION, GENDER EQUALITY, WOMEN EMPOWERMENT, POLITICS, RURAL DEVELOPMENT

Agriculture

Mental Health

I do not specialize in any particular field of research.

Public Health with a focus on maternal health

Middle East History, Middle East Politics, European History, World History, Comparative Politics

Trauma

My research expertise lies in the field of human rights, with a specific focus on women's rights and the preservation of freedom of press and expression.

Legal research

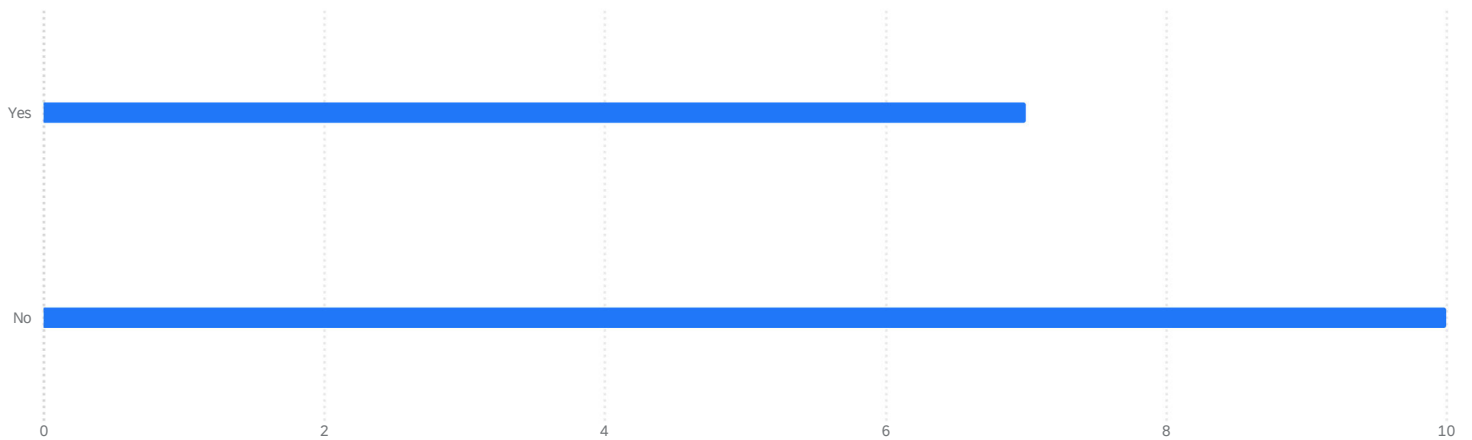
Professional developments of school based teacher educators/mentor teachers

Theoretical sociology, sociology of spatiality, sociology of war, history of sociology.

Art and Media

Leadership, Organizational Behavior, HRM, Stress, Suicidal Ideations, Thriving at work.

Have you held research grants in the past? 17 ⓘ



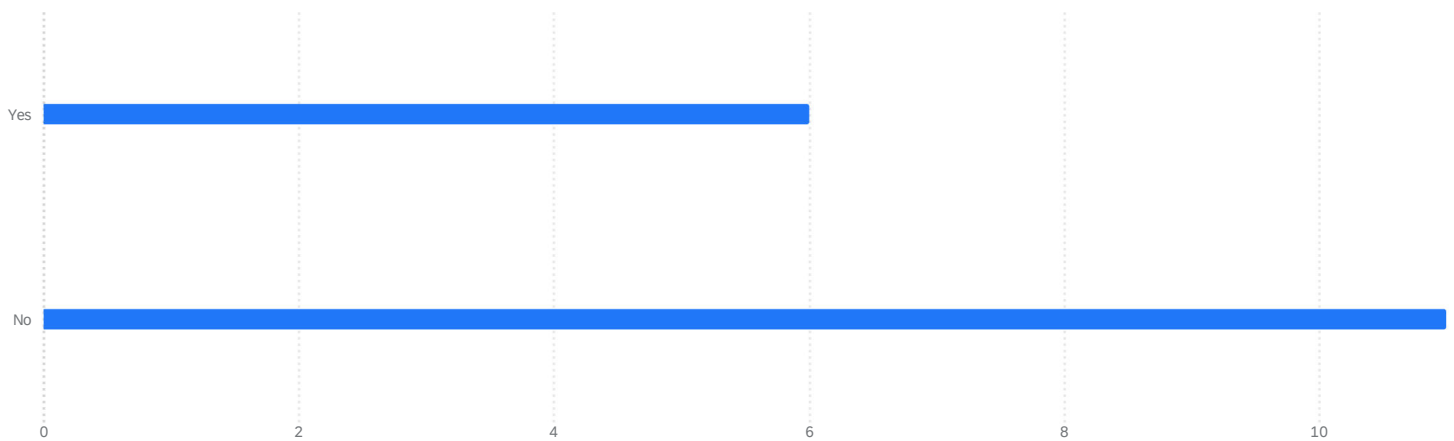
Have you held research grants in the past? 17 ⓘ

Q15 - Have you held research grants in the past?	Percentage	Count
Yes	41%	7
No	59%	10

Have you held research grants in the past? 17 ⓘ

Have you held research grants in the past?	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	7
No	2.00	2.00	2.00	10

Have you gone through an Ethics Review Board (ERB) process to obtain ethics clearance for your research? 17 ⓘ



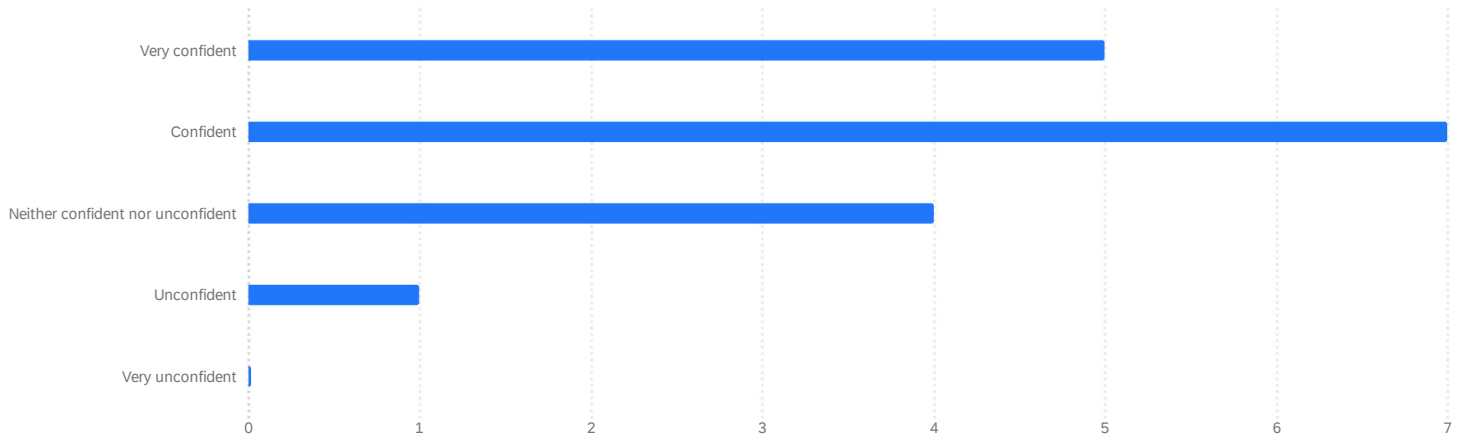
Have you gone through an Ethics Review Board (ERB) process to obtain ethics clearance for your research? 17 ⓘ

Q16 - Have you gone through an Ethics Review Board (ERB) process to obtain ethics clearance for your research?	Percentage	Count
Yes	35%	6
No	65%	11

Have you gone through an Ethics Review Board (ERB) process to obtain ethics clearance for your research? 17 ⓘ

Have you gone through an Ethics Review Board (ERB) process to obtain ethics...	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	6
No	2.00	2.00	2.00	11

How confident are you in your English language skills in the Canadian employment environment? 17 ⓘ



How confident are you in your English language skills in the Canadian employment environment? 17 ⓘ

Q17 - How confident are you in your English language skills in the Canadian employment environment?

Percentage

Count

Confidence Level	Percentage	Count
Very confident	29%	5
Confident	41%	7
Neither confident nor unconfident	24%	4
Unconfident	6%	1
Very unconfident	0%	0

How confident are you in your English language skills in the Canadian employment environment? 17 ⓘ

How confident are you in your English language skills in the Canadian emplo...

Average

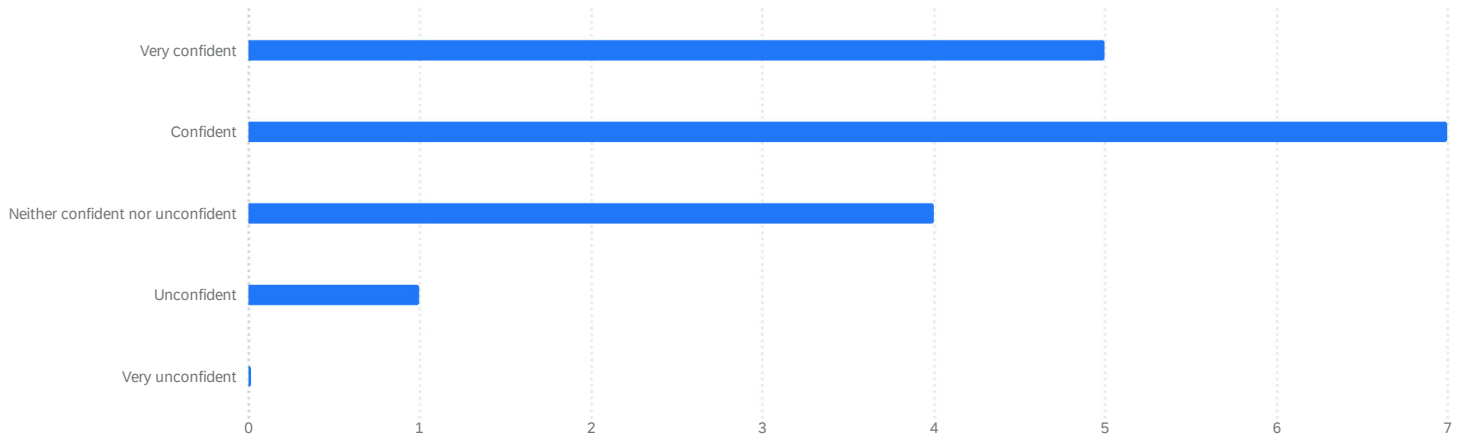
Minimum

Maximum

Count

Confidence Level	Average	Minimum	Maximum	Count
Very confident	1.00	1.00	1.00	5
Confident	2.00	2.00	2.00	7
Neither confident nor unconfident	3.00	3.00	3.00	4
Unconfident	4.00	4.00	4.00	1
Very unconfident	-	-	-	0

Please rate your confidence level in the following English language skill. Speaking: 17 ⓘ



Please rate your confidence level in the following English language skill. Speaking: 17 ⓘ

Q18 - Please rate your confidence level in the following English language skill. Speaking:

Percentage

Count

Confidence Level	Percentage	Count
Very confident	29%	5
Confident	41%	7
Neither confident nor unconfident	24%	4
Unconfident	6%	1
Very unconfident	0%	0

Please rate your confidence level in the following English language skill. Speaking: 17 ⓘ

Please rate your confidence level in the following English language skill....

Average

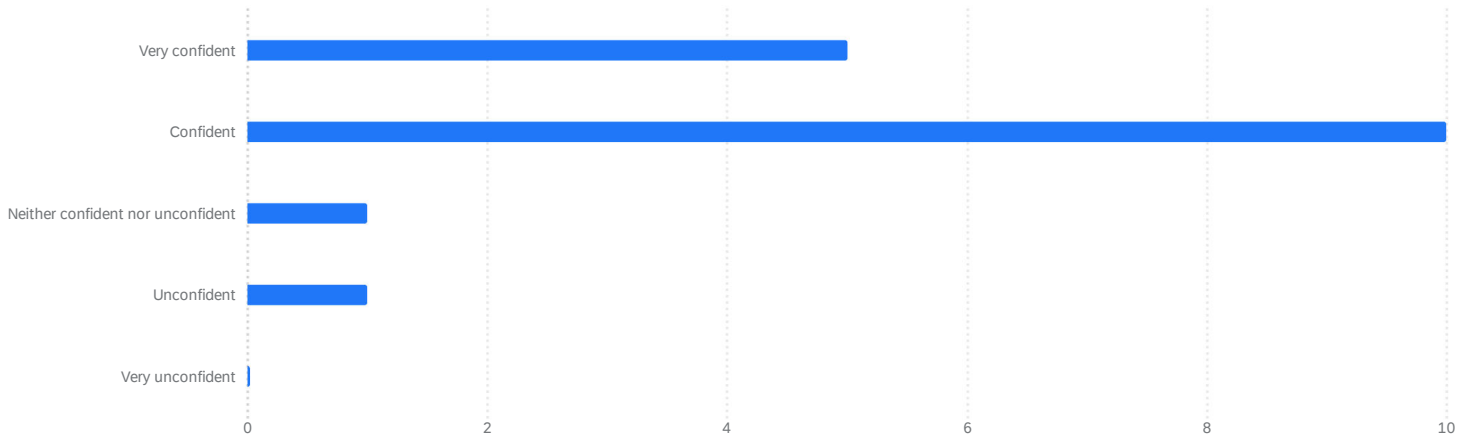
Minimum

Maximum

Count

Confidence Level	Average	Minimum	Maximum	Count
Very confident	1.00	1.00	1.00	5
Confident	2.00	2.00	2.00	7
Neither confident nor unconfident	3.00	3.00	3.00	4
Unconfident	4.00	4.00	4.00	1
Very unconfident	-	-	-	0

Please rate your confidence level in the following English language skill. Listening: 17 ⓘ



Please rate your confidence level in the following English language skill. Listening: 17 ⓘ

Q19 - Please rate your confidence level in the following English language skill. Listening:

Percentage

Count

Very confident

29%

5

Confident

59%

10

Neither confident nor unconfident

6%

1

Unconfident

6%

1

Very unconfident

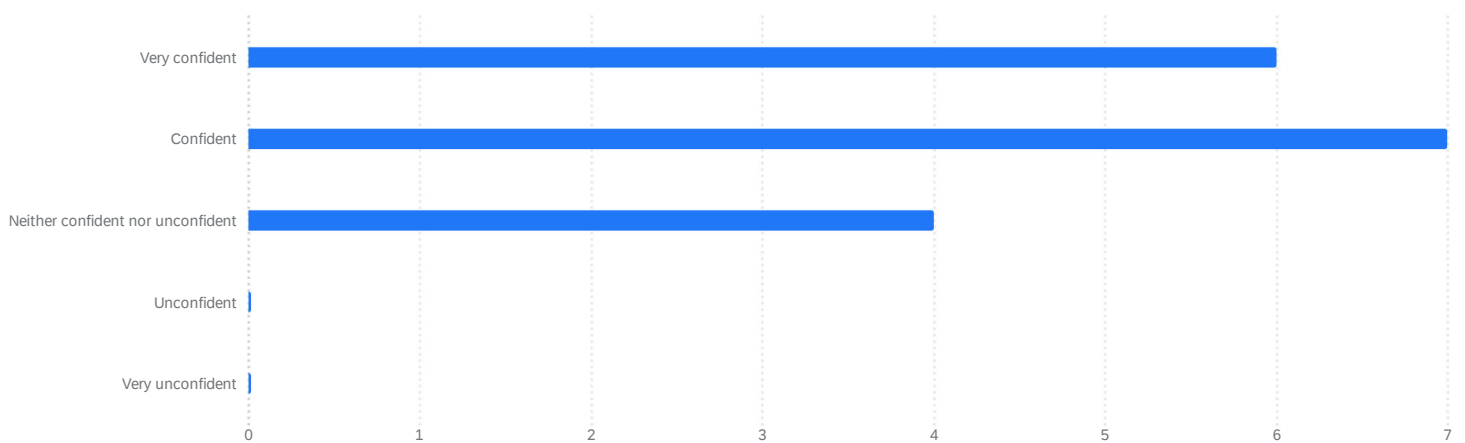
0%

0

Please rate your confidence level in the following English language skill. Listening: 17 ⓘ

Please rate your confidence level in the following English language skill....	Average	Minimum	Maximum	Count
Very confident	1.00	1.00	1.00	5
Confident	2.00	2.00	2.00	10
Neither confident nor unconfident	3.00	3.00	3.00	1
Unconfident	4.00	4.00	4.00	1
Very unconfident	-	-	-	0

Please rate your confidence level in the following English language skill. Reading: 17 ⓘ



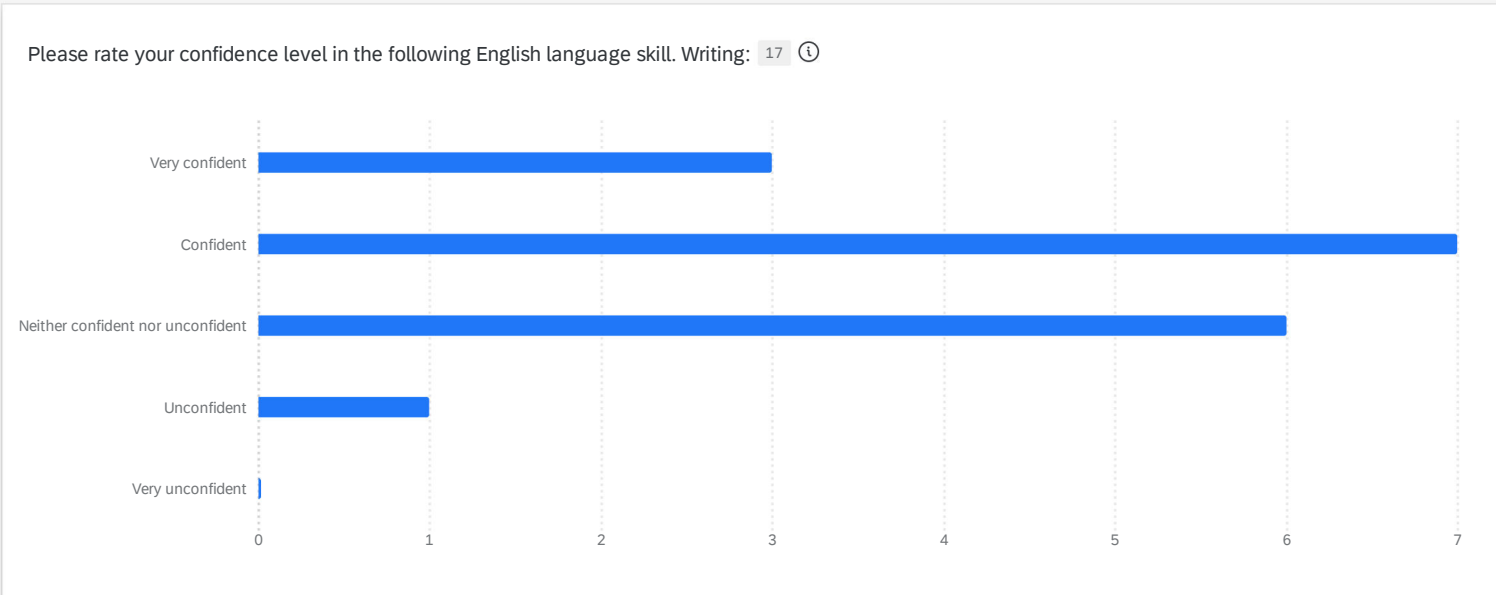
Please rate your confidence level in the following English language skill. Reading: 17 ⓘ

