

Students as Stakeholders in Science Diplomacy Outlook for Today and Tomorrow

Conference Summary Report



SCIENCE & POLICY EXCHANGE
DIALOGUE SCIENCES & POLITIQUES

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From Science & Policy Exchange

Dear readers,

It is with great pleasure that we present to you this report, summarizing fruitful discussions on the role of students in science diplomacy. In advance of Canada's G7 presidency, numerous discussions in Québec and Canada highlighted the intersection of science and diplomacy and pointed to a key recommendation which remains unexplored: to advance science diplomacy, we must engage students and early career scientists. As a non-profit organization run by graduate students and early career researchers whose mission is to foster these voices in science policy, Science & Policy Exchange was compelled to explore this recommendation further.

To do so, we provided training in science diplomacy to a cohort of young researchers by means of a negotiation simulation modeled on the Arctic Council. These trainees, armed with a deeper understanding of the role science can play in international diplomacy, were invited to participate as key stakeholders to two panel discussions held in Montreal, Québec, Canada on May 18th, 2018:

1. The role of the student diaspora and internationalization of research in science diplomacy
2. How to train scientists to communicate with policymakers and promote/value their policy/diplomacy engagement

This report presents the proceedings of these discussions. To maximize their impact, we also highlighted key recommendations for institutions and governments to support the training of the next generation of scientists engaged in policy and/or diplomacy, as well as key steps students and trainees can take to drive their career and skills development.

Science is a dominant force in globalization and international development, which transcends the barriers between nations. We believe that the input and participation of early career scientists in science diplomacy endeavors can help improve outcomes and ensure that the future of research reflects the vision of both current and future generations. They would, however, require training on the key challenges of science diplomacy and science communication. Recognizing the value of this training and experience into their careers is equally important.

We hope that you enjoy this report, and that you continue to move forward this important dialogue into further science and diplomacy discussions.

The Science & Policy Exchange team



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Introduction

How can post-secondary students and early career researchers become more involved in science diplomacy and why is this important?

These questions were front and centre at a half-day conference held May 17, 2018 in Montreal, Quebec and hosted by Science & Policy Exchange (SPE), a student-led non-profit organization. About 100 participants, including students, postdoctoral fellows and early career scientists, as well as representatives from government, academia, and diplomacy institutions, came together to discuss practical ways the next generation can strengthen diplomatic links between Canada and other countries.

This report will be the focus of further discussions after the 2018 G7 meetings in Charlevoix, Quebec to help pioneer initiatives that more directly engage students and young scientists in international diplomacy.

Recommendations and next steps

For students

Make time for extracurricular activities, including policy experience

- Follow your intuition and be brave when choosing to learn about policy and diplomacy.
- Take advantage of funding for graduate mobility at your university. These opportunities are often not obvious and can require some research to find.
- If possible, supplement your PhD studies with courses in public policy, science communication, humanities and arts. Or, you could audit a graduate level course to gain new knowledge (e.g., Foreign language students could audit an English course to improve their understanding of English).
- Take the initiative to gain policy experience by searching for internships or opportunities with groups that work at the intersection of science and policy.
- Find mentors who support your personal and professional development. If your supervisors discourage you from engaging in extracurricular activities, let them know why you believe these are a productive use of your time or, if necessary, consult your graduate program advisor and Dean.

Strive for excellence

- Maintain excellence in whatever you do: With a track record of excellence, you will build your credibility as a scientist, among your peers, and with those outside the scientific community. If you engage in extracurriculars, make sure you also continue to succeed in your academic track.
- Be part of the conversation: follow the news to be aware of what's happening in the world.

- Build a network: connect with people who can help you move forward, and attend events that will help you make these connections.
- Be resourceful: If you are struggling to find funding, expand your search; if you want to develop a platform or project, start with a pilot and take advantage of free tools and collaborative online platforms.

Be a driver for change

- Push for structural and lasting changes by getting involved with your graduate student society, the university senate, or other committees. Or, start your own group!
- Think long-term. The most important issues (e.g., environmental protection, economic prosperity, and societal wellbeing) require long-term solutions that transcend election cycles.
- Hold elected leaders accountable to making informed decisions on both immediate (e.g., driven by politics, security) and long-term challenges (e.g. UN's Sustainable Development Goals), but be aware that other priorities (politics, security, public safety) also drive their decision-making.

