

**European Master
in Global Studies**
EMGS

REPORT

on the **2020**
Alumni Survey
of the Master's Program
in Global Studies –
A European Perspective

globalstudies-masters.eu

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EXECUTIVE SUMMARY: 2020 EMGS ALUMNI SURVEY

Between September and October 2020, the European Master in Global Studies (EMGS) Consortium conducted a survey among the program's alumni. About one-fifth (21%) of EMGS alumni participated in the survey for a total of 150 respondents, with one or more respondents representing every cohort since the program's inception in 2005. This satisfying response rate allows for several general conclusions to be made about the labor market experiences of alumni from our program.

The first of these is that despite the disruptive effects of the COVID-19 pandemic, EMGS alumni have continued to enjoy a **high degree of employability**. The percentage of respondents who indicated that they were unemployed was relatively low, at 7%. Furthermore, the survey results suggested that most EMGS alumni **find employment within a short time frame after graduation**. Nearly half of the respondents (45%) found employment directly after graduation, a further fifth (22%) within three months, and another 14% within six months. Nearly all alumni (89%) found a position within a year following graduation. In comparison with data from the alumni survey conducted in 2015, a career progression can be observed; while we note a considerable drop in the number of alumni in assistant/coordinator/officer positions (33% in 2015; 20% in 2020) as well as in the number of PhD students/research fellows (20% in 2015; 14% in 2020), we see a correspondingly **strong increase in head/director positions** (3% in 2015; 5% in 2020) as well as an **increase in the number of researcher/analyst positions** (3% in 2015; 10% in 2020).

In terms of the fields in which alumni are employed, we see on the one hand fields that are obviously in line with the program's aims, with 43% of respondents employed in higher education/research, development cooperation/civil society promotion, politics/policy advice, public administration, or diplomatic service. On the other hand, we see many alumni employed in less expected fields; however, a closer look at the workplaces of respondents employed in seemingly unrelated

fields reveals that their work is (institutionally) often closely related to their studies. Significantly, the percentage of respondents who reported working in "other" fields increased substantially over time, from 6% in 2015 to 17% in 2020; a careful look at this segment reveals that most of these graduates work in humanitarian aid or social impact organizations.

Overall, the results of the 2020 survey show that EMGS graduates have a variety of employment fields available to them and thus the learning outcomes of the EMGS programme **prepare students well for the requirements of the different professional fields**.

Nearly one-fifth of the survey respondents are currently conducting a PhD. In terms of their fields of research, 30% of these respondents reported that their research was **in global studies**. Other indicated fields, for the most part closely related to the EMGS program, included political sciences, area studies, history, and sociology. These results suggest, first of all, that the EMGS study program prepares students for an academic career in fields closely related to global studies. The results also demonstrate that the EMGS program does not limit graduates to a narrow range of research fields. Therefore, the **curriculum appears to have a positive impact on graduates' ability to apply knowledge to various research fields**.

Spatially, the results from this survey show that roughly half of alumni are currently located in their home country, though there is some divergence between EU nationals (59%) and non-EU nationals (43%). Surprisingly, while the results in 2015 suggested a much greater degree of employment in non-EU countries as compared with 2011 (both for EU and non-EU nationals), the 2020 results show the opposite effect, especially among non-EU nationals. While 9% of non-EU citizens reported living in an EU country in 2015, in 2020 this figure rose to 51%. Furthermore, of 149 total respondents who reported their location in 2020, 93 (or 62%) lived in the country of an EMGS Consortium university—namely, Austria, Belgium, Denmark,

Germany, Poland, and the United Kingdom. This suggests that the EMGS program offers graduates a good entry point for **finding employment in one of their study places**.

When asked about knowledge, skills, and experience-related aspects of the program, a strong majority (two-thirds or more) of respondents indicated that different facets of the program had been somewhat to very advantageous for their present careers. Nonetheless, the survey's outcomes also encourage the EMGS Consor-

tium to reflect more explicitly the program's methodological and knowledge-based aims to the students and to also encourage them more strongly to make use of career skills workshops and other opportunities that are already available at the different universities.

The EMGS Consortium would like to thank all 150 survey participants for having taking the time to complete the survey, thus allowing us to draw conclusions about the program's effectiveness and to continue striving for excellence.