Q20 - Please rate your confidence level in the following English language skill. Reading:	Percentage	Count
Very confident	35%	6
Confident	41%	7
Neither confident nor unconfident	24%	4
Unconfident	0%	0
Very unconfident	0%	0

Please rate your confidence level in the following English language skill. Reading: 17 ⓘ

Please rate your confidence level in the following English language skill....	Average	Minimum	Maximum	Count
Very confident	1.00	1.00	1.00	6
Confident	2.00	2.00	2.00	7

Please rate your confidence level in the following English language skill....	Average	Minimum	Maximum	Count
Neither confident nor unconfident	3.00	3.00	3.00	4
Unconfident	-	-	-	0
Very unconfident	-	-	-	0



Please rate your confidence level in the following English language skill. Writing: 17 ⓘ

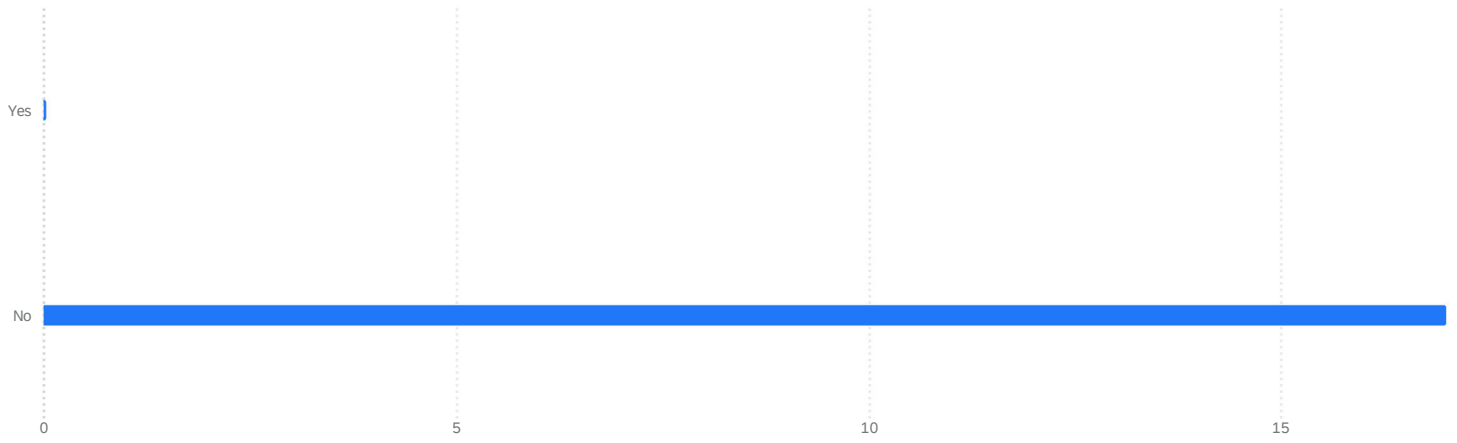
Q21 - Please rate your confidence level in the following English language skill. Writing:

	Percentage	Count
Very confident	18%	3
Confident	41%	7
Neither confident nor unconfident	35%	6
Unconfident	6%	1
Very unconfident	0%	0

Please rate your confidence level in the following English language skill. Writing: 17 ⓘ

Please rate your confidence level in the following English language skill....	Average	Minimum	Maximum	Count
Very confident	1.00	1.00	1.00	3
Confident	2.00	2.00	2.00	7
Neither confident nor unconfident	3.00	3.00	3.00	6
Unconfident	4.00	4.00	4.00	1
Very unconfident	-	-	-	0

Do you speak French? 17 ⓘ



Do you speak French? 17 ⓘ

Q22 - Do you speak French?

Percentage

Count

Response	Percentage	Count
Yes	0%	0
No	100%	17

Do you speak French? 17 ⓘ

Do you speak French?

Average

Minimum

Maximum

Count

Response	Average	Minimum	Maximum	Count
Yes	-	-	-	0
No	2.00	2.00	2.00	17

If yes, how would you describe your proficiency level in French? ⓘ



If yes, how would you describe your proficiency level in French? 0 ⓘ

Q23 - If yes, how would you describe your proficiency level in French?

Count

Basic	0
Intermediate	0
Advanced	0

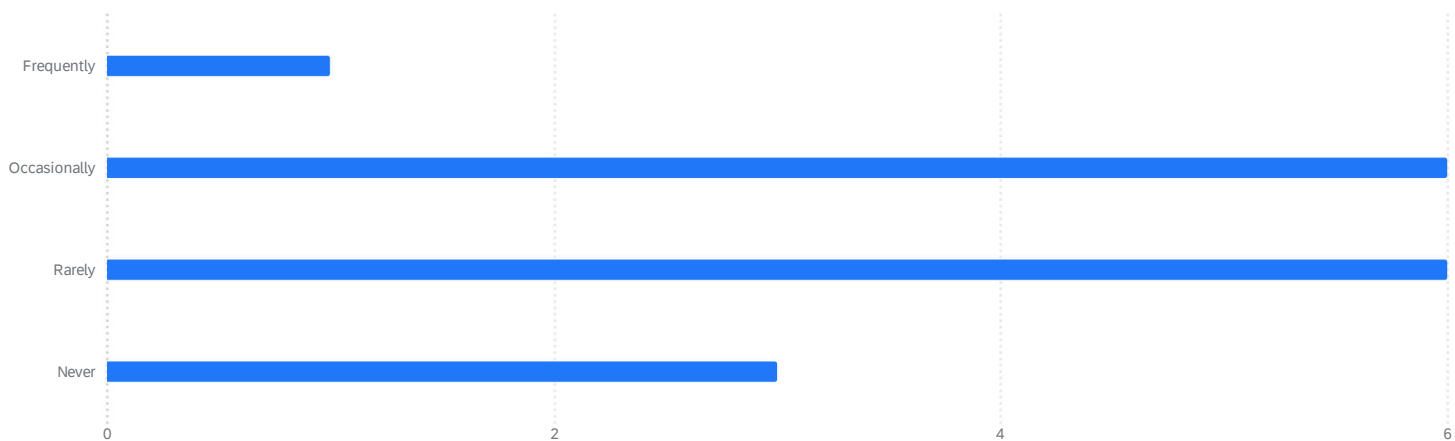
If yes, how would you describe your proficiency level in French? 0 ⓘ

If yes, how would you describe your proficiency level in French?

Count

Basic	0
Intermediate	0
Advanced	0

In your experience, how often do you encounter barriers due to your proficiency level in English? 16 ⓘ



In your experience, how often do you encounter barriers due to your proficiency level in English? 16 ⓘ

Q24 - In your experience, how often do you encounter barriers due to your proficiency level in English?

Percentage

Count

Frequently	6%	1
Occasionally	38%	6
Rarely	38%	6
Never	19%	3

In your experience, how often do you encounter barriers due to your proficiency level in English? 16 ⓘ

In your experience, how often do you encounter barriers due to your profici...	Average	Minimum	Maximum	Count
Frequently	1.00	1.00	1.00	1
Occasionally	2.00	2.00	2.00	6
Rarely	3.00	3.00	3.00	6
Never	4.00	4.00	4.00	3

No

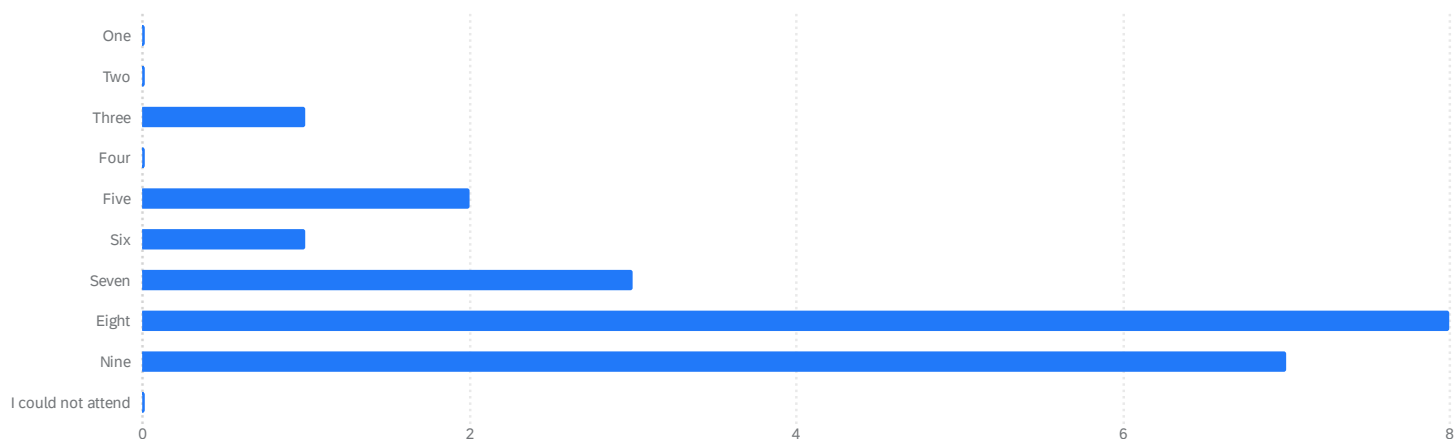
I am very happy that this opportunity exists for me to learn new things in this program.

I am very excited to be a part of this certificate program. Thank you.

Anticipating gradual communication, not rapid speech or delivery

I think, at this stage for all new comers, the most important thing is the career counseling.

How many sessions were you able to attend? 22 ⓘ



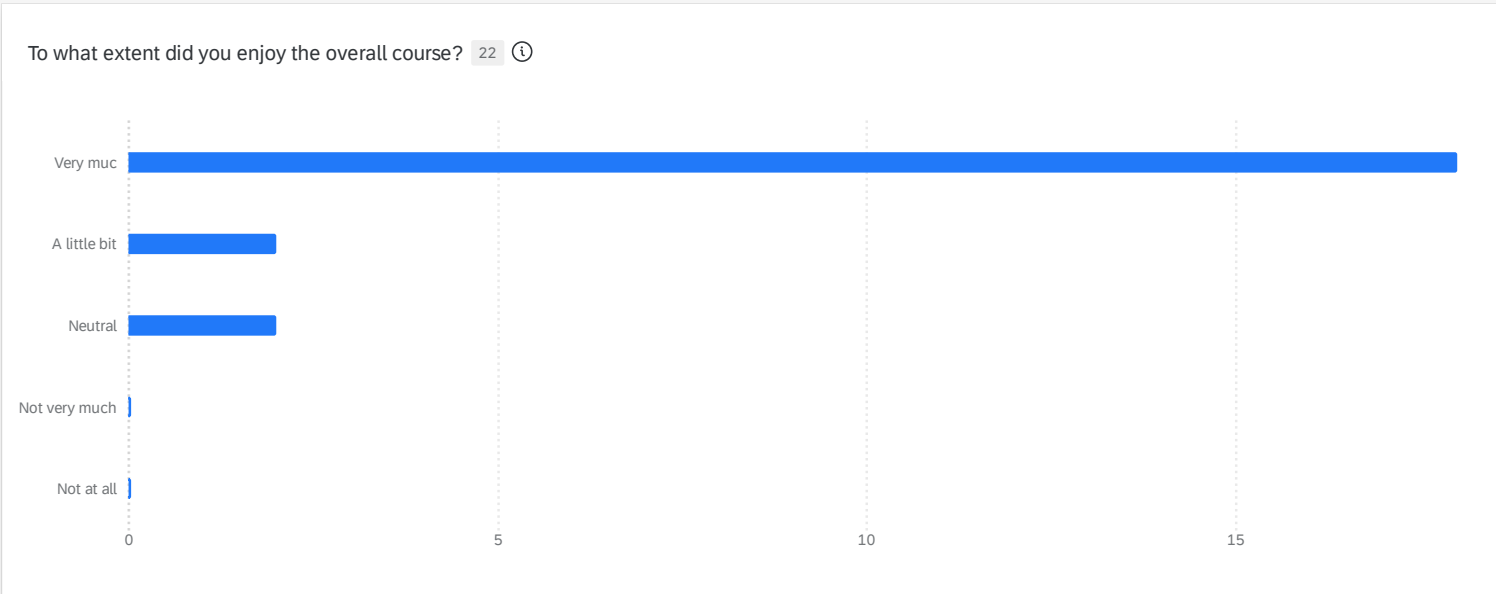
How many sessions were you able to attend? 22 ⓘ

Q1 - How many sessions were you able to attend?	Percentage	Count
One	0%	0
Two	0%	0
Three	5%	1
Four	0%	0
Five	9%	2
Six	5%	1
Seven	14%	3
Eight	36%	8
Nine	32%	7
I could not attend	0%	0

How many sessions were you able to attend? 22 ⓘ

How many sessions were you able to attend?	Average	Minimum	Maximum	Count
One	-	-	-	0
Two	-	-	-	0
Three	3.00	3.00	3.00	1
Four	-	-	-	0

How many sessions were you able to attend?	Average	Minimum	Maximum	Count
Five	5.00	5.00	5.00	2
Six	6.00	6.00	6.00	1
Seven	7.00	7.00	7.00	3
Eight	8.00	8.00	8.00	8
Nine	9.00	9.00	9.00	7
I could not attend	-	-	-	0



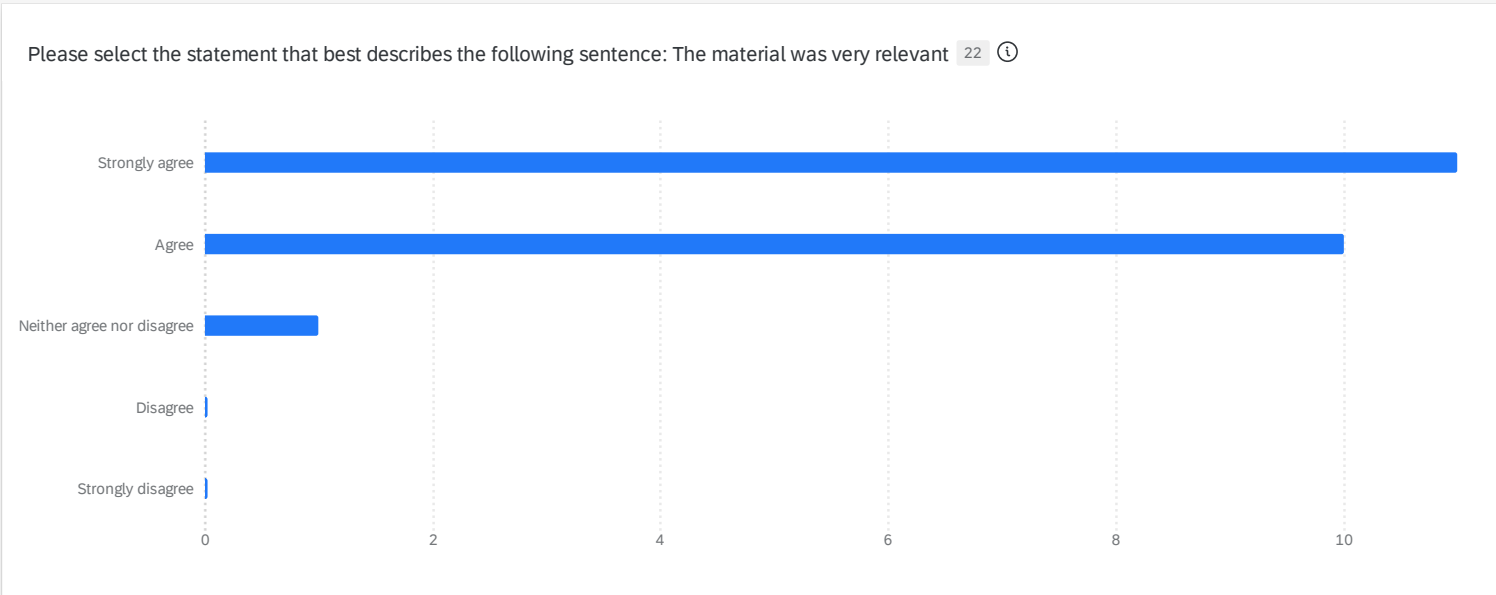
To what extent did you enjoy the overall course? 22 ⓘ

Q2 - To what extent did you enjoy the overall course?	Percentage	Count
Very muc	82%	18
A little bit	9%	2
Neutral	9%	2
Not very much	0%	0
Not at all	0%	0

To what extent did you enjoy the overall course? 22 ⓘ

To what extent did you enjoy the overall course?	Average	Minimum	Maximum	Count
Very muc	1.00	1.00	1.00	18
A little bit	2.00	2.00	2.00	2

To what extent did you enjoy the overall course?	Average	Minimum	Maximum	Count
Neutral	3.00	3.00	3.00	2
Not very much	-	-	-	0
Not at all	-	-	-	0



Please select the statement that best describes the following sentence: The material was very relevant 22 ⓘ

Q3 - Please select the statement that best describes the following sentence: The material was very relevant

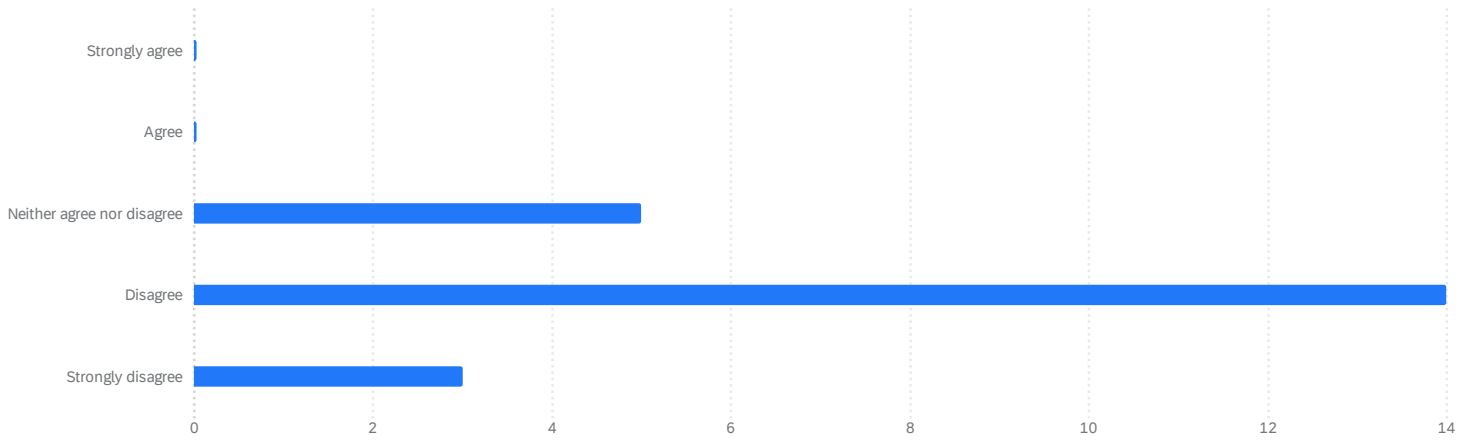
	Percentage	Count
Strongly agree	50%	11
Agree	45%	10
Neither agree nor disagree	5%	1
Disagree	0%	0
Strongly disagree	0%	0

Please select the statement that best describes the following sentence: The material was very relevant 22 ⓘ

Please select the statement that best describes the following sentence: The...