Build relationships through effective communications

- Invite an MP to your lab/in the field and show them what you do. Avoid asking for money, but convey the value of your work (in terms your MP can understand and relate to).
- Be a good listener, be helpful, offer options, and substitute the word “should” with “could” when providing advice.
- Learn the language of diplomats and policymakers and understand what’s important to them. This will help you to communicate your research in a way that is relevant to them.
- When working in other countries, make an effort to learn their language. Showing initiative will help to build relationships and trust.
- Foster “the strength of weak ties”. If you can’t reach the most senior person, start with their executive assistant or a policy person below them, and leverage connections through existing networks.
- Try writing a brief abstract or “elevator pitch” explaining in plain language why your research matters to society – this can help you communicate with the public, MPs and succeed in job interviews.
- Count yourself in, not out, whether it’s an invitation to speak to the media, advise a policymaker, or present at a conference.

For governments and institutions

Support students who want to participate in policy and diplomacy

- Provide more funding to support and promote international student mobility, particularly among vulnerable or marginalized populations (e.g., Indigenous, women, lower income).
- Incentivize students, post-doctoral fellows, and early career scientists (e.g., new research chairs) to participate in policy, diplomacy, and public engagement.
- Provide more funding to support students taking internships, including interim funding to cover initial expenses.

Broaden the definition of scientific “excellence”

- Identify metrics for non-traditional scientific contributions, such as white papers and policy participation, and how they can be used in grant applications.
- Understand the role of students, post-doctoral fellows, and early career scientists in science diplomacy and the pathways to engage young people in diplomatic processes.

Take a new perspective on “brain gain” and “brain drain”

- Recognize the value of foreign students who study here, even if they return to their home countries. Their ties to Canada often endure and they can become great ambassadors for our country.
- Recognize the value of Canadian scientists who work abroad. This doesn't have to be viewed as a “brain drain”. Instead, look for ways to engage these scientists and for Canada to benefit from their research, multicultural experience, and the networks they have built in other countries.

Strengthen international science linkages

- Appoint Science and Technology (S&T) advisors to Global Affairs Canada who are linked to an international network of S&T advisors and establish scientific attachés.

→ Setting the scene

Opening remarks

Tina Gruosso, Vice President, SPE; Post-doctoral Fellow, McGill University, Canada

Mona Nemer, Chief Science Advisor of Canada

“To advance science diplomacy, we must engage students and early career scientists.”

That statement from SPE Vice President Tina Gruosso kicked off the first conference in Canada uniquely dedicated to exploring the critical role that students and young scientists can play in science diplomacy.

“We believe that input and participation from early career scientists in science diplomacy endeavors can help improve outcomes and ensure that the future of research reflects the vision of both current and future generations,” explained Gruosso, a post-doctoral fellow at McGill University. “In addition, early career scientists need to be sensitized to key challenges in science diplomacy and science communication. Recognizing the value of incorporating these types of training and experiences into their careers is equally important.”

Several discussions in advance of Canada’s G7 presidency have highlighted this intersection of science and diplomacy (see reports published by the International Network for Government Science Advice and the Association francophone pour le savoir, authored by Gruosso). These discussions also highlight a key recommendation which remains unexplored: driving the internationalization of research and advancing science diplomacy means engaging students and early career scientists.

As Nemer noted in her video address, Canada’s G7 presidency in 2018 is an “excellent occasion to discuss the role that our next generation of researchers will play in bridging the gap between science and diplomacy.”

Yet, while early career scientists are inherently mobile on the international stage and often familiar with novel and diverse means of communications, they require more training on the key challenges of science diplomacy and science communication to understand how they can best engage in diplomatic processes.

“Here in Canada, we have a wealth of young researchers who contribute to our tremendous potential in science. And as we continue to attract top talent from around the world, these researchers are helping to enrich our diversity of ideas, expertise, and global opportunities.”

Mona Nemer, Chief Science Advisor of Canada



Panel 1: The role of the student diaspora and internationalization of research in science diplomacy

Panelists: Paul Berkman, Professor of Practice in Science Diplomacy, Tufts University, USA
Jan Marco Mueller, Science to Policy and Diplomacy Coordinator, International Institute for Applied Systems Analysis (IIASA), Austria
Nicole Arbour, Senior International Advisor, Government and International Relations, National Research Council Canada (NRC), Canada
Dimah Mahmoud, Program Manager, EURAXESS North America, USA

Moderator: Véronique Morin, Science Communicator, Canada

Why do we need science diplomacy?