PREFACE

Since 2005, the European Master in Global Studies (EMGS) Consortium, which consists of the following universities —

- Leipzig University, Germany (coordinating establishment)
- Ghent University, Belgium (since 2015)
- London School of Economics and Political Science, United Kingdom
- Roskilde University, Denmark (since 2010)
- University of Vienna, Austria
- University of Wrocław, Poland

— has been educating students from all over the world in the field of global studies. As of fall 2020, approximately 48% of the program's current students and graduates have European Union (EU) citizenship,¹ while about 52% have come from outside the 28 EU member states.² The following table demonstrates that the program has been highly successful in attracting students from a large number of countries:

This master's program aims to provide students with the following key skill sets:

- competencies for dealing with different academic approaches regarding the phenomena of globalization processes;
- a solid knowledge base in the theoretical-methodological foundations and problem areas of globalization processes at an academic level, and an understanding of their relation to relevant professional fields;
- the ability to independently work in an interdisciplinary manner on global problems and to adequately present the acquired knowledge in written and oral forms.

Further skill set objectives include transferable understanding and academic expertise, such as:

- understanding complex global history and international studies research problems, and managing to

Global Studies Student Enrollments, 2005–2019

Year	05/07	06/08	07/09	08/10	09/11	10/12	11/13	12/14
Students	34	46	54	55	72	76	71	64
Countries	19	21	23	29	28	30	29	28
Year	13/15	14/16	15/17	16/18	17/19	18/20	19/21	20/22
Students	81	65	71	59	69	57	85	74
Countries	30	29	27	18	32	28	32	34

Table 1: Number of students enrolled in the EMGS program and number of countries represented, 2005–2020

1 Alumni with dual citizenship are included within this percentage if they have citizenship from any EU country.

2 At the time the 2020 EMGS Alumni Survey was conducted, the UK had not yet completed its separation from the EU. In view of the uncertainty surrounding the UK's departure from the EU and in order to maintain comparability between this and earlier surveys, we have included the UK in our understanding of the European Union.

frame them in ways that reduce complexity while still preserving relevance;

- developing analytical frameworks and arguments in relation to an independent research question;
- skills for gathering, using, combining, and assessing various kinds of evidence;
- skills for critically examining the arguments and evidence presented by others;
- developing consistent arguments and communicating these in a clear, concise, and persuasive manner.

As per the Erasmus Mundus scheme introduced by the European Commission in 2004, students ordinarily spend one year each at two of the European consortium universities listed above. Moreover, they have the

opportunity to spend their third semester at one of the program's non-European partner institutions, which include Addis Ababa University (Ethiopia); Dalhousie University (Canada); University of California, Santa Barbara (USA); Fudan University (China); Jawaharlal Nehru University (India); Macquarie University (Australia); University of Otago (New Zealand); Stellenbosch University (South Africa); or University of Yaoundé (Cameroon).

Our 2020 survey included alumni participants from all graduated classes, from the program's first cohort (2005–2007) to the most recent cohort to complete their studies (2017–2019).

METHODOLOGICAL FRAMEWORK

IMPACT OF THE SURVEY

The EMGS alumni survey conducted in 2020 aimed especially to collect information on the following items:

- the employment situation of alumni;
- a retrospective evaluation of the EMGS program by alumni;
- the impacts of the COVID-19 pandemic on alumni;
- the “international” nature of the graduates’ post-EMGS life;
- perspectives from alumni with regard to current global challenges.

The first EMGS alumni survey was conducted in 2011 in order to obtain a structured overview of graduates’ professional paths; an expanded second survey was conducted in 2015. We therefore sought to compare the alumni survey data from 2020 with the results from 2015 while also occasionally referring back to 2011.

TIME FRAME

This questionnaire was developed in late August and early September 2020, with a pretesting period from September 10–15. An invitation to participate in the survey was sent out to all graduates (up to the class of 2019) for whom we had valid email addresses (720 recipients out of 789 total graduates) via email on September 16, 2020. A reminder email was sent out after three weeks. The survey was closed on October 16, 2020.