	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	11
Agree	2.00	2.00	2.00	10
Neither agree nor disagree	3.00	3.00	3.00	1
Disagree	-	-	-	0
Strongly disagree	-	-	-	0

Please select the statement that best describes the following sentence: The course was too long 22 ⓘ



Please select the statement that best describes the following sentence: The course was too long 22 ⓘ

Q4 - Please select the statement that best describes the following sentence: The course was too long

Percentage

Count

Response	Percentage	Count
Strongly agree	0%	0
Agree	0%	0
Neither agree nor disagree	23%	5
Disagree	64%	14
Strongly disagree	14%	3

Please select the statement that best describes the following sentence: The course was too long 22 ⓘ

Please select the statement that best describes the following sentence: The...

Average

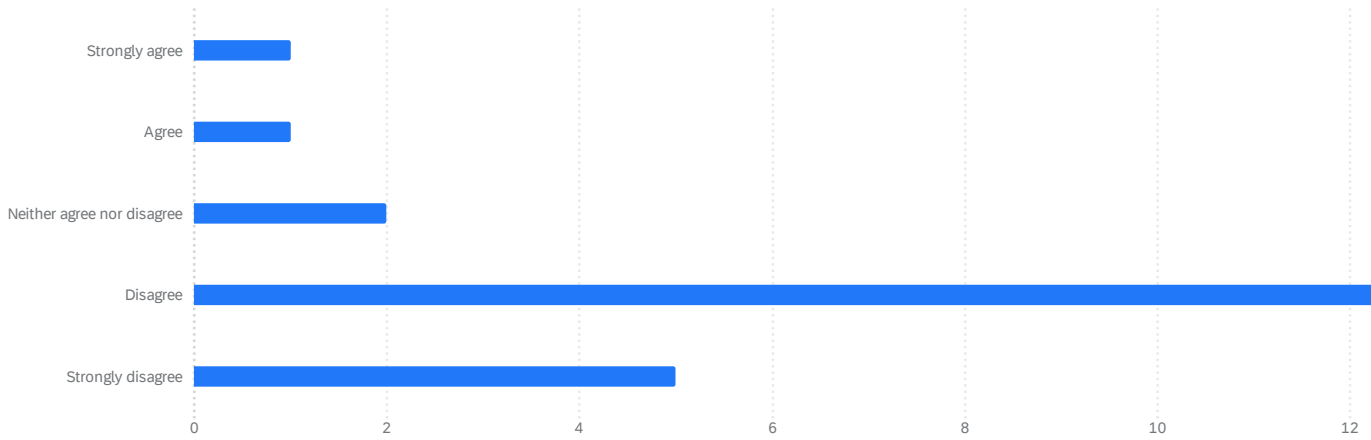
Minimum

Maximum

Count

Response	Average	Minimum	Maximum	Count
Strongly agree	-	-	-	0
Agree	-	-	-	0
Neither agree nor disagree	3.00	3.00	3.00	5
Disagree	4.00	4.00	4.00	14
Strongly disagree	5.00	5.00	5.00	3

Please select the statement that best describes the following sentence: The information provided was not new 22 ⓘ



Please select the statement that best describes the following sentence: The information provided was not new 22 ⓘ

Q5 - Please select the statement that best describes the following sentence: The information provided was not new

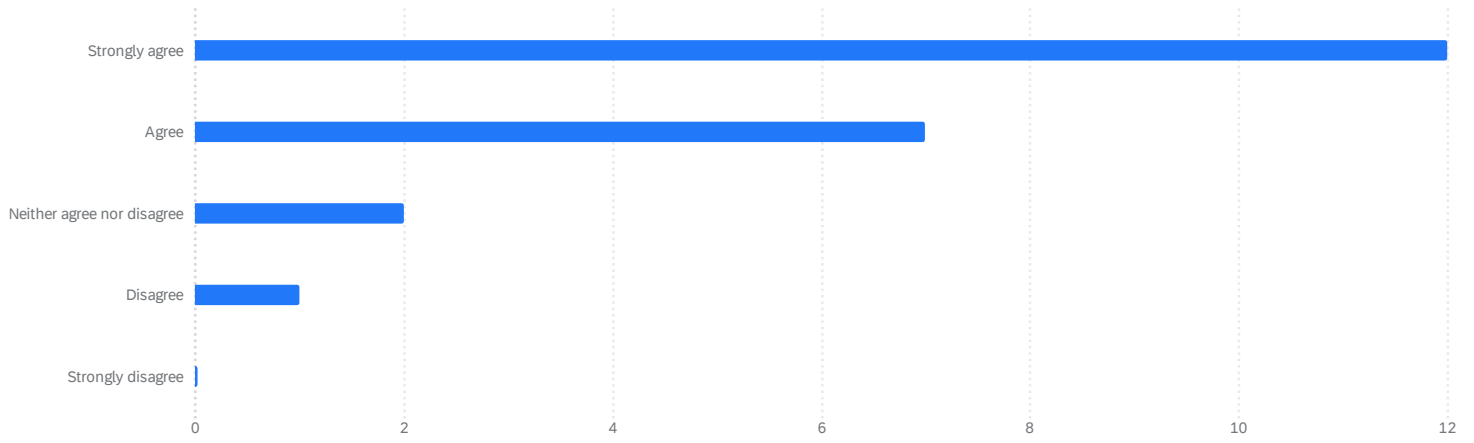
	Percentage	Count
Strongly agree	5%	1
Agree	5%	1
Neither agree nor disagree	9%	2
Disagree	59%	13
Strongly disagree	23%	5

Please select the statement that best describes the following sentence: The information provided was not new 22 ⓘ

Please select the statement that best describes the following sentence: The...

	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	1
Agree	2.00	2.00	2.00	1
Neither agree nor disagree	3.00	3.00	3.00	2
Disagree	4.00	4.00	4.00	13
Strongly disagree	5.00	5.00	5.00	5

Please select the statement that best describes the following sentence: The Zoom virtual format was convenient 22 ⓘ



Please select the statement that best describes the following sentence: The Zoom virtual format was convenient 22 ⓘ

Q7 - Please select the statement that best describes the following sentence: The Zoom virtual format was convenient

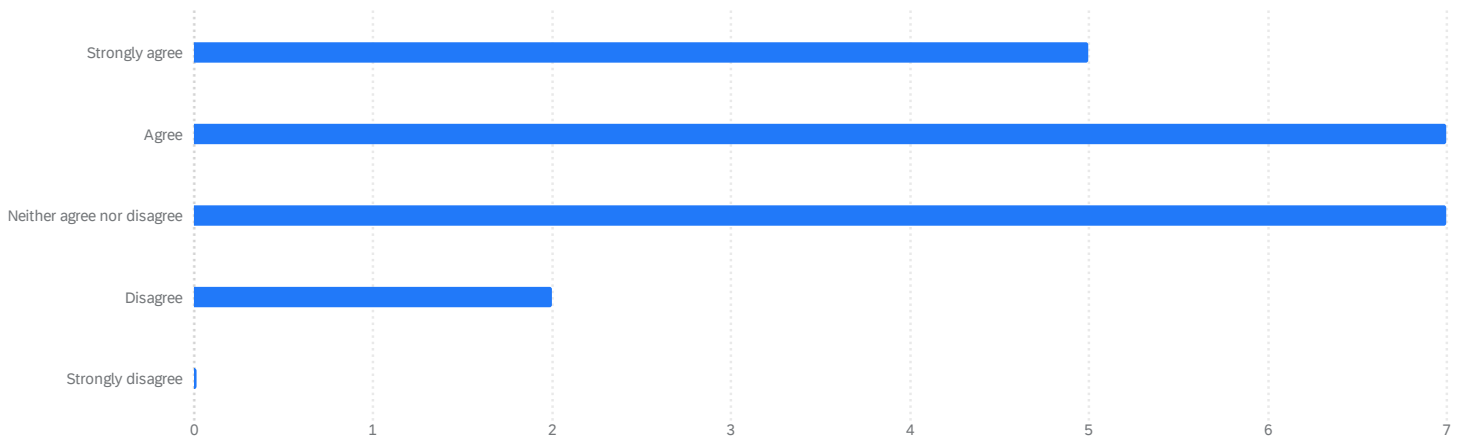
	Percentage	Count
Strongly agree	55%	12
Agree	32%	7
Neither agree nor disagree	9%	2
Disagree	5%	1
Strongly disagree	0%	0

Please select the statement that best describes the following sentence: The Zoom virtual format was convenient 22 ⓘ

Please select the statement that best describes the following sentence: The...

	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	12
Agree	2.00	2.00	2.00	7
Neither agree nor disagree	3.00	3.00	3.00	2
Disagree	4.00	4.00	4.00	1
Strongly disagree	-	-	-	0

Please select the statement that best describes the following sentence: I was able to navigate resources on Brightspace easily 21 ⓘ



Please select the statement that best describes the following sentence: I was able to navigate resources on Brightspace easily 21 ⓘ

Q6 - Please select the statement that best describes the following sentence: I was able to navigate resources on Brightspace easily

	Percentage	Count
Strongly agree	24%	5
Agree	33%	7

Q6 - Please select the statement that best describes the following sentence: I was able to navigate resources on Brightspace easily

Percentage

Count

Neither agree nor disagree

33%

7

Disagree

10%

2

Strongly disagree

0%

0

Please select the statement that best describes the following sentence: I was able to navigate resources on Brightspace easily 21 ⓘ

Please select the statement that best describes the following sentence: I w...

Average

Minimum

Maximum

Count

Strongly agree

1.00

1.00

1.00

5

Agree

2.00

2.00

2.00

7

Neither agree nor disagree

3.00

3.00

3.00

7

Disagree

4.00

4.00

4.00

2

Strongly disagree

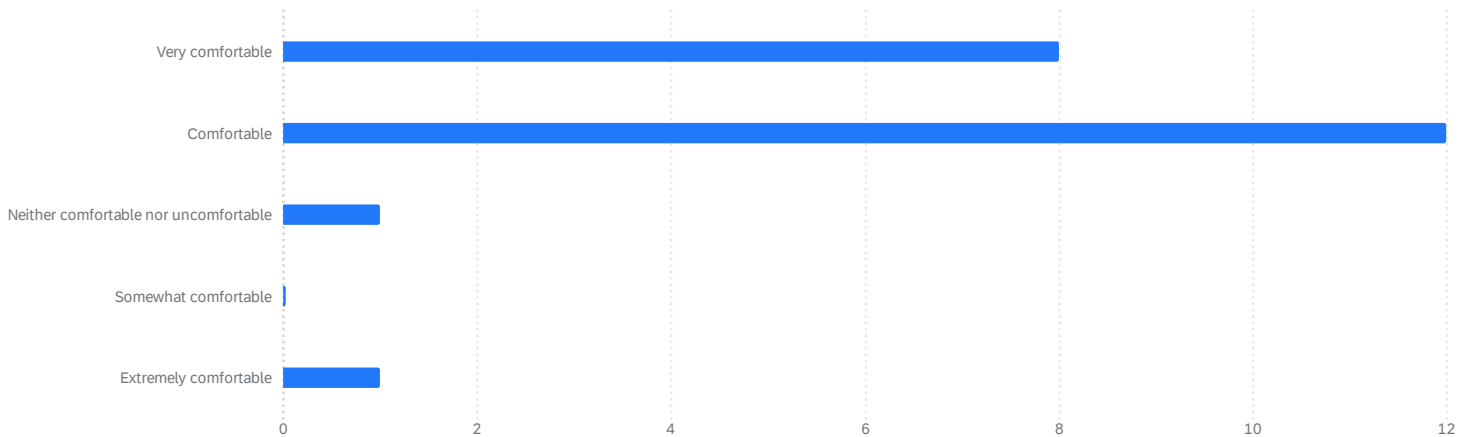
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-

-

0

Was the workshop's virtual environment comfortable and conducive to learning? 22 ⓘ



Was the workshop's virtual environment comfortable and conducive to learning? 22 ⓘ

Q8 - Was the workshop's virtual environment comfortable and conducive to learning?

Percentage

Count

Very comfortable

36%

8

Comfortable

55%

12

Neither comfortable nor uncomfortable

5%

1

Somewhat comfortable

0%

0

Extremely comfortable

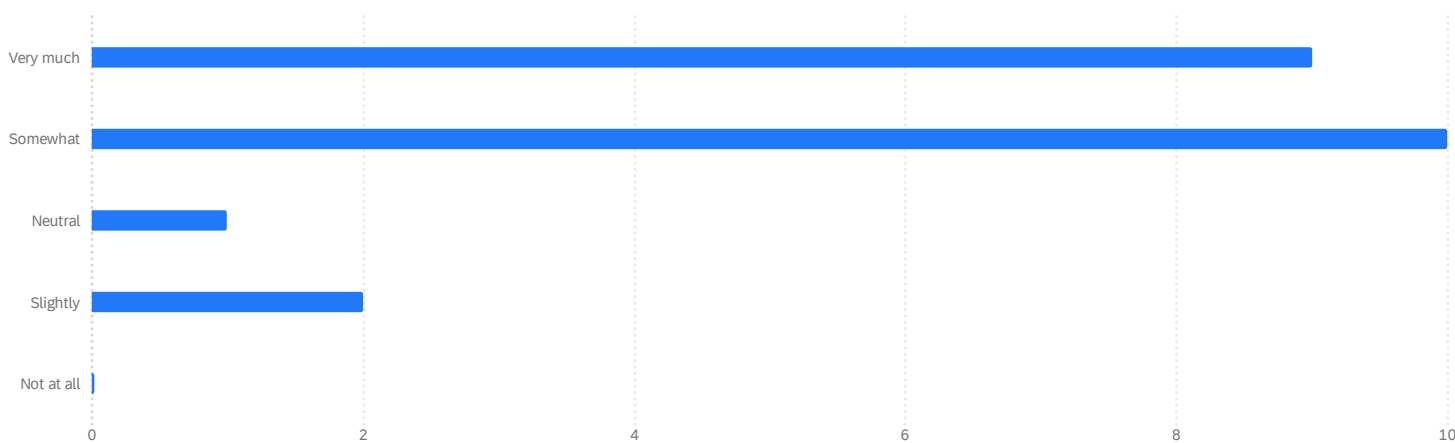
5%

1

Was the workshop's virtual environment comfortable and conducive to learning? 22 ⓘ

Was the workshop's virtual environment comfortable and conducive to learnin...	Average	Minimum	Maximum	Count
Very comfortable	1.00	1.00	1.00	8
Comfortable	2.00	2.00	2.00	12
Neither comfortable nor uncomfortable	3.00	3.00	3.00	1
Somewhat comfortable	-	-	-	0
Extremely comfortable	5.00	5.00	5.00	1

To what extent did this course meet your expectations? 22 ⓘ



To what extent did this course meet your expectations? 22 ⓘ

Q9 - To what extent did this course meet your expectations?	Percentage	Count
Very much	41%	9
Somewhat	45%	10
Neutral	5%	1
Slightly	9%	2
Not at all	0%	0

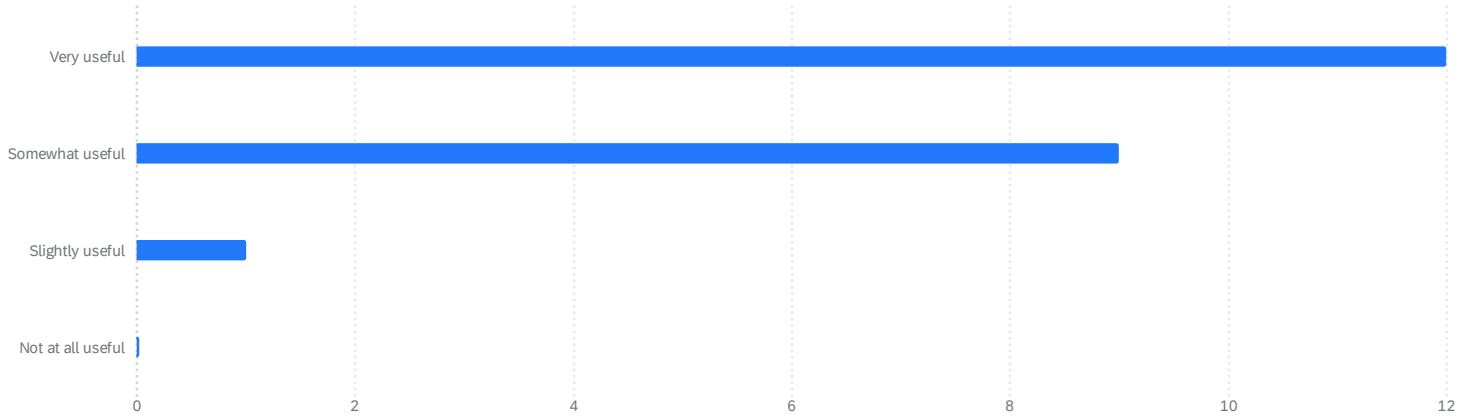
To what extent did this course meet your expectations? 22 ⓘ

To what extent did this course meet your expectations?	Average	Minimum	Maximum	Count
Very much	1.00	1.00	1.00	9
Somewhat	2.00	2.00	2.00	10

To what extent did this course meet your expectations?	Average	Minimum	Maximum	Count
Neutral	3.00	3.00	3.00	1
Slightly	4.00	4.00	4.00	2
Not at all	-	-	-	0

To what extent did you find the topics presented in this course useful for understanding how to leverage your academic background for a career in Canada?