"As researchers we need to engage internationally because it's fun, it's exciting, and it's career building."
Nicole Arbour, National Research Council Canada

We've always needed science diplomacy: Berkman described policy as a "product" and science diplomacy as a "process" that has been used throughout history. For example, Mueller explained how IIASA was created in response to the Cuban missile crisis in the 1960s which brought the world to the brink of nuclear war. He described how both the American and Soviet presidents recognized how civilian scientific exchanges could build bridges between the east and west when addressing complex, transnational issues. Those talks led to the creation of IIASA in 1972 by 12 founding countries from both the eastern and western blocs. Today, IIASA has 23 member nations, representing 71% of the world's economy and 63% of the world's population.

Both science policy and science diplomacy should strive to present decision makers with options, as opposed to science advocacy which makes recommendations. The goal with diplomacy and policy advice is to act as an honest broker, thus building trust and long-term relationships.

"IIASA was born out of a real need for science diplomacy."
Jan Marco Mueller, IIASA

Science is already international: Berkman described science as international, inclusive, and interdisciplinary, which includes the social sciences as well as indigenous knowledge – all of which contribute to decision making.

"Science diplomacy is resonating in ways that are catalyzing the highest levels of government... Networks are emerging in ways that have never happened before. It's an enlightened period we're going through."
Paul Berkman, Tufts University

Models to engage young researchers in science diplomacy

EURAXESS North America: EURAXESS is a European Commission funded project with two main components: EURAXESS Service Centres in 40 European countries that welcome researchers from abroad into Europe, and global hubs that connect researchers of all nationalities working outside of Europe. EURAXESS North America reaches about 20,000 European and thousands of non-European researchers, managers, students, and scientific networks in the US and Canada to meet and exchange concepts about their research projects, professional and personal development, as well as efforts to connect to the European research ecosystem. Linkage opportunities include:

- **Annual meeting of the European Scientific Diasporas in North America:** A platform for scientists to share their work and for science counsellors to identify policy priorities that could benefit from the expertise of this diaspora. Mahmoud said there is growing interest from European countries to track what their researchers in North America are doing and how they can support them. They are currently looking at opportunities for these two sides to meet on a regular basis.
- **European Research Day:** The 2017 event, held in partnership with Google, brought together diaspora leaders, science counsellors, and other experts to discuss topics such as engaging in international collaborations, managing transboundary research collaborations, and communicating with policymakers. One outcome of the 2017 event was the Joint European Mentoring Initiative in North America. Its mission is “to empower researchers from and in Europe to achieve their full potential by providing a bottom-up comprehensive mentoring platform to build and maintain networks for their research career advancement.”

“[Everyday from across Europe, 6,000 new opportunities are posted on the EURAXESS portal \(e.g., post-doctoral positions or jobs\). But how many of them are related to policy? The overwhelming majority are. Find these people and connect with them. We can help you to connect.](#)”

[Dimah Mahmoud, EURAXESS North America](#)

International Institute for Applied Systems Analysis (IIASA): IIASA conducts policy-oriented research into problems that are too large or complex to be solved by a single country — like climate change, energy security, population aging, and financial markets. Some of the United Nation’s Sustainable Development Goals are based on IIASA research. The institute includes 270 scientists and engineers from over 40 countries, from Nobel Prize laureates to early career scientists. Canada was a founding member of IIASA but dropped out in 1996 during a period of sweeping federal cuts to research and development. Prior to 1996, its membership fees were funded through the Department of Foreign Affairs and International Trade (now Global Affairs Canada), and later by Industry Canada (now Innovation, Science and Economic Development Canada). Among its initiatives:

- **Young Scientists Summer Program:** This annual, three-month program offers research opportunities to 50 young researchers from around the world, including China, Egypt, India, Iran, Israel, Republic of Korea, Russia, South Africa, and Ukraine. It is designed for PhD students working in a field compatible with ongoing research at IIASA and a wish to explore the policy implications of their work. Mueller noted that the program is popular and typically oversubscribed.

“The challenge for us is that we, on behalf of Canada, are administering a small pot of funds. Should that pot of funds increase, I think there would certainly be interest (in re-joining IIASA).”

Nicole Arbour, National Research Council Canada

Training workshops: A two-day Science Diplomacy: Dissertation Enhancement Workshop, co-led by Berkman in Boston last year, attracted registrants from as far as California. Interest in the workshop exceeded expectations and those numbers could be used as a metric to demonstrate student interest in science diplomacy.