SURVEY METHODOLOGY

The survey was written in the form of a questionnaire and contained the following sections:

1. Demographic Details
2. Global Developments
3. Current Position
4. Previous Professional History
5. EMGS Skills
6. Alumni Organization

7. Further Feedback
8. Information on Data Protection

This questionnaire was based upon the one used for the 2015 alumni survey in order to facilitate comparison. Nonetheless, a series of questions was added (under the title “Global Developments”) to capitalize on the opportunity to learn more about graduates’ worldview and activities as well as gauge the impact of the unique circumstances brought about by the COVID-19 pandemic. (The results of the “Global Developments” section of the survey were presented in November 2020 at a recorded video conference and can be viewed on the program’s website at <https://globalstudies-masters.eu/>.) Moreover, the bulk of a segment from the 2015 survey inquiring about respondents’ desired commitment to the EMGS Alumni Network was excluded, due to restrictions imposed by the General Data Protection Regulation (which entered into force in 2018). To allow for standardized data that could be compared with earlier surveys, multiple choice questions were primarily used. The survey was made available online through the portal www.soscisurvey.de. For a detailed understanding of the questionnaire and its design, please refer to the appendix.

HIGH PARTICIPATION RATE AND IMPRESSIVE REPRESENTATION AMONG RECENT GRADUATES

Of the 720 alumni who were contacted, 150 completed the survey. This represents a satisfying participation rate of approximately 21%. Participation varied considerably between earlier cohorts and later ones. Naturally, recent graduates were more willing to answer the questionnaire than their counterparts from the program’s early years, as their studies were fresher in their minds and they had not yet responded to an alumni survey.