22 ⓘ



To what extent did you find the topics presented in this course useful for understanding how to leverage your academic background for a career in Canada?

22 ⓘ

Q10 - To what extent did you find the topics presented in this course useful for understanding how to leverage your academic background for a career in Canada?

	Percentage	Count
Very useful	55%	12
Somewhat useful	41%	9
Slightly useful	5%	1
Not at all useful	0%	0

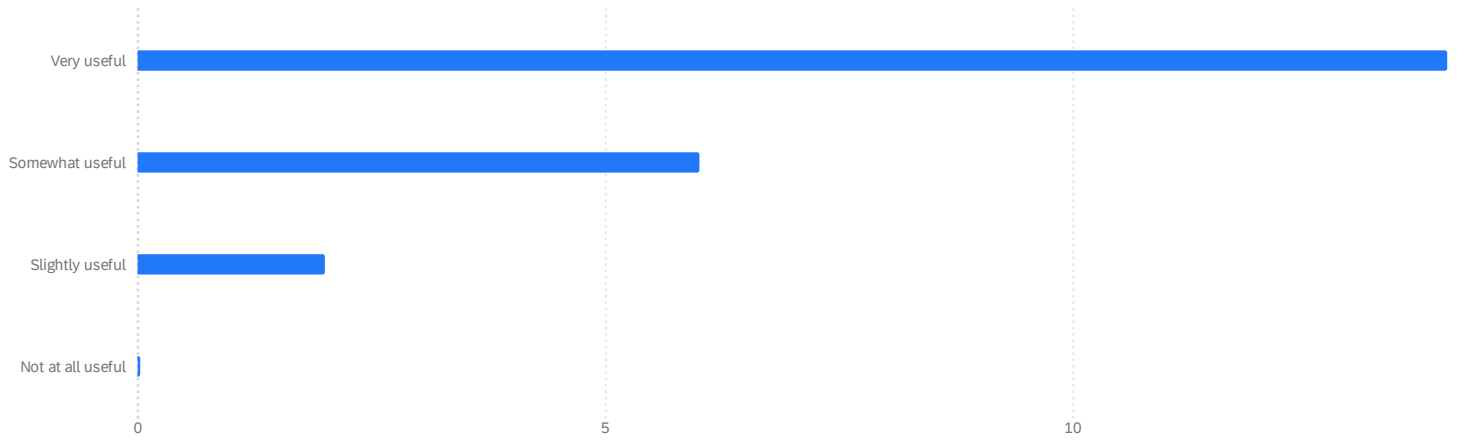
To what extent did you find the topics presented in this course useful for understanding how to leverage your academic background for a career in Canada?

22 ⓘ

To what extent did you find the topics presented in this course useful for...

	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	12
Somewhat useful	2.00	2.00	2.00	9
Slightly useful	3.00	3.00	3.00	1
Not at all useful	-	-	-	0

To what extent did you find each of the following sessions useful? Career Pathways in Canada (Session 1) 22 ⓘ



To what extent did you find each of the following sessions useful? Career Pathways in Canada (Session 1) 22 ⓘ

Q11 - To what extent did you find each of the following sessions useful? Career Pathways in Canada (Session 1)

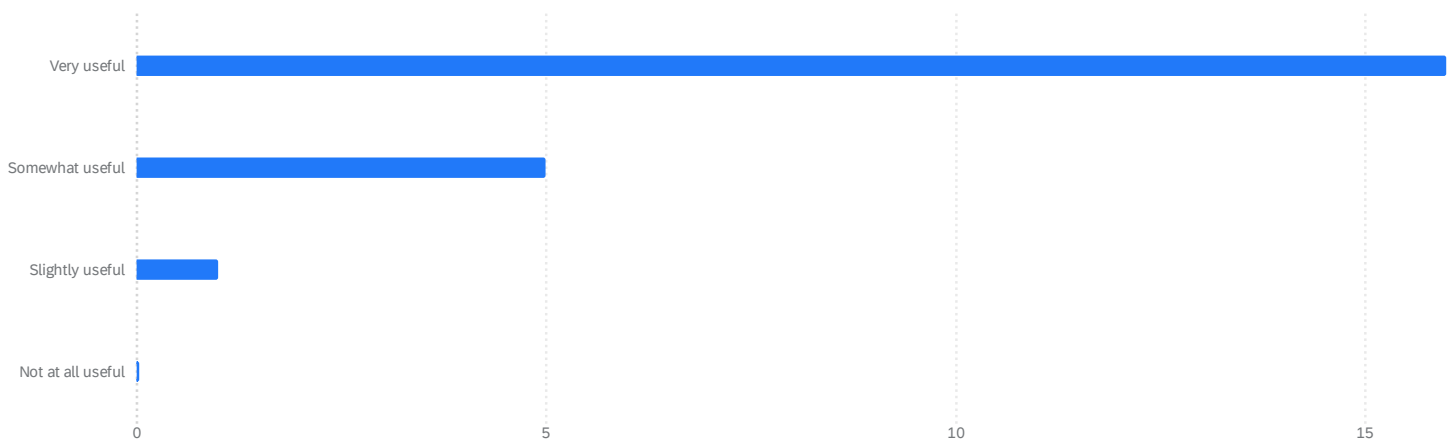
	Percentage	Count
Very useful	64%	14
Somewhat useful	27%	6
Slightly useful	9%	2
Not at all useful	0%	0

To what extent did you find each of the following sessions useful? Career Pathways in Canada (Session 1) 22 ⓘ

To what extent did you find each of the following sessions useful? Career P...

	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	14
Somewhat useful	2.00	2.00	2.00	6
Slightly useful	3.00	3.00	3.00	2
Not at all useful	-	-	-	0

To what extent did you find each of the following sessions useful? Career Pathways in Canada (Session 2) 22 ⓘ



To what extent did you find each of the following sessions useful? Career Pathways in Canada (Session 2) 22 ⓘ

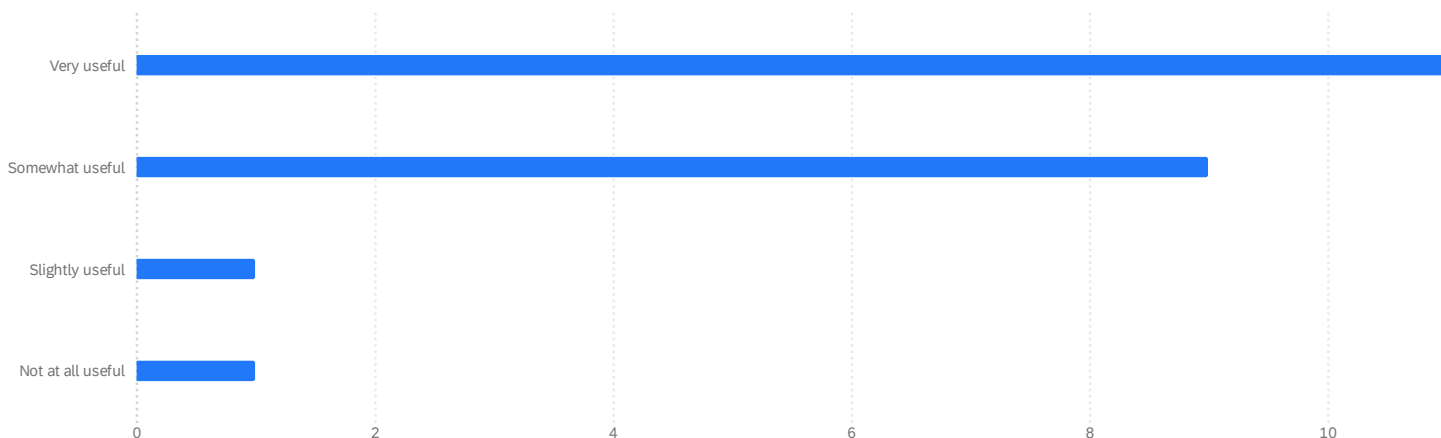
Q12 - To what extent did you find each of the following sessions useful? Career Pathways in Canada (Session 2)

	Percentage	Count
Very useful	73%	16
Somewhat useful	23%	5
Slightly useful	5%	1
Not at all useful	0%	0

To what extent did you find each of the following sessions useful? Career Pathways in Canada (Session 2) 22 ⓘ

To what extent did you find each of the following sessions useful? Career P...	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	16
Somewhat useful	2.00	2.00	2.00	5
Slightly useful	3.00	3.00	3.00	1
Not at all useful	-	-	-	0

To what extent did you find each of the following sessions useful? Research Grants in Canada (Session 3) 22 ⓘ



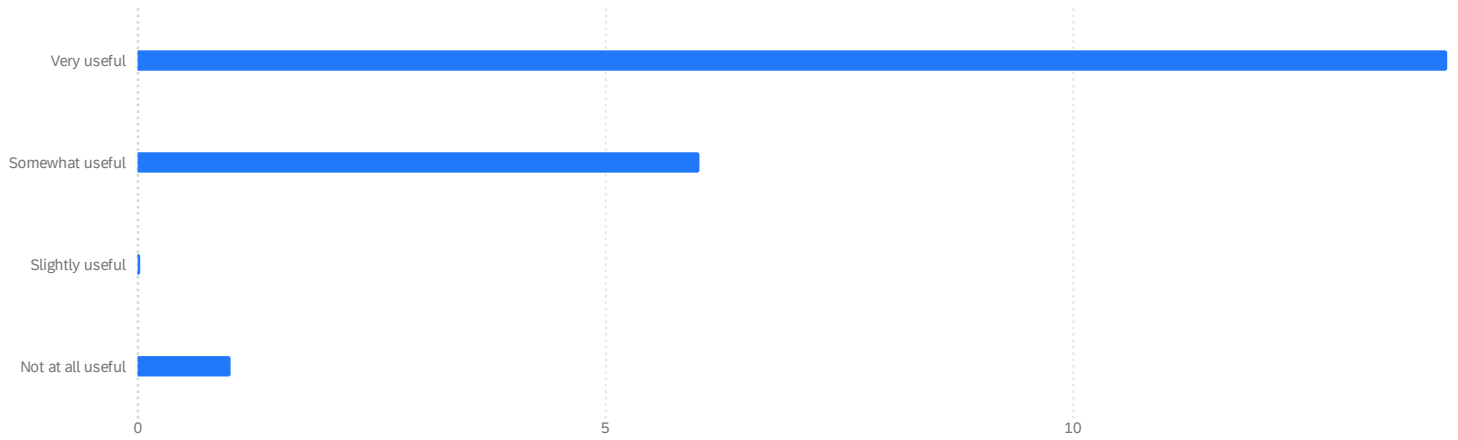
To what extent did you find each of the following sessions useful? Research Grants in Canada (Session 3) 22 ⓘ

Q13 - To what extent did you find each of the following sessions useful? Research Grants in Canada (Session 3)	Percentage	Count
Very useful	50%	11
Somewhat useful	41%	9
Slightly useful	5%	1
Not at all useful	5%	1

To what extent did you find each of the following sessions useful? Research Grants in Canada (Session 3) 22 ⓘ

To what extent did you find each of the following sessions useful? Research...	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	11
Somewhat useful	2.00	2.00	2.00	9
Slightly useful	3.00	3.00	3.00	1
Not at all useful	4.00	4.00	4.00	1

To what extent did you find each of the following sessions useful? Library Research Management, Publishing, and Communications (Session 4) 21 ⓘ



To what extent did you find each of the following sessions useful? Library Research Management, Publishing, and Communications (Session 4) 21 ⓘ

Q14 - To what extent did you find each of the following sessions useful? Library Research Management, Publishing, and Communications (Session 4)

Percentage

Count

Usefulness Level	Percentage	Count
Very useful	67%	14
Somewhat useful	29%	6
Slightly useful	0%	0
Not at all useful	5%	1

To what extent did you find each of the following sessions useful? Library Research Management, Publishing, and Communications (Session 4) 21 ⓘ

To what extent did you find each of the following sessions useful? Library...

Average

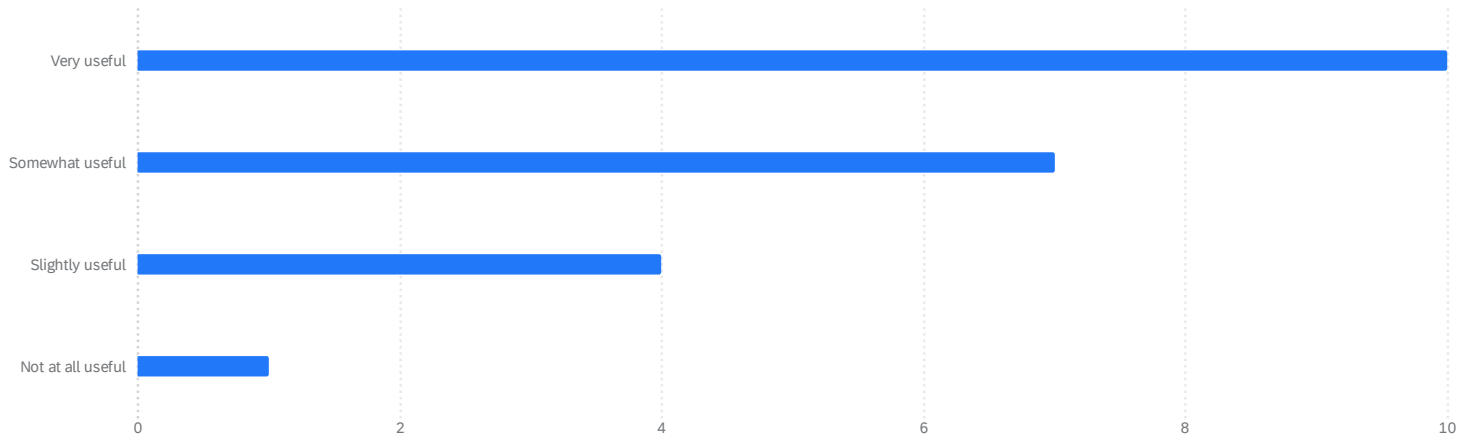
Minimum

Maximum

Count

Usefulness Level	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	14
Somewhat useful	2.00	2.00	2.00	6
Slightly useful	-	-	-	0
Not at all useful	4.00	4.00	4.00	1

To what extent did you find each of the following sessions useful? Journal Articles and Publishing (Session 5) 22 ⓘ



To what extent did you find each of the following sessions useful? Journal Articles and Publishing (Session 5) 22 ⓘ

Q15 - To what extent did you find each of the following sessions useful? Journal Articles and Publishing (Session 5)

Percentage

Count

Usefulness Level	Percentage	Count
Very useful	45%	10
Somewhat useful	32%	7
Slightly useful	18%	4
Not at all useful	5%	1

To what extent did you find each of the following sessions useful? Journal Articles and Publishing (Session 5) 22 ⓘ

To what extent did you find each of the following sessions useful? Journal...

Average

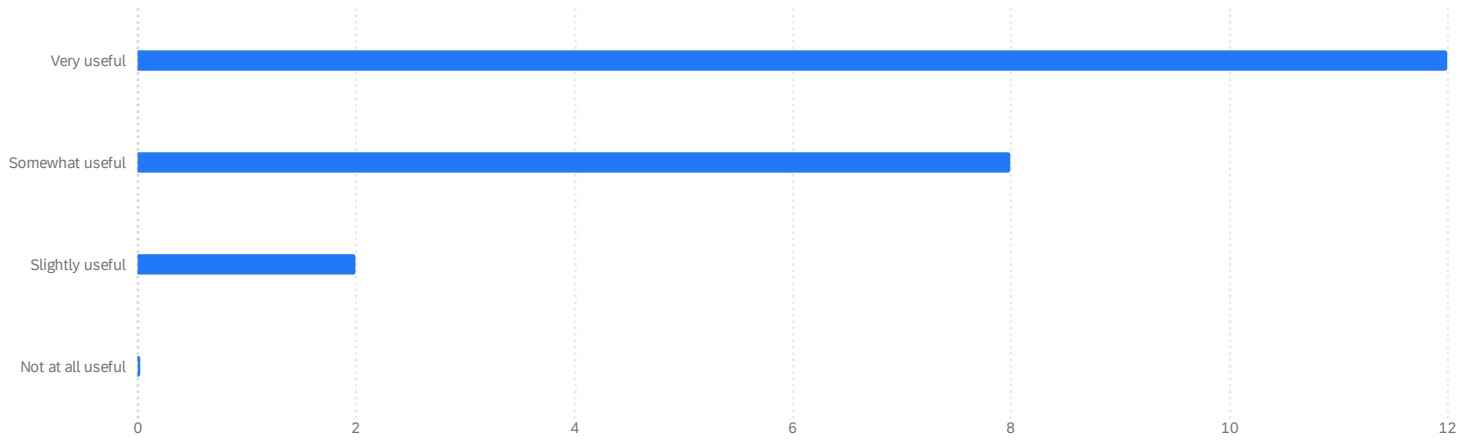
Minimum

Maximum

Count

Usefulness Level	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	10
Somewhat useful	2.00	2.00	2.00	7
Slightly useful	3.00	3.00	3.00	4
Not at all useful	4.00	4.00	4.00	1

To what extent did you find each of the following sessions useful? Research Ethics (Session 6) 22



To what extent did you find each of the following sessions useful? Research Ethics (Session 6) 22 ⓘ

Q16 - To what extent did you find each of the following sessions useful? Research Ethics (Session 6)

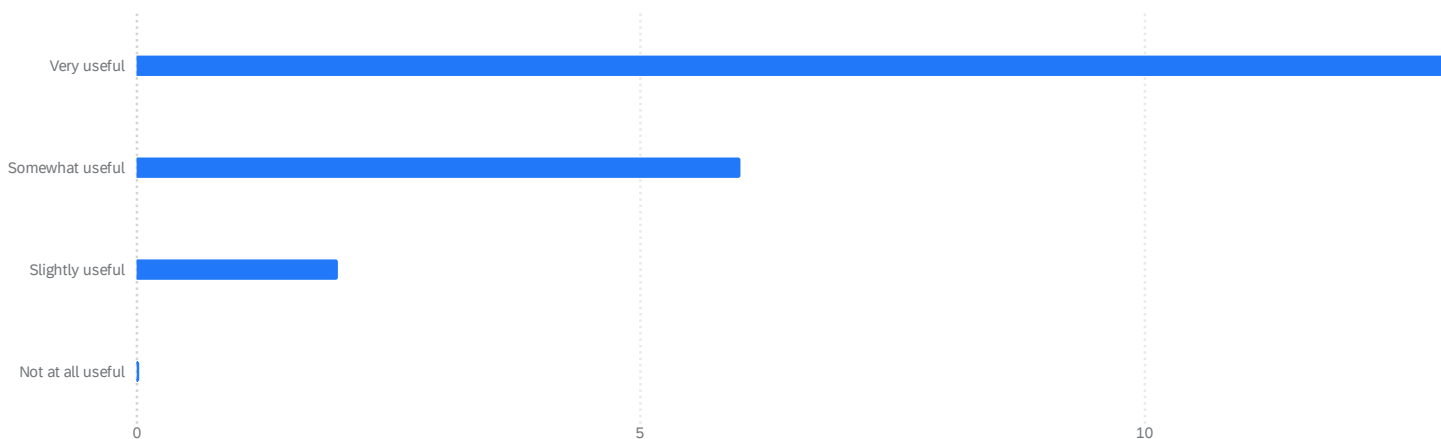
	Percentage	Count
Very useful	55%	12
Somewhat useful	36%	8
Slightly useful	9%	2
Not at all useful	0%	0

To what extent did you find each of the following sessions useful? Research Ethics (Session 6) 22 ⓘ

To what extent did you find each of the following sessions useful? Research...