NRC initiatives: Canada’s ability to tell policymakers what Canadian scientists are doing internationally is limited. The NRC’s Class Grants to International Affiliations program, provides one modest mechanism, with a fairly limited budget – that is overstretched. Despite its limited funding, Arbour said the program punches significantly above its weight, and collects some basic data points that provide a snapshot into some of the ways Canadian researchers contribute internationally. The NRC is also participating in a “re-imagining” process which is expected to result in increased linkages with academia and international students.

Student networks: Berkman suggested that students could engage with similar student groups (like Science & Policy Exchange) at universities within and outside of Canada to create a larger network focusing on issues like science diplomacy. The AAAS, as well as the Canadian and Quebec consulates in the US could assist in facilitating these types of exchanges. (e.g., Quebec currently co-chairs the Science & Technology Diplomatic Circle in Boston.)

Science Diplomacy Thematic Network, U Arctic: Established in 2017, the Science Diplomacy Thematic Network at the University of the Arctic in Finland engages the full range of stakeholders, from diplomats and experts to students, in an international, interdisciplinary, and inclusive manner, drawing on the natural sciences, social sciences, indigenous knowledge, and international relations. It includes involvement from 190 institutions, including several from Canada.

“Follow your intuition. Be brave. Think in ways that can be helpful and interact directly with the people who are making the decisions.”

Paul Berkman, Tufts University

When the system works against you

Follow your intuition and be brave: Several panelists and delegates raised the concern that grants are awarded based on a researcher’s publication record, more so than extracurricular activities like policy, communications, or science diplomacy. For example, as a young researcher Berkman said he went against the norm—and the advice of one supervisor—when he attended meetings of the Polar Research Board. By participating in such activities, he says students learn about how boards operate, how money is exchanged, the language of policy, and the process of diplomacy.

Recognizing the policy relevance of your research: Mueller acknowledged that the current incentive systems favour publications over policy impact, but for young researchers, the ultimate reward from their work comes from having a positive impact in the world. He noted that foreign policy makers are increasingly seeking input from researchers from across the scientific discipline, particularly the social sciences, to understand complex challenges and how people react to policy decisions. Berkman stressed the need for research funding agencies to consider non-traditional metrics in grant applications, such as white papers and policy participation. For example, the US National Science Foundation uses two criteria: merit of science and impact/relevance.

“Foreign policy makers really require input from scientists, especially young scientists with creative, fresh ideas and out-of-the-box thinking that can really make a difference.”

Jan Marco Mueller, IIASA

→ Panel 2: How to train students and favour their engagement in science policy and science diplomacy?

Panelists: Marija “Masha” Cemma, Policy Advisor, Office of Canada’s Chief Science Advisor, Canada
Martha Crago, Vice Principal Research & Innovation, McGill University, Canada
Rees Kassen, Research Chair in Experimental Evolution, University of Ottawa, Canada
Rémi Quirion, Chief Scientist of Quebec, Fonds de recherche du Québec, Canada
Tom Wang, Director, Centre for Science Diplomacy, AAAS, USA

Moderator: Véronique Morin, Science Communicator, Canada

Look for opportunities to complement your academic training

“Policy is a contact sport. It’s one in which learning from abstractions and text books give you either the wrong idea or don’t help you understand what policy is.”

Tom Wang, AAAS

Fellowships and internships: These types of placements offer opportunities to gain skills that are relevant to science diplomacy, but they are often difficult to attain while working towards a PhD. Cemma recounted how she used her own money and didn’t explicitly share with her PhD committee that she would be leaving for three months to work on antimicrobial resistance as a Global Health Fellow at the World Health Organization. Yet she learned valuable practical skills including science policy, relationship building, negotiation, and budgeting. Later as a post-doctoral fellow, Cemma accepted fellowships at John Hopkins Centre for Health Security (biosecurity) and the Canadian Food Inspection Agency (science policy) through the Mitacs Canadian Science Policy Fellowship program before joining the Office of Canada’s Chief Science Advisor.

Extracurricular activities: For Crago, drama was one extracurricular activity that unexpectedly prepared her for a career as a researcher and later as a senior academic administrator. If students or young researchers are interested in science policy, then find out how you can learn about policy, she advised. That may mean topping up a PhD with a Master’s degree in policy or business, for example.

“You do extracurricular activities because you love them and learn from them – it doesn’t have to be connected to your PhD. It was helpful for me to do drama because I feel no shyness when I speak in front of people... So it served me in the long run.”