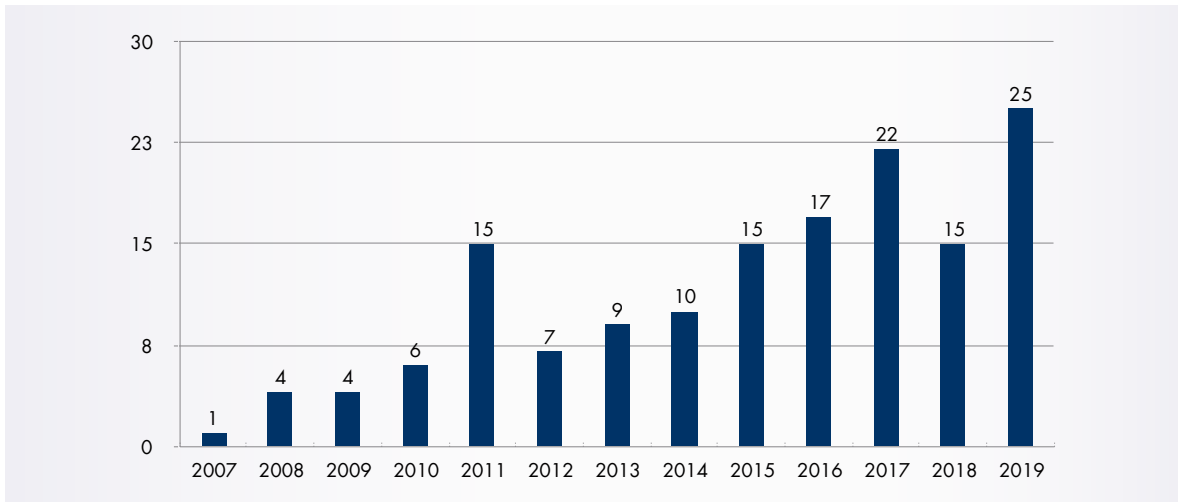


Figure 1: Participation per cohort in absolute numbers

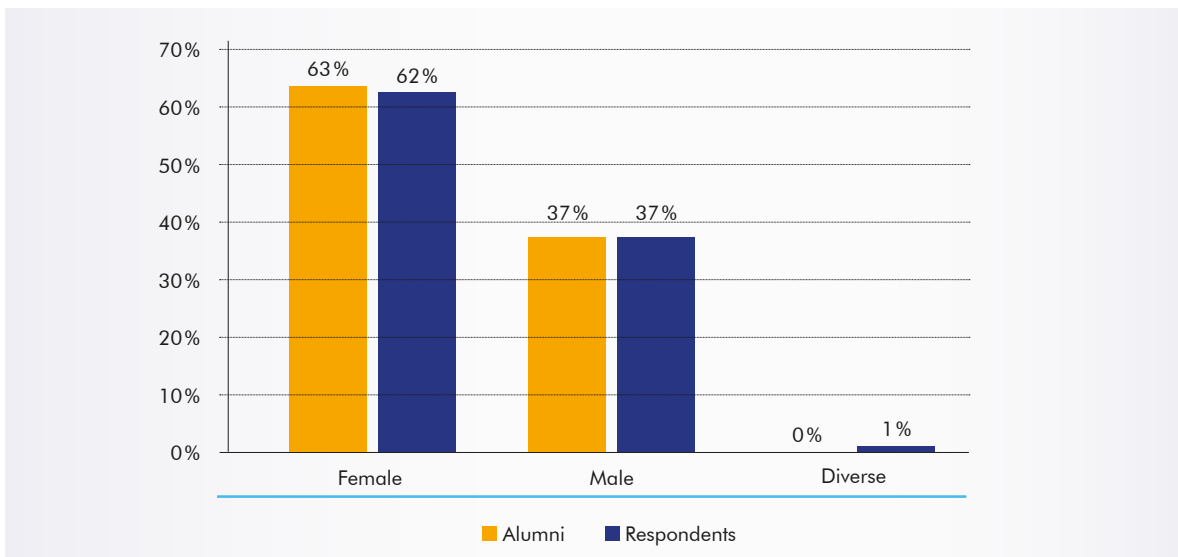


Figure 2: Gender distribution among alumni and respondents

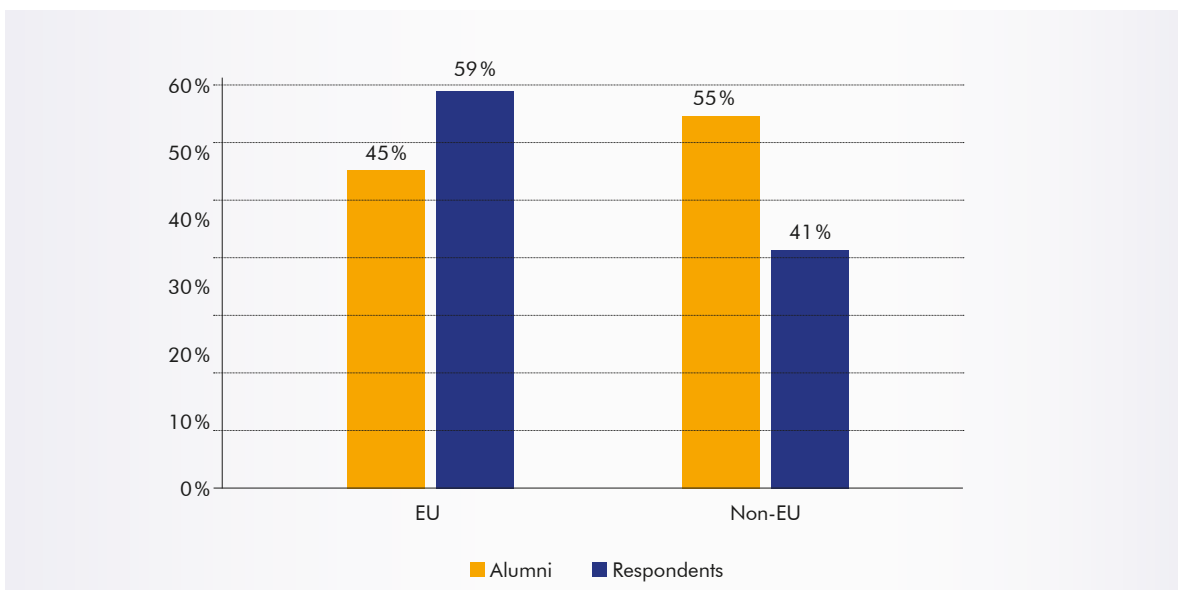


Figure 3: Distribution of EU/non-EU citizenship

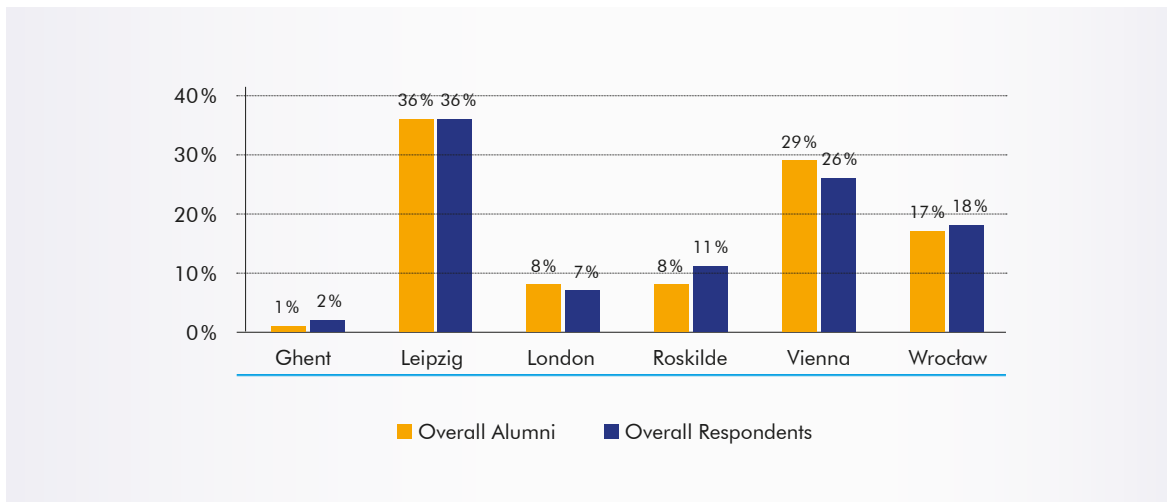


Figure 4: Participation rate per study place (takes into account both study places)

In order to judge the representativeness of the collected data, statistical data including gender, citizenship (EU versus non-EU), and the graduates' attended universities was also gathered. The data on gender in particular suggests a very high degree of representation, since the gender distribution among all of the program's alumni versus respondents varied by less than 2%.³ With regard to citizenship, which we divided into the categories of EU and non-EU, there was a deviation of 14%. Finally, EMGS study places⁴ deviated at most by 3%, demonstrating a very high degree of congruence between total alumni and survey respondents.

The high degree of representativeness and satisfying response rate allow for some general conclusions to be drawn about the labor market experiences and perspectives of the EMGS alumni.

³ On this point, it should also be noted that unlike the data collected during students' application to the program, the survey allowed respondents to report their gender as being diverse, which accounts for part of this deviation.

⁴ Since each student of the program studies in two different study places, both study places were taken into consideration for calculating the congruence of study places.