	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	12
Somewhat useful	2.00	2.00	2.00	8
Slightly useful	3.00	3.00	3.00	2
Not at all useful	-	-	-	0

To what extent did you find each of the following sessions useful? Equity, Diversion, and Inclusion (EDI) Context in Research (Session 7) 21 ⓘ



To what extent did you find each of the following sessions useful? Equity, Diversion, and Inclusion (EDI) Context in Research (Session 7) 21 ⓘ

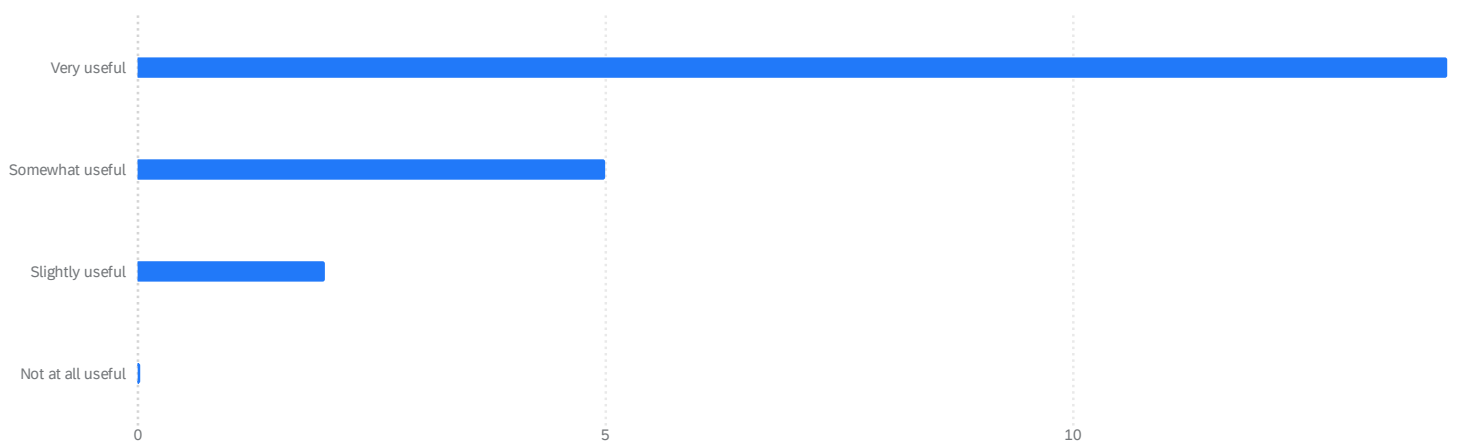
Q17 - To what extent did you find each of the following sessions useful? Equity, Diversion, and Inclusion (EDI) Context in Research (Session 7)

	Percentage	Count
Very useful	62%	13
Somewhat useful	29%	6
Slightly useful	10%	2
Not at all useful	0%	0

To what extent did you find each of the following sessions useful? Equity, Diversity, and Inclusion (EDI) Context in Research (Session 7) 21 ⓘ

To what extent did you find each of the following sessions useful? Equity,...	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	13
Somewhat useful	2.00	2.00	2.00	6
Slightly useful	3.00	3.00	3.00	2
Not at all useful	-	-	-	0

To what extent did you find each of the following sessions useful? Networking (Session 8) 21 ⓘ



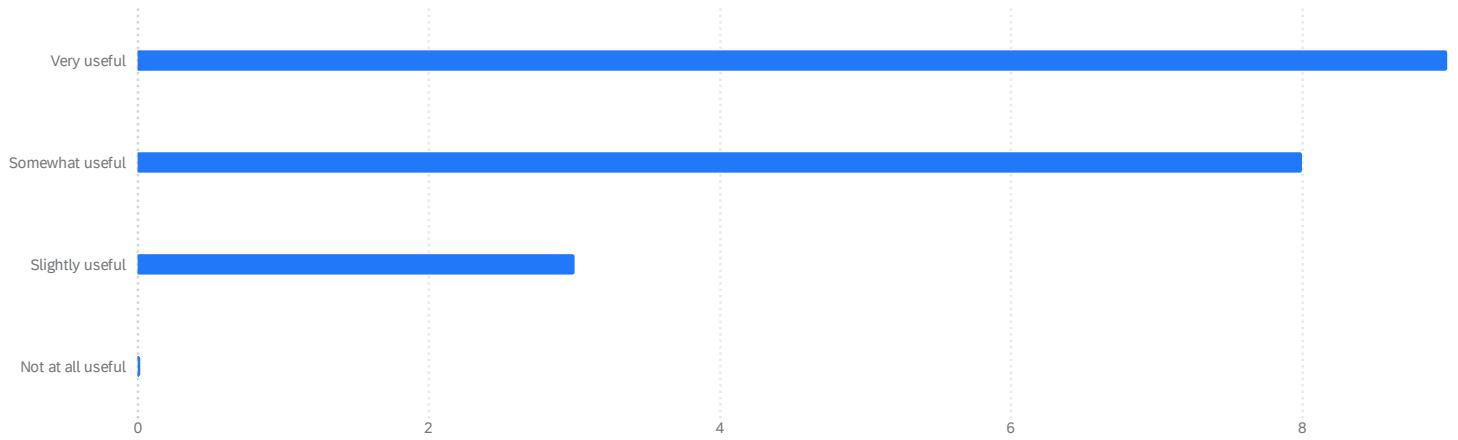
To what extent did you find each of the following sessions useful? Networking (Session 8) 21 ⓘ

Q19 - To what extent did you find each of the following sessions useful? Networking (Session 8)	Percentage	Count
Very useful	67%	14
Somewhat useful	24%	5
Slightly useful	10%	2
Not at all useful	0%	0

To what extent did you find each of the following sessions useful? Networking (Session 8) 21 ⓘ

To what extent did you find each of the following sessions useful? Networki...	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	14
Somewhat useful	2.00	2.00	2.00	5
Slightly useful	3.00	3.00	3.00	2
Not at all useful	-	-	-	0

To what extent did you find each of the following sessions useful? Course Wrap-up and Discussion of Draft Grant Application (Session 9) 20 ⓘ



To what extent did you find each of the following sessions useful? Course Wrap-up and Discussion of Draft Grant Application (Session 9) 20 ⓘ

Q18 - To what extent did you find each of the following sessions useful? Course Wrap-up and Discussion of Draft Grant Application (Session 9)

Percentage

Count

Usefulness Level	Percentage	Count
Very useful	45%	9
Somewhat useful	40%	8
Slightly useful	15%	3
Not at all useful	0%	0

To what extent did you find each of the following sessions useful? Course Wrap-up and Discussion of Draft Grant Application (Session 9) 20 ⓘ

To what extent did you find each of the following sessions useful? Course W...

Average

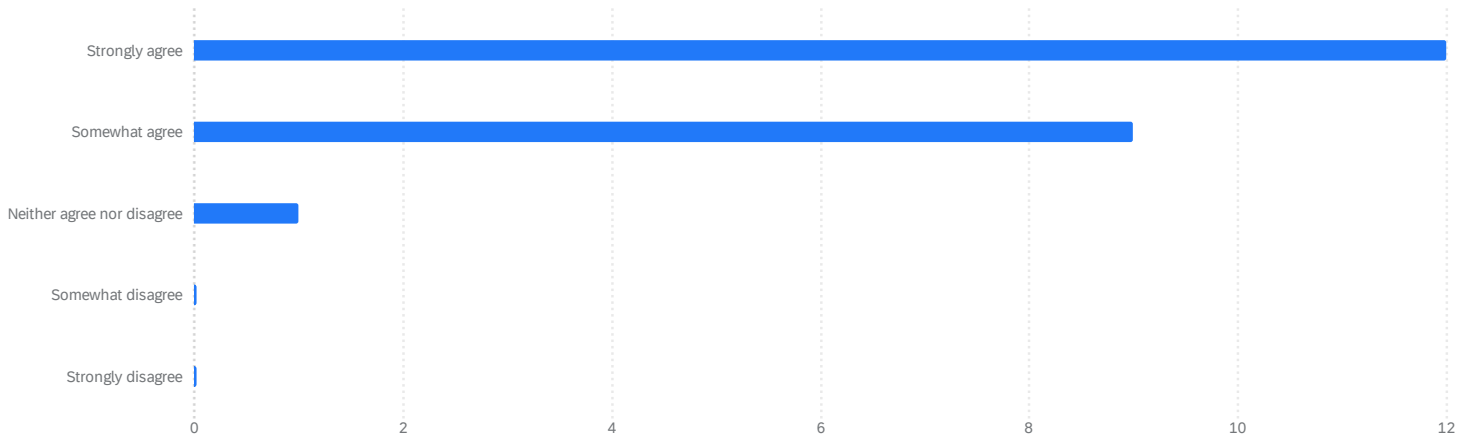
Minimum

Maximum

Count

Usefulness Level	Average	Minimum	Maximum	Count
Very useful	1.00	1.00	1.00	9
Somewhat useful	2.00	2.00	2.00	8
Slightly useful	3.00	3.00	3.00	3
Not at all useful	-	-	-	0

Were the topics presented in a way that was easy to follow? 22 ⓘ



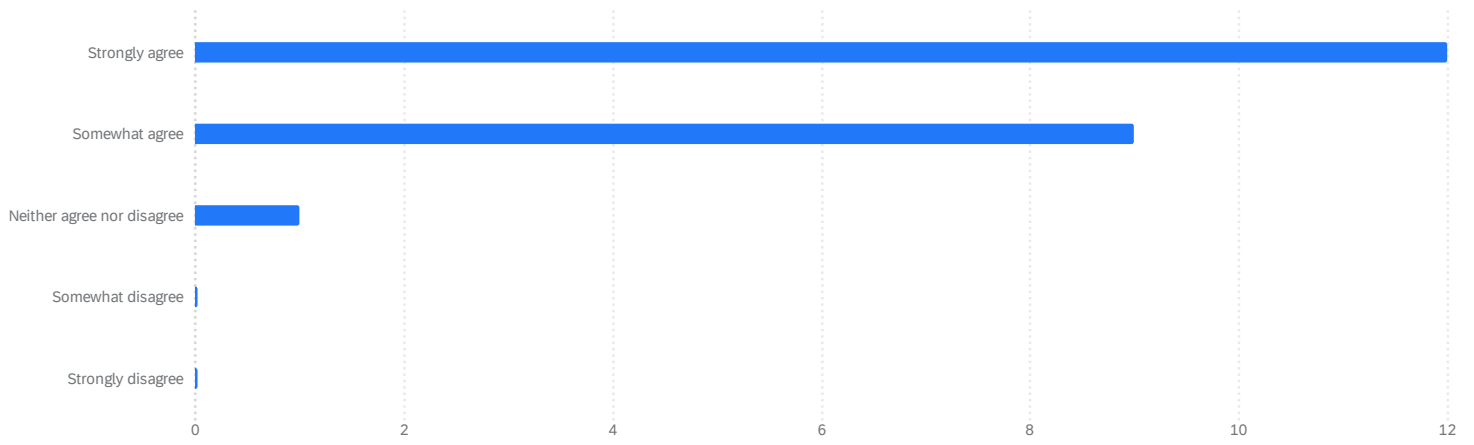
Were the topics presented in a way that was easy to follow? 22 ⓘ

Q20 - Were the topics presented in a way that was easy to follow?	Percentage	Count
Strongly agree	55%	12
Somewhat agree	41%	9
Neither agree nor disagree	5%	1
Somewhat disagree	0%	0
Strongly disagree	0%	0

Were the topics presented in a way that was easy to follow? 22 ⓘ

Were the topics presented in a way that was easy to follow?	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	12
Somewhat agree	2.00	2.00	2.00	9
Neither agree nor disagree	3.00	3.00	3.00	1
Somewhat disagree	-	-	-	0
Strongly disagree	-	-	-	0

Did you find the material presented in the course easy to understand? 22 ⓘ



Did you find the material presented in the course easy to understand? 22 ⓘ

Q21 - Did you find the material presented in the course easy to understand?	Percentage	Count
Strongly agree	55%	12
Somewhat agree	41%	9
Neither agree nor disagree	5%	1
Somewhat disagree	0%	0
Strongly disagree	0%	0

Did you find the material presented in the course easy to understand? 22 ⓘ

Did you find the material presented in the course easy to understand?	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	12
Somewhat agree	2.00	2.00	2.00	9
Neither agree nor disagree	3.00	3.00	3.00	1
Somewhat disagree	-	-	-	0
Strongly disagree	-	-	-	0

How could the course's delivery be improved to better accommodate diverse learning needs and backgrounds? 22 ⓘ

**How could the course's delivery be improved to better accommodate diverse l...**

The program should leave the theoretical mode and have more of a practical aspect.

The style and method you had were completely useful, and I agree with them. Because everything was understandable.

If it could be designed to be more interactive that would be fantastic

Matching the course content with the realities and challenges of the displaced and at-risk scholars.

It was an inclusive design and developed and implemented institution-wide quality for students such as me which offered flexible time. the course content was accessible to all, but the only suggestion I have if we could make it in person maybe get more interesting and the opportunity for more discussion and learning. also, the participant will be more committed to a presence in the class or take an active part, and it is good for all participants to be motivated to join till the end with full focus.

course's delivery is great

**How could the course's delivery be improved to better accommodate diverse l...**

Performing a needs assessment before commencing each course to determine the essential topics that should be covered.

If you can find a budget, i prefer in-person workshop. Many reasons

Please focus more on providing the initial job opportunities at the universities, we all know these Research statement, ethics and how the networking is important. Adjust them into the organization or in the academia.

Everything was amazing. Keep it the same

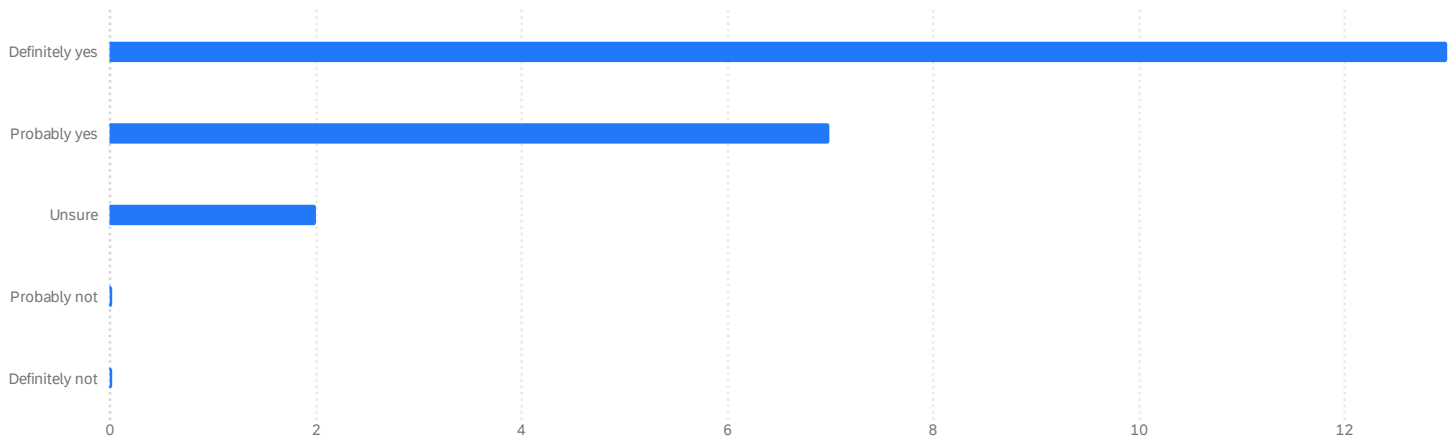
If the course can be held in person, it would be better. I am not a big fan of virtual course.

Overall, everything was great. IT would be even better if contributors had access to the recordings of the sessions after the workshop ends.

I would like to see issues of professional ethics considered more broadly. But this is related to my interests as a sociologist. When considering the problems of preparing articles and journals for publication, you can invite representatives of different publishing houses to a meeting.

The timing was overlapping with my calendar

**Do you intend to adopt any of the topics outlined in this workshop?** 22 ⓘ



**Do you intend to adopt any of the topics outlined in this workshop?** 22 ⓘ

Q23 - Do you intend to adopt any of the topics outlined in this workshop?

Percentage

Count

Definitely yes

59%

13

Q23 - Do you intend to adopt any of the topics outlined in this workshop?