Martha Crago, McGill University

Conferences and additional training: Kassen, an expert in evolutionary biology, says he sees himself as a science diplomat every time he leaves the country to give a talk. As a principal investigator, he supports his students when they want to attend international conferences or training courses. Quirion noted that 40% of the FRQ’s budget is allocated for post-doctoral fellows to work anywhere in the world, but that they don’t receive enough applications each year to exhaust all the funding.

“We’re not just training eggheads; we are training people for the world. I see this (e.g., attending international conferences) as a component of their training.”

Rees Kassen, University of Ottawa

Organizations run by Early Career Researchers: Kassen says it’s important that young researchers understand the potential impact of their work on society. He gained experience in this area as a founder and ex-Chair of the Global Young Academy (GYA), an international organization of young researchers with 200 members from 70 countries. The GYA often has a seat at large multinational and international organizations, such as the United Nations, World Economic Forum, and Global Research Council. There are also groups led by students, post-doctoral fellows and early career researchers in several countries that are driving grassroots science policy initiatives in their communities, and at subnational and national levels. These include Science & Policy Exchange in Canada and the National Science Policy Network in the US. An increasing number of universities now host science policy groups as well.

Become a student or youth representative: Many post-secondary institutions, research networks/associations, and research funding bodies include student representatives on their committees (e.g., Quebec’s three research funding bodies). Another option is to join a student science group and association. Some national and subnational government entities also include students in their decision-making – for instance, Rémi Quirion and the Fonds de recherche du Québec take advice from an intersectoral student committee (Comité Intersectoriel Étudiant, or CIÉ), and New Zealand Chief Science Advisor’s office established a “Science Policy Exchange” cohort (inspired by the Science & Policy Exchange model) under the leadership of Sir Peter Gluckman. Many MPs also rely on “youth councils” for advice and consulting, and diplomatic groups like the G7 take pride in hosting youth summits (Y7, Young Diplomats of Canada) which are an excellent opportunity to drive impact.

Bringing scientists and policymakers together: The Partnership Group for Science and Engineering (PAGSE) organizes monthly “Bacon and Eggheads” breakfasts to inform Parliamentarians about recent advances in science and engineering, such as artificial intelligence or cannabis. AAAS also organizes regular roundtables on science, technology and trade that bring together scientists, trade lawyers, and trade negotiators from the US and UK to build trust and relationships. Quirion said his office encourages policymakers and politicians to visit labs to learn about the research happening in Quebec. He also hopes to see a program launched that embeds bureaucrats within science organizations.

Crago noted that the current federal government is pushing federal departments to work more closely with academia, and that now is the time to propose ideas. Cemma recommended that young researchers check out the federal government’s Recruitment of Policy Leaders program which recruits exceptional leaders who have various backgrounds, experience, skills, and competencies to help tackle Canada’s public policy challenges in mid to senior-level policy jobs.

Wang said there is a role for reputable scientific organizations (e.g., universities, research institutions, scientific societies, government science organizations) to help define paths that are obvious for scientists and engineers to gain experience in policy.

“Often the hardest part of science and policy isn’t about learning the policy...

It’s getting your foot in the door.”

Tom Wang, AAAS

Trust is paramount

It starts with research excellence: For researchers to gain the trust of policymakers and collaborators, they need the trust of their scientific peers, and that requires being excellent at what you do. Quirion also stressed the importance of building trust with other people of influence, including university administrators and elected officials.

Learn policy-speak: Young researchers and students need to learn the language of policymakers: how is your research of value to policy priorities? Be an advisor, not an advocate, cautioned Quirion.

“Students often ask me, how do you become a chief scientist? What kind of career path do you have to follow? I have no idea. And you should not plan for it. If you plan for it, you won’t get it.”

Rémi Quirion, Chief Scientist of Quebec

Build “soft power” and trust through collaborations: Research can contribute to diplomacy in many ways. For example, Crago recounted how scientists from Dalhousie University provided equipment for tracking fish and ocean conditions to King Abdullah University of Science and Technology (KAUST) in Saudi Arabia. KAUST shared some of that equipment with academics in Egypt who were collaborating with researchers in Sudan. Some equipment also ended up in Israel which was collaborating with researchers in Jordan. Data from all that equipment are processed at Dalhousie, and for the first time in history, researchers in Egypt and Saudi Arabia are sharing data with their counterparts in Israel and Sudan.

“Often the hardest part of science and policy isn’t about learning the policy...

It’s getting your foot in the door.”