Percentage

Count

	Percentage	Count
Probably yes	32%	7
Unsure	9%	2
Probably not	0%	0
Definitely not	0%	0

Do you intend to adopt any of the topics outlined in this workshop? 22 ⓘ

Do you intend to adopt any of the topics outlined in this workshop?

Average

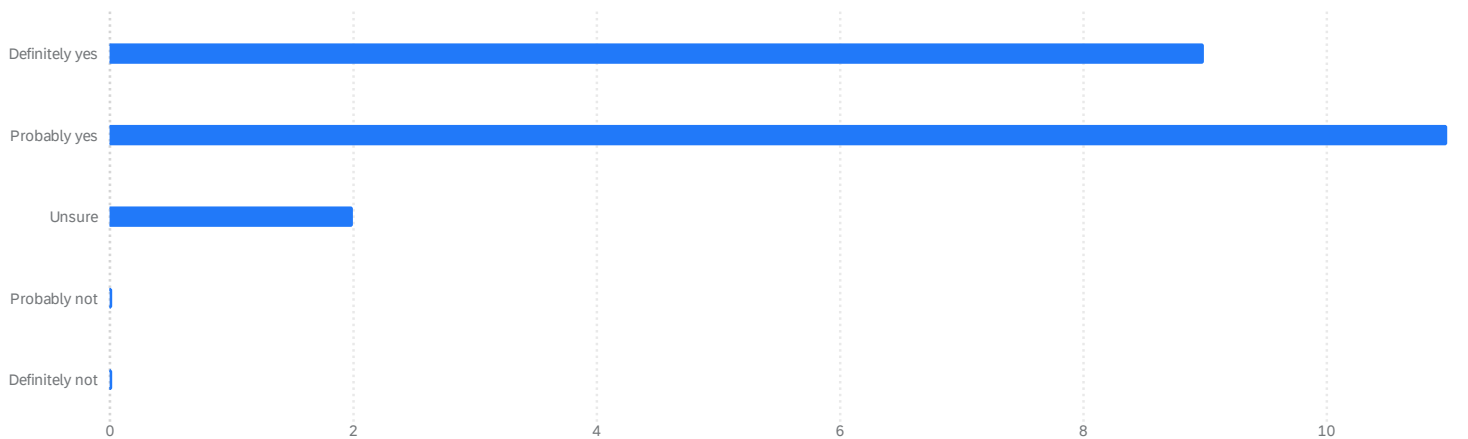
Minimum

Maximum

Count

	Average	Minimum	Maximum	Count
Definitely yes	1.00	1.00	1.00	13
Probably yes	2.00	2.00	2.00	7
Unsure	3.00	3.00	3.00	2
Probably not	-	-	-	0
Definitely not	-	-	-	0

Do you intend to collaborate with colleagues of other organizations to implement practices or lessons from this workshop? 22 ⓘ



Do you intend to collaborate with colleagues of other organizations to implement practices or lessons from this workshop? 22 ⓘ

Q24 - Do you intend to collaborate with colleagues of other organizations to implement practices or lessons from this workshop?

Percentage

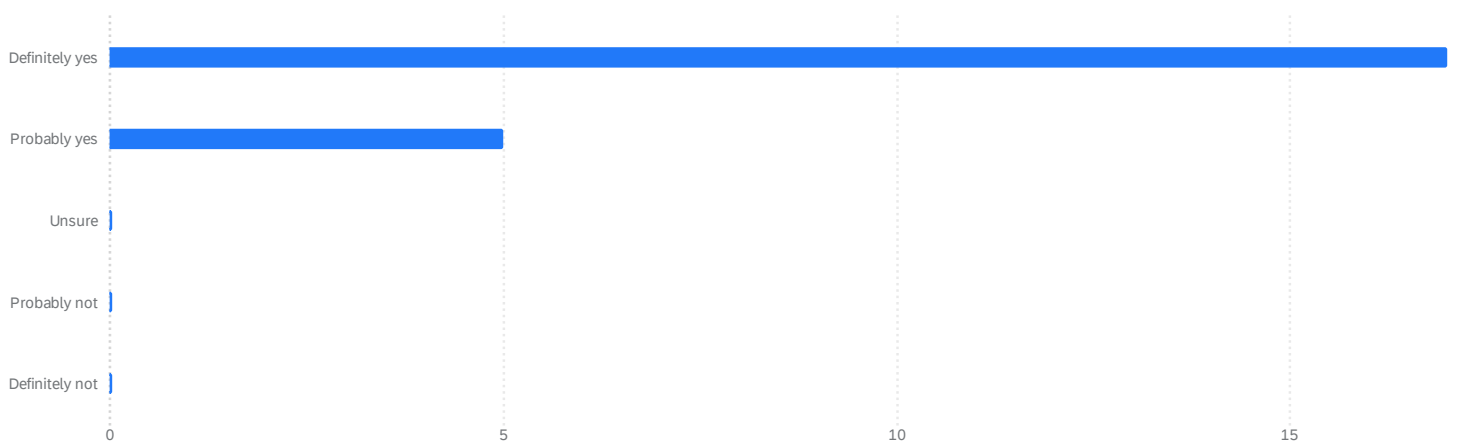
Count

	Percentage	Count
Definitely yes	41%	9
Probably yes	50%	11
Unsure	9%	2
Probably not	0%	0
Definitely not	0%	0

Do you intend to collaborate with colleagues of other organizations to implement practices or lessons from this workshop? 22 ⓘ

Do you intend to collaborate with colleagues of other organizations to impl...	Average	Minimum	Maximum	Count
Definitely yes	1.00	1.00	1.00	9
Probably yes	2.00	2.00	2.00	11
Unsure	3.00	3.00	3.00	2
Probably not	-	-	-	0
Definitely not	-	-	-	0

Do you intend to review the material provided in the workshop in the future? 22 ⓘ



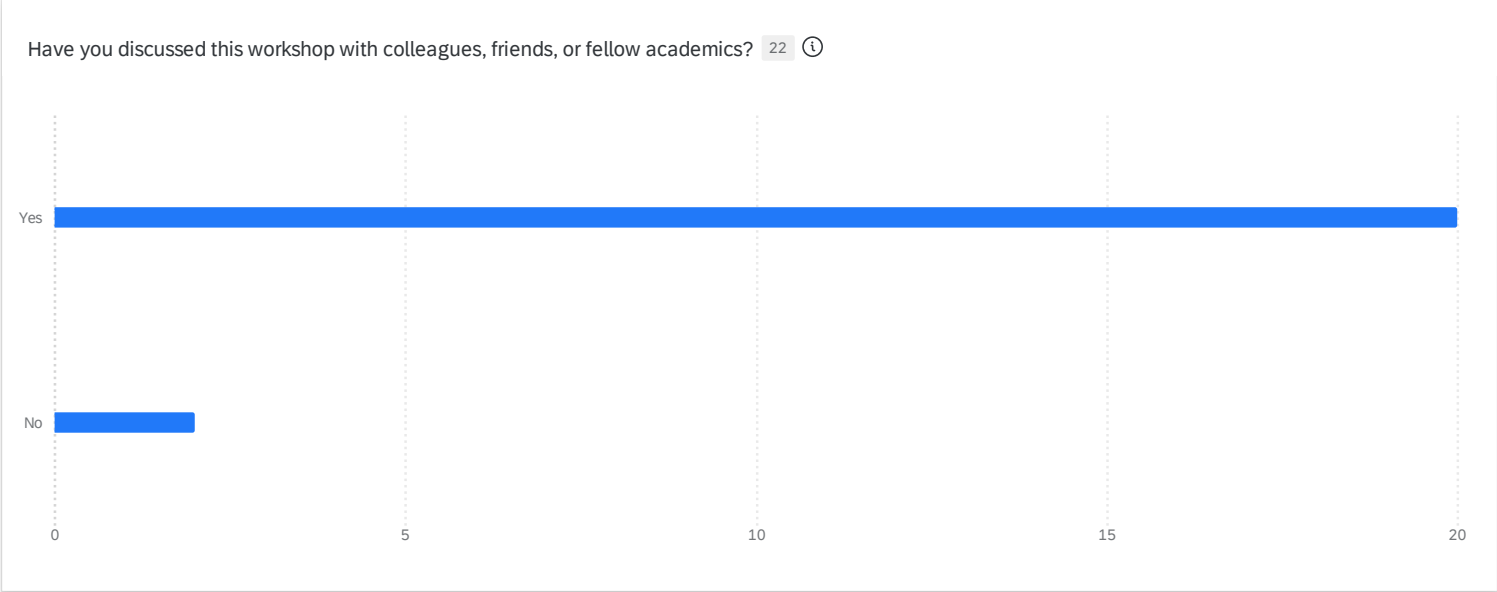
Do you intend to review the material provided in the workshop in the future? 22 ⓘ

Q25 - Do you intend to review the material provided in the workshop in the future?	Percentage	Count
Definitely yes	77%	17
Probably yes	23%	5
Unsure	0%	0
Probably not	0%	0
Definitely not	0%	0

Do you intend to review the material provided in the workshop in the future? 22 ⓘ

Do you intend to review the material provided in the workshop in the future...	Average	Minimum	Maximum	Count
Definitely yes	1.00	1.00	1.00	17
Probably yes	2.00	2.00	2.00	5

Do you intend to review the material provided in the workshop in the future...	Count
Unsure	0
Probably not	0
Definitely not	0



Have you discussed this workshop with colleagues, friends, or fellow academics? 22 ⓘ

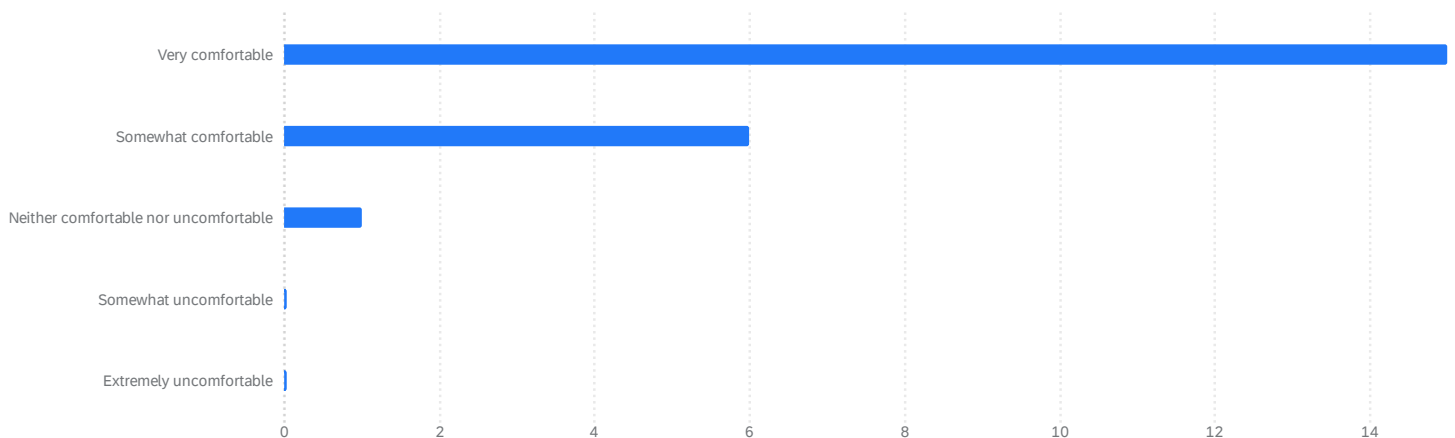
Q26 - Have you discussed this workshop with colleagues, friends, or fellow academics?

	Percentage	Count
Yes	91%	20
No	9%	2

Have you discussed this workshop with colleagues, friends, or fellow academics? 22 ⓘ

Have you discussed this workshop with colleagues, friends, or fellow academ...	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	20
No	2.00	2.00	2.00	2

How comfortable do you feel about discussing workshop topics with peers and colleagues? 22 ⓘ



How comfortable do you feel about discussing workshop topics with peers and colleagues? 22 ⓘ

Q27 - How comfortable do you feel about discussing workshop topics with peers and colleagues?

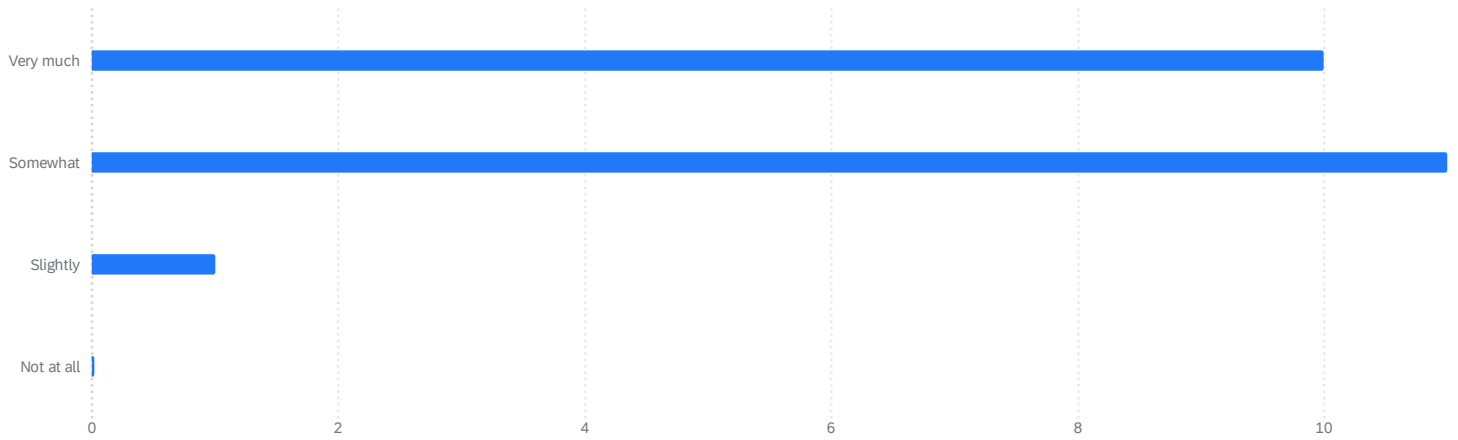
	Percentage	Count
Very comfortable	68%	15
Somewhat comfortable	27%	6
Neither comfortable nor uncomfortable	5%	1
Somewhat uncomfortable	0%	0
Extremely uncomfortable	0%	0

How comfortable do you feel about discussing workshop topics with peers and colleagues? 22 ⓘ

How comfortable do you feel about discussing workshop topics with peers and...

	Average	Minimum	Maximum	Count
Very comfortable	1.00	1.00	1.00	15
Somewhat comfortable	2.00	2.00	2.00	6
Neither comfortable nor uncomfortable	3.00	3.00	3.00	1
Somewhat uncomfortable	-	-	-	0
Extremely uncomfortable	-	-	-	0

Has this workshop introduced you to a new way of thinking about leveraging your academic background in Canada? 22 ⓘ



Has this workshop introduced you to a new way of thinking about leveraging your academic background in Canada? 22 ⓘ

Q28 - Has this workshop introduced you to a new way of thinking about leveraging your academic background in Canada?

Percentage

Count

Response	Percentage	Count
Very much	45%	10
Somewhat	50%	11
Slightly	5%	1
Not at all	0%	0

Has this workshop introduced you to a new way of thinking about leveraging your academic background in Canada? 22 ⓘ

Has this workshop introduced you to a new way of thinking about leveraging...

Average

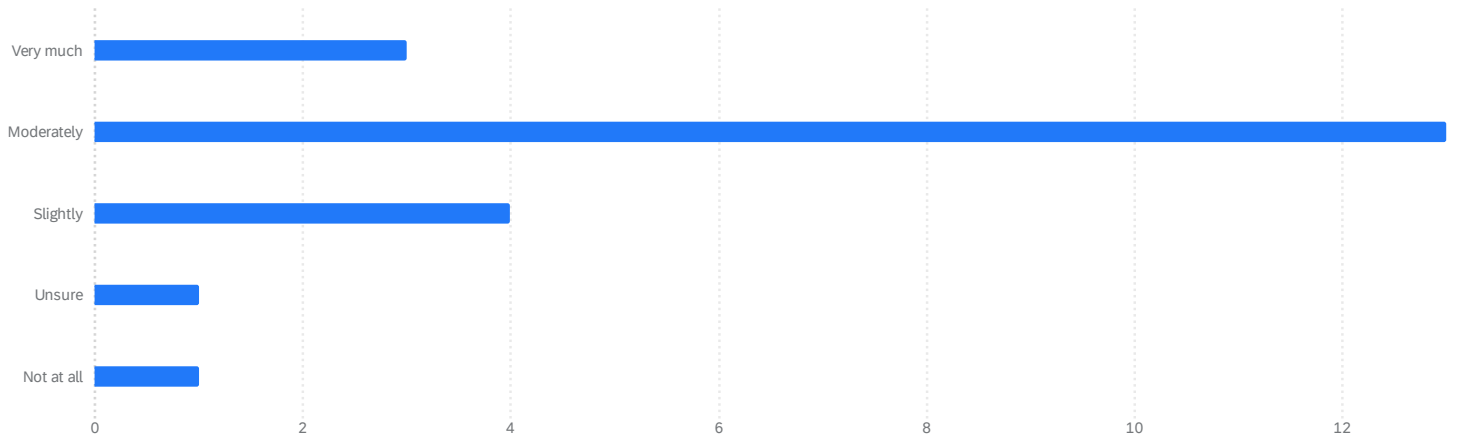
Minimum

Maximum

Count

Response	Average	Minimum	Maximum	Count
Very much	1.00	1.00	1.00	10
Somewhat	2.00	2.00	2.00	11
Slightly	3.00	3.00	3.00	1
Not at all	-	-	-	0

Has attending this workshop changed your perspective concerning your daily work? 22 ⓘ



Has attending this workshop changed your perspective concerning your daily work? 22 ⓘ

Q29 - Has attending this workshop changed your perspective concerning your daily work?

Percentage

Count

Response Category	Percentage	Count
Very much	14%	3
Moderately	59%	13
Slightly	18%	4
Unsure	5%	1
Not at all	5%	1

Has attending this workshop changed your perspective concerning your daily work? 22 ⓘ

Has attending this workshop changed your perspective concerning your daily...