Tom Wang, AAAS

In conclusion

For Science Diplomacy to reach its full potential, diversity is a key element. Science diplomacy thus needs to foster the inclusion of early career scientists in its enterprise. Early career scientist are both communication-savy and have high mobility ; thus favouring this “brain exchange” and creating bridges between nations and cultures. Early career scientists are key stakeholders and can bring fresh perspective to those important discussions. For early career scientist to evolve in science policy and diplomacy, there is a need for a push (awareness, appropriate training) and a pull (more space and incentives). Students themselves need to actively engage in extracurricular activities such as communication and science policy while gaining credibility in the scientific community through research excellence. On the other hand, institutions not only need to support engaged students but they should also broaden the spectrum of how scientific “excellence” is defined to incorporate society and community engagement values. As strengthening international science linkage is key, investing in the next generation of science diplomats will help working on global challenges like UN Sustainability goals at the international level connecting by the wonders of science.

Students, be brave and get yourself out there to become agents of change !

→ Appendix I

Key players in science diplomacy identified at the workshop:

American Association for the Advancement of Science (AAAS) (Washington DC): Science diplomacy conferences, workshops, awards and magazine

EURAXESS North America (Washington DC): Links researchers in North America with the European Research Area (e.g., free information and events on research funding, research careers and collaboration opportunities with Europe)

International Science Council (ISC) (Paris, France): Members include national scientific bodies and international scientific unions

International Institute for Applied Systems Analysis (IIASA) (Laxenburg, Austria): IIASA research provides options to policymakers related to critical issues of global environmental, economic, technological and social change

Science Diplomacy Center, Tufts University (Medford, Michigan): Aims to educate the next generation of science diplomats, generate academic work in science diplomacy and provide leadership in supporting and developing science diplomacy networks

The Science Diplomacy Thematic Network at the University of the Arctic (UArctic) (Rovaniemi, Finland): The network engages the full range of stakeholders, from diplomats and experts to students, in an international, interdisciplinary and inclusive manner.

Appendix II

Examples of available fellowships and internships:

American Association for the Advancement of Science: The AAAS's 2017 report, Connecting Scientists to Policy Around the World, identifies more than 150 science-policy linkage mechanisms available internationally, including fellowships and internships.

AAAS training programs: The AAAS also works to bridge the divide between science and policy by offering fellowships to academic and industrial scientists and engineers to work in a US government department. Wang said this type of immersion in government policy is essential to understanding how policy is developed. The AAAS is reviewing ways it can make these immersive experiences available to foreign researchers working in the US, perhaps with placements at international organizations like the World Bank and United Nations. The AAAS also offers early career researchers intensive one-week workshops to show how varied science diplomacy is and how pervasive it is throughout society.

Canadian Science Policy Fellowship: This Mitacs program offers 20 PhD graduates, post-doctoral fellows and academic faculty an opportunity to become science policy fellows at various federal departments and agencies for one year.

Canadian Institutes of Health Research Health System Impact Fellowships: This Canadian Institutes of Health Research program is founded on partnerships with health system and related organizations (e.g., public, not-for-profit, private for-profit organizations) that are committed to providing enriching, stimulating and impact-oriented experiential learning opportunities for PhD trainees and/or post-doctoral fellows.

Christian Mirzayan Science and Technology Policy Graduate Fellowship Program: This fellowship allows early career individuals to spend 12 weeks at the National Academies of Sciences, Engineering, and Medicine in Washington, DC to obtain essential skills and knowledge to work in science policy at federal, provincial and local levels.

Recruitment of Policy Leaders: This Government of Canada program targets exceptional leaders with a Master's, PhD or law degree. More than 1,500 people apply each year, and 20-50 are selected, with many ending up with jobs in the public service.

Michael Smith Foundation Health Policy Fellowships: This program provides highly qualified post-doctoral candidates with an opportunity to contribute their research expertise to the health policy-making process at the provincial government or health authority level.

UNESCO Fellowships: The Quebec government provides funding for post-doctoral students to become UNESCO fellows.

University-supported internships: Some universities offer funding for graduate mobility. McGill University, for example, provides \$500,000 annually for doctoral internship programs, including at the World Health Organization.

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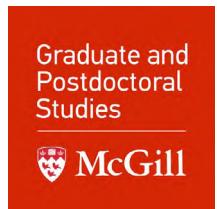
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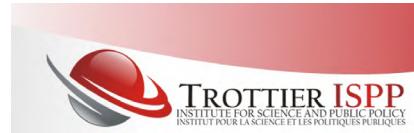
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