Average

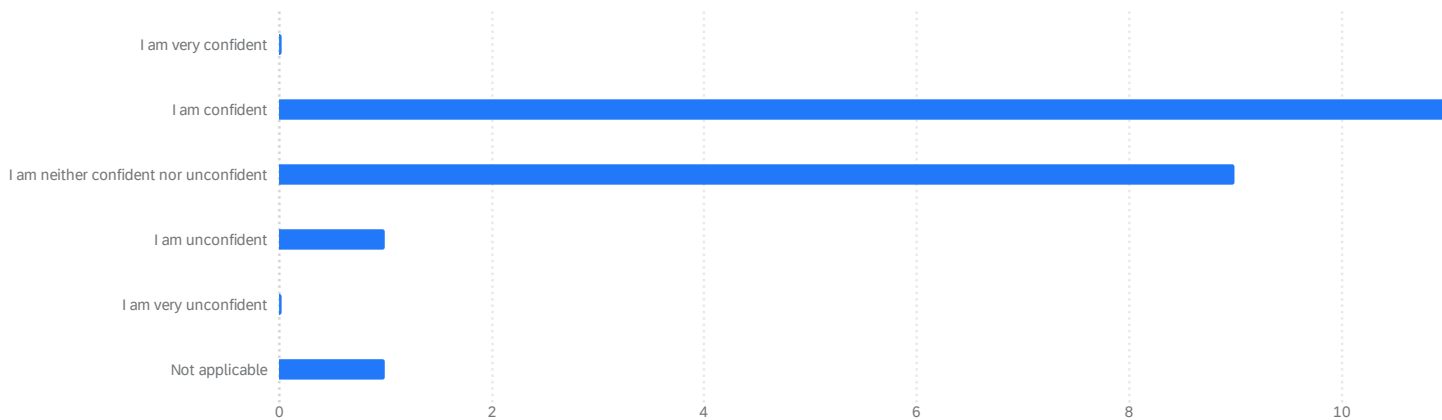
Minimum

Maximum

Count

Response Category	Average	Minimum	Maximum	Count
Very much	1.00	1.00	1.00	3
Moderately	2.00	2.00	2.00	13
Slightly	3.00	3.00	3.00	4
Unsure	4.00	4.00	4.00	1
Not at all	5.00	5.00	5.00	1

After attending this workshop, how confident are you in your ability to leverage your academic background for the Canadian academic job market? Please select the statement that best describes you: 22 ①



After attending this workshop, how confident are you in your ability to leverage your academic background for the Canadian academic job market? Please select the statement that best describes you: 22 ①

Q30 - After attending this workshop, how confident are you in your ability to leverage your academic background for the Canadian academic job market? Please select the statement that best describes you:

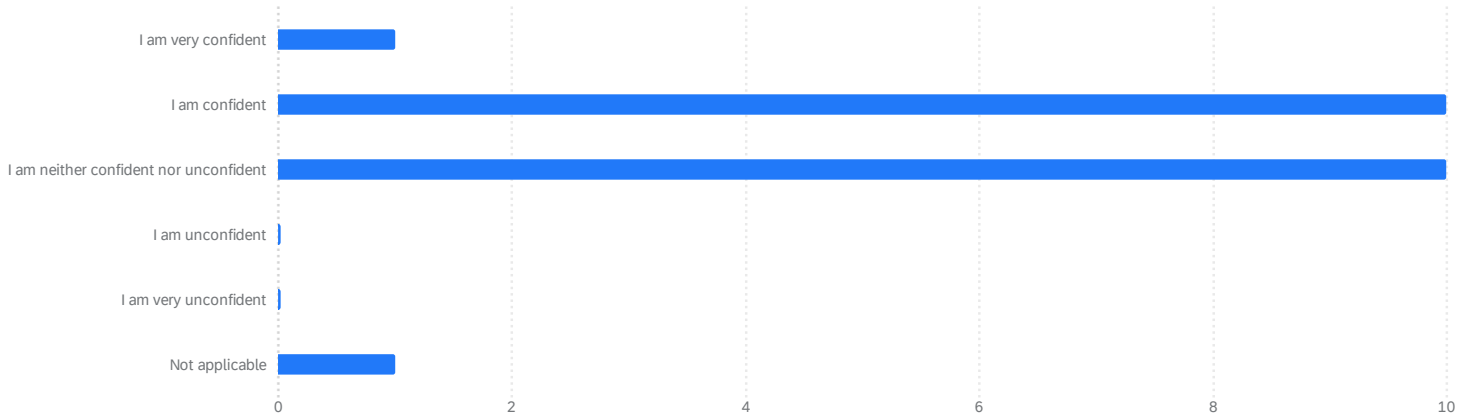
	Percentage	Count
I am very confident	0%	0
I am confident	50%	11
I am neither confident nor unconfident	41%	9
I am unconfident	5%	1
I am very unconfident	0%	0
Not applicable	5%	1

After attending this workshop, how confident are you in your ability to leverage your academic background for the Canadian academic job market? Please select the statement that best describes you: 22 ①

After attending this workshop, how confident are you in your ability to lev...

	Average	Minimum	Maximum	Count
I am very confident	-	-	-	0
I am confident	2.00	2.00	2.00	11
I am neither confident nor unconfident	3.00	3.00	3.00	9
I am unconfident	4.00	4.00	4.00	1
I am very unconfident	-	-	-	0
Not applicable	6.00	6.00	6.00	1

After attending this workshop, how comfortable are you in leveraging your academic background/skills in the Canadian job market? Please select the statement that best describes you: 22 ⓘ



After attending this workshop, how comfortable are you in leveraging your academic background/skills in the Canadian job market? Please select the statement that best describes you: 22 ⓘ

Q31 - After attending this workshop, how comfortable are you in leveraging your academic background/skills in the Canadian job market? Please select the statement that best describes you:

Percentage

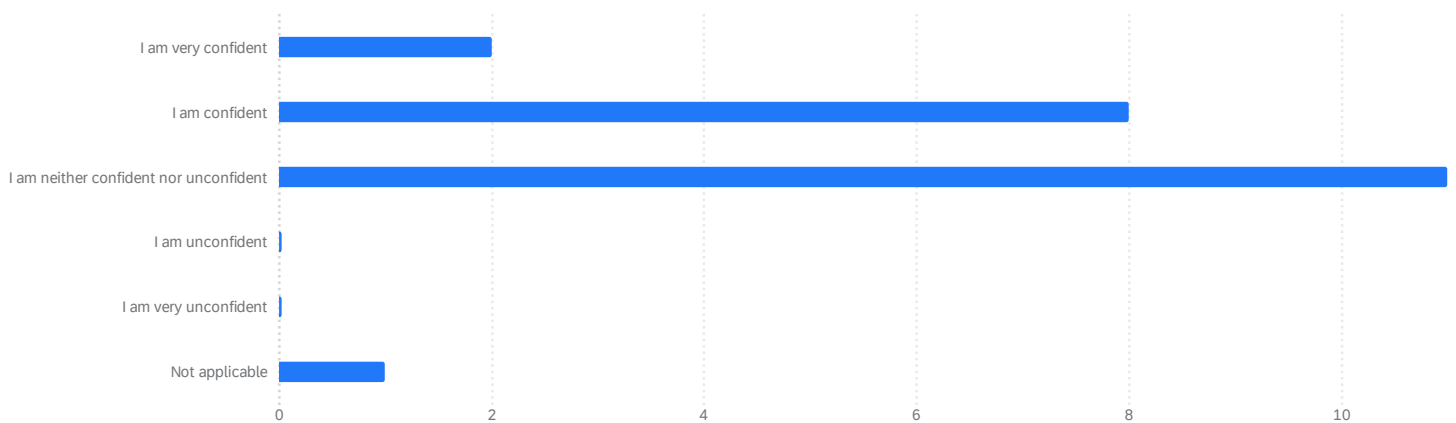
Count

	Percentage	Count
I am very confident	5%	1
I am confident	45%	10
I am neither confident nor unconfident	45%	10
I am unconfident	0%	0
I am very unconfident	0%	0
Not applicable	5%	1

After attending this workshop, how comfortable are you in leveraging your academic background/skills in the Canadian job market? Please select the statement that best describes you: 22 ⓘ

After attending this workshop, how comfortable are you in leveraging your a...	Average	Minimum	Maximum	Count
I am very confident	1.00	1.00	1.00	1
I am confident	2.00	2.00	2.00	10
I am neither confident nor unconfident	3.00	3.00	3.00	10
I am unconfident	-	-	-	0
I am very unconfident	-	-	-	0
Not applicable	6.00	6.00	6.00	1

After attending this workshop, how comfortable are you in leveraging your skills from academia to jobs outside academia? Please select the statement that best describes you: 22 ⓘ



After attending this workshop, how comfortable are you in leveraging your skills from academia to jobs outside academia? Please select the statement that best describes you: 22 ⓘ

Q32 - After attending this workshop, how comfortable are you in leveraging your skills from academia to jobs outside academia? Please select the statement that best describes you:

	Percentage	Count
I am very confident	9%	2
I am confident	36%	8
I am neither confident nor unconfident	50%	11
I am unconfident	0%	0
I am very unconfident	0%	0
Not applicable	5%	1

After attending this workshop, how comfortable are you in leveraging your skills from academia to jobs outside academia? Please select the statement that best describes you: 22 ⓘ

After attending this workshop, how comfortable are you in leveraging your s...	Average	Minimum	Maximum	Count
I am very confident	1.00	1.00	1.00	2
I am confident	2.00	2.00	2.00	8
I am neither confident nor unconfident	3.00	3.00	3.00	11
I am unconfident	-	-	-	0
I am very unconfident	-	-	-	0
Not applicable	6.00	6.00	6.00	1

Do you have other recommendations/suggestions for improving this workshop in the future? 22 ⓘ

Do you have other recommendations/suggestions for improving this workshop i...

I found program completely useful and comprehensive. Thank you very much for your course.

Thank you from organizing and from those who presented informative presentation,

No

Overall, I found the material presented in the course to be largely accessible and comprehensible.

no

Best of luck. Megan and Norah were the best facilitators.

I can catch more in in person-workshop, so if the workshop can be held as in person, would be better.

**Do you have other recommendations/suggestions for improving this workshop i...**

If some sessions of the workshop were in person, in my opinion, it would be more effective.

---

Overall, the seminar turned out to be very useful. It would be nice to publish the seminar material as a separate book.

---

I enjoyed the workshop except the overlapping with my program maybe in the future considering suitable time for participants may help

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# Annex 4: Key Informant Interview Guide

(KUUT Model)

## Questions

1. Would you like to briefly describe your role in the program?
  - a. How long have you been involved in this program?
2. From your perspective as a presenter/manager of this workshop, what would you describe as the primary objectives of the training workshop?

Follow-up prompts:

- a. How do you feel the workshop aligned with these objectives? Were there any objectives that were not fully met?
- b. In retrospect, are there any additional objectives that you believe could have been included to enhance the workshop's effectiveness?
3. How did you describe the content and delivery of the workshop?

Follow-up prompts:

- a) Would you say that the workshop content has changed or remained the same since inception of the program?
  - i. If it has changed, what informed the change in the content?
  - ii. What does the preparation for the workshop look like?
- b) How would you describe the engagements with the participants?
- c) What are the common feedback you have received from participants?
- d) How would you describe the mechanism of receiving feedback from participants?
- e) What are the common challenges you have noticed during this program – vis-a-vis mode of delivery, participants, communication with program managers? How were these challenges addressed?
4. How would you describe the post-workshop communication/interaction between participants and the program? YosraSalem@cmail.carleton.ca

Follow-up prompts:

- a) Would you describe the interaction as proactive or reactive?
- b) Would you say it from the participants or program management side? How do you plan to leverage these moving forward?
5. Would you say that the workshop has achieved all its intended objectives?
  - a. What do you think are the barriers?
  - b. Are there topics that you think did not meet the needs of the participants?
  - c. How can these be mitigated going forward?
1. Considering the evolving needs of At-Risk Scholars, are there topics /areas that need to be included in future workshops?
  - a. How would you describe the program generally?
  - b. What recommendations would you suggest for improving the program?

Carleton University Initiative:

**Academic Advancement and Career Alignment Certificate for New Scholars in Canada**

**April 2025**

*Prepared by N. Vollmer ([norah.vollmer@carleton.ca](mailto:norah.vollmer@carleton.ca)) and Megan Graham ([megan.graham@carleton.ca](mailto:megan.graham@carleton.ca))  
with input from the Advisory Board*

Scholars at Risk Carleton is excited to invite at-risk and displaced scholars, artists, and activists to participate in the upcoming Academic Advancement and Career Alignment Certificate for New Scholars in Canada (April 2025). This certificate course was piloted last year in collaboration with the Placement, Preservation and Perseverance: Afghan At-Risk Scholars, Activists and Students (PPP) project funded by IDRC and the University of British Columbia. The overarching objective of the certificate course is to build Canadian academic credentials to address gaps in teaching and/or research productivity due to career interruptions and/or foreign credentials, as well as to offer related training for pursuing employment in sectors beyond academia where scholars in Canada work.

The certificate course is open to scholars, artists, and activists at risk in Canada, including those who have already completed the Royal Society of Canada's At-Risk and Displaced Academics and Artists (ARDAA) workshop. This program consists of workshops developed specifically to complement and expand upon topics covered in the AARDA workshop, providing participants with continuity and opportunity to engage more deeply with topics related to career landscapes for academics in Canada.

The goal of the workshop series to provide scholars with knowledge and practical tools for navigating the career landscape for academics in Canada. The certificate course consists of a series of live Zoom workshops for at-risk scholars to complement existing career resources both on and off-campus at Canadian universities.

An important addition to this year's certificate course is the introduction of discipline-focused sessions for selected sessions. Participants in Business, Engineering, Arts and Social Science, and Science will have opportunities to learn about particular topics from an expert in their field. This will provide discipline-specific information, networking opportunities, and important feedback related to participants' own areas of research and expertise.

**Workshop Series Learning Objectives**

By the end of the workshop series, participants will:

1. Identify career pathways for academics in Canada, as well as transferable career skills, job opportunities, and continuing education options in the Canadian academic, alt-academic, and industry contexts;
2. Understand academic landscapes in the Canadian context (e.g., research funding opportunities in Canada; engaging with research teams to gain Canadian experience; research publication and knowledge dissemination; research ethics and institutional review board processes; and equity, diversity, and inclusion in research);
3. Develop and practice communication skills and strategies for networking within academia and beyond academia to navigate Canadian career landscapes;
4. Acquire discipline-specific mentorship, networking opportunities, and professional feedback to support next steps in Canada

Participants will receive a certificate upon completion of this workshop series.

\*Note that this will be a participation-based program and no formal assessment will be done. Attendees must commit to attending the full suite of workshops. When possible, recorded sessions will be made available via Brightspace. Participants will get maximum benefit by attending the live sessions.

For support accessing the Brightspace page, please visit the Carleton website about [navigating Brightspace](#) or contact the [Brightspace Support Desk](#).

### Detailed Session Schedule

Please note: All sessions are hosted on Zoom. [CLICK HERE](#) to launch the Zoom session. The link and passcode are the same for all sessions. The passcode will be sent via email and available in Brightspace.

#### Session 1: Monday, April 7, 2025, 1-2:30pm EST

Introduction & Career Pathways	Discussion Points	Speakers
Introduction and Career Pathways: An overview of the program and a discussion on career pathways in Canada	<ul style="list-style-type: none"> <li>• Welcome to the workshop series</li> <li>• Pathways: academia; government/Industry; further education (Ontario Student Assistance Program)</li> <li>• How the university works (policies, academic ranks, tenure)</li> <li>• Academics working in Government of Canada jobs and other sectors</li> </ul>	<p><b><u>Doris Kakuru</u></b>, Professor, Child and Youth Studies, University of Victoria</p> <p><b><u>Luciara Nardon</u></b>, Professor, International Business, Sprott School of Business, Carleton University</p> <p><b><u>Russ MacDonald</u></b>, Manager, Programmes, The Royal Society of Canada</p> <p><b><u>Sulaimon Giwa</u></b>, Associate Professor and Interim Dean, Memorial University; Member, The Royal Society of Canada</p> <p><b><u>Norah Vollmer</u></b>, Manager, Faculty Affairs, Carleton University</p> <p><b><u>Megan Graham</u></b>, Adjunct Research Professor, Department of Sociology and Anthropology, Carleton University</p>

**Things to do after the session:**

- Explore the Academic Advancement and Career Alignment Certificate for New Scholars in Canada Brightspace page
- Sign up for workshops and training at your university

**Session 2: Tuesday, April 8, 2025, 1-2:30pm EST; Extended session 2:30-3:15pm EST**

<b>Career Pathways and Toolkits – Part 2</b>	<b>Discussion Points</b>	<b>Speakers</b>
Creating an Alt-Academic/Industry Job Application	<ul style="list-style-type: none"><li>• Job ad websites and resources for different pathways</li><li>• Resume and cover letter writing for non-academic positions</li><li>• Transferable skills between academia and other sectors</li><li>• Revisiting Government of Canada jobs for academics</li></ul> <p><b><i>*An extended session will follow at 2:30pm to discuss:</i></b></p> <ul style="list-style-type: none"><li>• Navigating the industry job market</li><li>• Application process and timeline</li><li>• Skills to highlight for employers</li><li>• Networking opportunities</li><li>• Experience of transitioning from academia to industry</li></ul>	<p><b><u>Karim Abuawad</u></b>, Professional Development Coordinator, The Office of Graduate Studies, Carleton University</p> <p><b><u>David Lafferty</u></b>, Professional Development Coordinator, The Office of Graduate Studies, Carleton University</p> <p><i>*Business students will join a break-out room in the 1pm session:</i></p> <p><b><u>Bahman Radnejad</u></b>, Bissett School of Business, Mount Royal University</p> <hr/> <p><b><i>*Extended Session for engineering 2:30-3:15pm (all welcome):</i></b></p> <p><b><u>Paraskevas Mylonas</u></b>, P.Eng., PMP, Structural Engineer - National Design Automation Lead, Bridges, WSP</p>
<p><b>Things to do before class:</b></p> <ul style="list-style-type: none"><li>• Locate companies and/or organizations that employ people in your field and identify potential hiring managers</li><li>• Search find potential positions using job ad sites (e.g., LinkedIn)</li><li>• Compare your resume with required qualifications on the job ad</li><li>• Identify your barriers to applying for positions and/or reaching out to hiring managers</li></ul>		
<p><b>In-class activities:</b></p> <ul style="list-style-type: none"><li>• Compare your examples of resumes provided for non-academic positions</li><li>• Identify the type of resume that works best for you</li><li>• Using example transferable, make a list of examples for your work experience that support each skill</li></ul>		

- Note career gaps and special circumstances (including research slowdowns). Consider strategies to address them (including signing up for workshops).

**Things to do after class:**

- Set up a GCJobs account (if applicable)
- Continue to review your resume
- Explore the additional resources about creating resumes
- Brainstorm transferable skills (tip: using a job ad can be helpful to identify employer skills and align them with academic skills)

**Session 3: Wednesday, April 9, 2025, 1-2:30pm EST; Extended session 2:30-3:15pm EST**

Career Pathways and Toolkits – Part 3	Discussion Points	Speakers
<p>Creating Academic Job Applications</p>	<ul style="list-style-type: none"> <li>• Academic job ad websites and resources for finding academic jobs</li> <li>• CV writing for academic jobs</li> <li>• Cover letter writing for academia</li> </ul> <p><b><i>*An extended session will follow at 2:30pm to discuss:</i></b></p> <ul style="list-style-type: none"> <li>• Navigating the academic job market – expectations and timelines</li> <li>• Academic job application stages</li> <li>• Interview preparation</li> <li>• What to expect during the academic job interview</li> </ul>	<p><b><u>Karim Abuawad</u></b>, Professional Development Coordinator, The Office of Graduate Studies, Carleton University</p> <p><b><u>David Lafferty</u></b>, Professional Development Coordinator, The Office of Graduate Studies, Carleton University</p> <p><i>*Business students will join a break-out room in the 1pm session:</i></p> <p><b><u>Bahman Radnejad</u></b>, Bissett School of Business, Mount Royal University</p> <hr/> <p><b><i>*Extended session from 2:30-3:15pm (all welcome):</i></b></p> <p><b><u>Nick Tepylo</u></b>, Assistant Professor, Mechanical &amp; Aerospace Engineering, Clarkson University</p> <p><b><u>Azar Masoumi</u></b>, Associate Professor, Department of Sociology and Anthropology, Carleton University</p>
<p><b>Things to do before class:</b></p> <ul style="list-style-type: none"> <li>• Locate a faculty mentor in your field to review your CV</li> <li>• Search academic jobs (University Affairs website) and find a potential position</li> <li>• If possible, compare your CV with 1) required qualifications; and 2) CVs/research websites of academics in the relevant department/units</li> </ul>		

<p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>• Compare your CV to examples of CVs provided in the session</li> <li>• Analyze structure of job posters for academic positions</li> <li>• Note career gaps and special circumstances (including research slowdowns). Consider strategies to address them (including signing up for workshops)</li> </ul>
<p><b>Things to do after class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to review your CV and cover letter</li> <li><input type="checkbox"/> Explore the additional resources about creating CVs for academic applications</li> </ul>

**Session 4: Friday, April 11, 2025, 1-2:30pm EST**

<b>Topic 4: Career Pathways and Toolkits – Part 4</b>	<b>Discussion Points</b>	<b>Speakers</b>
Teaching Philosophy Statements	<ul style="list-style-type: none"> <li>• Overview of the teaching portfolio and its components</li> <li>• Purpose and architecture of the teaching philosophy statement</li> <li>• Strategies for writing successful teaching philosophy statements and teaching dossiers</li> </ul>	<b>Morgan Rooney</b> , Educational Development Coordinator, Teaching and Learning Services, Carleton University; Adjunct Research Professor & Sessional Instructor, Department of English, Carleton University
<p><b>Things to do before class:</b></p> <ul style="list-style-type: none"> <li>• Look at examples of teaching portfolios (sometimes called teaching dossiers): <a href="#">Teaching Dossier   Centre for Teaching and Learning</a></li> <li>• Try a worksheet for getting started on your statement (e.g., <a href="#">Teaching Philosophy Statements - June 2023.pdf</a>)</li> </ul>		
<p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>• Workshopping philosophy statements as a group</li> </ul>		
<p><b>Things to do after class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Start a draft of your teaching philosophy statement</li> <li><input type="checkbox"/> Begin compiling your documents in a folder to build your teaching portfolio</li> <li><input type="checkbox"/> Reach out to your university’s teaching centre for more assistance</li> </ul>		

**Session 5: Tuesday, April 15, 1-2:30pm EST**

<b>Topic 5: Networking</b>	<b>Discussion Points</b>	<b>Speakers</b>
Networking: A discussion on finding other researchers in your area of expertise and making contacts	<ul style="list-style-type: none"> <li>• Defining networking</li> <li>• Why and when networking matters</li> <li>• Reaching out to potential colleagues and contacts</li> </ul>	<b>David Lafferty</b> , Professional Development Coordinator, The Office of Graduate Studies, Carleton

	<ul style="list-style-type: none"> <li>• “Cold calling” - How to invite someone for a “virtual coffee” or informational interview</li> <li>• Social media and LinkedIn</li> <li>• Safety and security on social media</li> <li>• Creating your “Elevator Speech”</li> </ul>	<b>John Nelson</b> , Director, Innovation Hub, Carleton University
<p><b>Things to do before class:</b></p> <ul style="list-style-type: none"> <li>• Set up a LinkedIn profile (if safe to do so)</li> <li>• Identify 2–3 researchers or institutions related to their area of interest (e.g., via Google Scholar, LinkedIn, university websites)</li> <li>• Reflect on past networking experiences: <ul style="list-style-type: none"> <li>○ A time you successfully made a professional connection</li> <li>○ What you find challenging or intimidating about networking</li> <li>○ What you hope to gain from learning about academic networking</li> </ul> </li> </ul>		
<p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>• Locate potential colleagues/principal investigators at Canadian universities and/or research institutions</li> <li>• Draft an introductory message you might send by private on LinkedIn(using an example)</li> <li>• Draft an email introduction message you might send to another professor or department chair (using an example)</li> </ul>		
<p><b>Things to do after class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write, refine, practice, and record your Elevator Speech <ul style="list-style-type: none"> <li>○ Refine the “elevator speech” drafted in class.</li> <li>○ Record a 30–60 second video of yourself delivering it.</li> <li>○ Reflect on what felt strong and what could be improved</li> </ul> </li> <li><input type="checkbox"/> Social media self-audit <ul style="list-style-type: none"> <li>○ Review your public social media profiles (LinkedIn, Twitter, etc.).</li> <li>○ Assess: What does your online presence currently say about you as a researcher? Are there any changes you plan to make for safety or professionalism? What actions will help you align your online presence with your academic and research goals?</li> </ul> </li> <li><input type="checkbox"/> Connect with at least three professionals or researchers in your field using a personalized LinkedIn message</li> </ul>		

**Session 6: Wednesday, April 16, 2025, 1-2:30pm EST**

<b>Topic 6: Library Research Management</b>	<b>Discussion Points</b>	<b>Speakers</b>
Library Research Management, Publishing, and Communications: A focus on library resources, developing research impact, publishing	<ul style="list-style-type: none"> <li>• Impact factors (Google Scholar, ORCID, ResearchGate, Academia)</li> <li>• Managing your research profile</li> <li>• Copyright</li> </ul>	<b>Pat Moore</b> , Scholarly Communications & Research Engagement Librarian, Carleton University

opportunities, and effective communications	<ul style="list-style-type: none"> <li>• Open access and intellectual property</li> <li>• Citation indexes</li> <li>• Publication landscape in Canada/area of expertise</li> <li>• Strategies for research communication</li> </ul>	<b>Valerie Critchley</b> , Copyright and Scholarly Communications Librarian, Carleton University
<p><b>Things to do before class:</b></p> <ul style="list-style-type: none"> <li>• Create or update your researcher profiles on ORCID and Google Scholar (or learn about these platforms)</li> <li>• Find and review an academic profile on ORCID or Google Scholar and take notes: What does a strong research presence look like? <ul style="list-style-type: none"> <li>○ What types of publications they list</li> <li>○ What citation metrics or impact measures do you see (if available)</li> <li>○ How they describe their research interests or communicate their work</li> </ul> </li> </ul>		
<p><b>In-class activity</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> </ul>		
<p><b>Things to do after class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Audit and strengthen your research identity online <ul style="list-style-type: none"> <li>○ Review your profiles on ORCID and Google Scholar</li> <li>○ Update any missing information (e.g., affiliations, keywords, bios)</li> </ul> </li> <li><input type="checkbox"/> Draft a research communication plan <ul style="list-style-type: none"> <li>○ Who is your audience (e.g., academic peers, policy makers, public)?</li> <li>○ What communication channels might you use (e.g., social media, email, LinkedIn)?</li> <li>○ What is your goal (e.g., build visibility, influence policy, attract collaborators)?</li> <li>○ Identify one potential challenge and how you might address it</li> </ul> </li> </ul>		

**Session 7: Tuesday, April 22, 1-2:30pm EST**

Topic 7: Research Ethics	Discussion Points	Speakers
Research Ethics: A review of how to locate and navigate research ethics	<ul style="list-style-type: none"> <li>• Research ethics boards at Canadian institutions</li> <li>• Laws, regulations, and policies (including EDI, Indigenous Research Ethics Board), Risk Management, Privacy</li> <li>• TCPS2 Core Training Certificate</li> <li>• Carleton University ethics: CUREB-A (Arts, Humanities, Business, and Public Affairs) and CUREB-B (Science, Health, Engineering &amp;</li> </ul>	<p><b>Gordon DuVal</b>, Director, Office of Research Ethics, Carleton University</p> <p><b>Bernadette Campbell</b>, Associate Professor, Department of Psychology, Carleton University</p>

	AMP: Design, Psychology, and Cognitive Science) <ul style="list-style-type: none"> <li>• Research ethics in other sectors</li> </ul>	
<b>Things to do before class:</b>		
<ul style="list-style-type: none"> <li>• Review <a href="#">Who needs to apply for Ethics? - Office of Research Ethics (carleton.ca)</a></li> <li>• Read the Carleton Office of Research Ethics FAQ page: <a href="#">FAQ - Office of Research Ethics (carleton.ca)</a></li> <li>• Locate the Tri-Council Policy Statement on the Ethical Conduct for Research Involving Humans (<a href="#">Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022) (ethics.gc.ca)</a>).</li> </ul>		
<b>In-class activities:</b>		
<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>		
<b>Things to do after class:</b>		
<input type="checkbox"/> Complete the TCPS 2: CORE-2022 (Course on Research Ethics): <a href="#">TCPS 2: CORE-2022 (tcps2core.ca)</a> *Download and save the certificate		
<input type="checkbox"/> Visit your university’s research ethics webpage (e.g., Carleton’s CUREB-A or CUREB-B) and find: <ul style="list-style-type: none"> <li>○ Application process</li> <li>○ Guidelines for your discipline</li> <li>○ Contact information for the REB or coordinator</li> </ul>		
<input type="checkbox"/> Analyze a real-world case or hypothetical scenario and apply ethical principles ( <a href="#">Hypothetical Scenarios - CIHR</a> ) <ul style="list-style-type: none"> <li>○ What are the main ethical risks involved?</li> <li>○ What principles (e.g., consent, privacy, EDI, Indigenous considerations) are at play?</li> <li>○ How would you minimize harm and uphold ethical standards?</li> </ul>		

**Session 8: Wednesday, April 23, 2025, 1-2:30pm EST**

Topic 8: Research Grants	Discussion Points	Speakers
Research Grants in Canada: A review of the Tri-Agency and research team composition	<ul style="list-style-type: none"> <li>• Thinking about grants in the Canadian context</li> <li>• Overview of the Canadian tri-councils (NSERC, SSHRC, and CIHR)</li> <li>• Knowledge transfer/mobilization in the Canadian context</li> <li>• Locating and partnering with a Principal Investigator (PI)</li> <li>• Composition of research teams and Equity, Diversity, and Inclusion (EDI)</li> </ul>	<p><b>Michael Agnew</b>, Manager, Research Services &amp; Initiatives, Faculty of Public Affairs, Carleton University</p> <p><b>Kristin Bourassa</b>, Research Facilitator (Early Career), Faculty of Arts and Social Sciences, Carleton University</p> <p><b>Sue Geffken-Graham</b>, Research Facilitator, Carleton Office for Research Initiatives and Services, Carleton University</p>

**Things to do before class:**

- Explore the Canadian Tri-Agency websites to build a basic awareness of funding agencies and the types of research they support.
  - **SSHRC** – Social Sciences and Humanities <https://www.sshrc-crsh.gc.ca>
  - **NSERC** – Natural Sciences and Engineering <https://www.nserc-crsng.gc.ca>
  - **CIHR** – Health Research <https://cihr-irsc.gc.ca>
  
- Review an example of a funded research project to understand how research grants support real-world work and how research teams are built
  - Choose one funded project in your field or of interest.
  - Note: Who the primary investigator (**PI**) is and their institution? What the research is about? Who's on the team (if listed)? Any mention of **knowledge mobilization** or equity, diversity, and inclusion (**EDI**)?
  
- Reflect on Equity, Diversity, and Inclusion (EDI) in research teams and collaborative research
  - Suggested reading: Tri-Agency EDI Action Plan: [NSERC - Action Plan](#); SSHRC EDI Guidelines: [Best Practices in Equity, Diversity and Inclusion in Research](#)

**In-class activities:**

- Class discussion

**Things to do after class:**

- Draft a mock research team with EDI Considerations
  - Imagine a small research project in your field
  - Create a mock research team (3–5 roles) and describe:
    - What expertise each member brings
    - How EDI considerations are reflected (e.g., interdisciplinary, inclusion of underrepresented voices, early-career researchers, etc.)
  
- Write a mini knowledge mobilization plan
  - How would you share their research with non-academic audiences?
  - Tools or methods (e.g., social media, workshops, community reports, podcasts)
  - Reflect on why knowledge mobilization matters for Canadian funding

**Session 9: Tuesday, April 29, 2025, 1-2:30pm EST**

<b>Topic 9</b>	<b>Discussion Points</b>	<b>Speakers</b>
Journal Articles and Publishing: A discussion on the publishing system and roles of those involved	<ul style="list-style-type: none"><li>• Peer-reviewed journals and review process</li><li>• Review tiers of publishing</li><li>• Open access journals</li></ul>	<b>Paul Goode</b> , McMillan Chair of Russian Studies, Carleton University (EURUS)/Editor-in-Chief of Communist and Post-Communist Studies

	<ul style="list-style-type: none"> <li>• Connections between conferences and publishing</li> <li>• Publishing in news media and alternative academic forums</li> <li>• Predatory journals and conferences</li> </ul>	<p><b>Stephan Gruber</b>, Geography and Environmental Studies, Carleton University</p> <p><b>Sarah Everts</b>, Associate Professor, CTV Chair in Digital Science Journalism, School of Journalism and Communication, Carleton University</p> <p><b>Cynthia Cruickshank</b>, Mechanical and Aerospace Engineering/Associate Dean, Equity, Diversity, and Inclusion, Faculty of Engineering and Design, Carleton University</p> <p><i>*Business students will join a break-out room in the 1pm session:</i></p> <p><b>Bahman Radnejad</b>, Bissett School of Business, Mount Royal University</p> <p><b>Hadi Fariborzi</b>, Bissett School of Business, Mount Royal University</p>
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**Things to before class:**

- Locate 1 academic journals in your field
  - Review manuscript preparation guidelines and peer-review process information
  - Who is the publisher? What is the scope or subject area? Is it open access?
- Read a short article on predatory journal ([How to Avoid Deceptive Publishers | Before Engaging in Research](#)) and consult additional resources:
  - For Deceptive Journals: [Identify trusted publishers for your research • Think. Check. Submit.](#)
  - For Deceptive Conferences: [Think. Check. Attend. • Think. Check. Submit.](#)

**In-class activity:**

- Class discussion

**Things to do after class:**

- Evaluate a journal using a credibility checklist to assess quality of the journal

- Choose a journal from your field
- Use a checklist: <https://thinkchecksubmit.org>
- Evaluate:
  - Is the journal credible or potentially predatory?
  - How did you determine that?
  - Would you consider submitting to this journal in the future? Why or why not?
- Draft a publication plan to start thinking about future publishing paths. Choose a real or hypothetical project idea and decide the following:
  - What kind of publication would suit this work?
  - What journal(s) might you target?
  - Would you consider presenting at a conference first? Why or why not?
  - Would you consider adapting the research (or part of it) to an alternative channel (e.g., podcast, news media, The Conversation, etc.)? Why or why not?

**Session 10: Wednesday, April 30, 2025, 1-2:30pm EST**

Topic 10	Discussion Points	Speakers
Course wrap-up and discussion	<ul style="list-style-type: none"> <li>• This session will be a roundtable focusing on lived experiences of navigating career paths in the Canadian context as well as advice on making connections, accessing resources, and planning next steps.</li> <li>• Each participant will have the opportunity to discuss the course and ask any additional questions about things they have worked on during the course, and about their career trajectory in Canada</li> </ul>	<p><b><u>Boris Vukovic</u></b>, Director, Accessibility Institute, Carleton University</p> <p><b><u>Betina Appel Kuzmarov</u></b>, Associate Vice-President (International), Carleton</p> <p>Members of the AACA Course Advisory Board</p> <p><b><u>Norah Vollmer</u></b>, Manager, Faculty Affairs, Carleton University</p>
<p><b>Things to do after class:</b></p> <ul style="list-style-type: none"> <li>• Continue to explore resources at your host institution. Develop your networks and seek out faculty mentors to provide discipline-specific feedback and support.</li> </ul>		

## Appendix A

The following are examples of other resources available at Carleton University. Scholars from universities other than Carleton are strongly encouraged to seek out similar resources at their host institutions.

PLEASE NOTE – Carleton attendees are strongly encouraged to sign up for the following newsletters and attend workshops in their discipline for more detailed and relevant information.

- Research Funding Newsletter Sign-Up <https://carleton.ca/coris/news-events/research-newsletter/vpri-research-funding-newsletter-sign-up/>
- Teaching and Learning Services Newsletter <https://confirmsubscription.com/h/t/44FEE2D852C69E7A>
- Faculty of Graduate and Postdoctoral Affairs Professional Development newsletter <https://carleton.ca/gradpd/list/>
- [National Center for Faculty Development and Diversity \(NCFDD\)](#) (use your Carleton email address)

More Information About Government/Industry Careers

- <https://carleton.ca/gradpd/trajectories/>
- <https://carleton.ca/gradpd/your-career-narrative/>
- [MITACS](#)

Knowledge mobilization resources - <https://carleton.ca/coris/knowledge-mobilization/>

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The Royal Society of Canada

Scholars at Risk (SAR) Carleton

Carleton Teaching and Learning Services

Advisory Board for Academic Advancement and Career Alignment Certificate for New Scholars in Canada

External Program Evaluators for Academic Advancement and Career Alignment Certificate  
for New Scholars in Canada

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