RESULTS OF THE SURVEY

HIGH EMPLOYABILITY AND DIVERSE CAREERS

After compiling the employment data for the survey respondents, we were satisfied to note that the unemployment rate among EMGS alumni is relatively low, particularly given the economic climate at the time of the survey. Out of 150 respondents, 11 (7%) were unemployed. Of these 11 respondents, 6 graduated in 2019, less than a year before this survey was conducted. The remaining 93% of respondents held a wide variety of positions, suggesting a high employability rate in a broad range of fields for graduates of the program. ► [Figure 5](#)

When comparing this data with the findings of the 2015 survey, we might first mention the lower unemployment rate in 2015. Several respondents to the 2020

survey noted the impact of the COVID-19 pandemic in their working life, and we would assert that the unusual economic circumstances of this survey year negatively affected EMGS alumni, though not as substantially as we might have feared. Secondly, when looking at the 2020 data, we note a considerable drop in the number of alumni in assistant/coordinator/officer positions (33% in 2015; 20% in 2020) as well as in the number of PhD students/research fellows (20% in 2015; 14% in 2020). However, we see a correspondingly strong increase in researcher/analyst positions (3% in 2015; 10% in 2020) as well as an increase in the number of head/director positions (3% in 2015; 5% in 2020), which suggest career progressions over time. ► [Figure 6](#)

Moreover, compared with 2015, the 2020 results display an increase in the number of alumni in “other” posi-

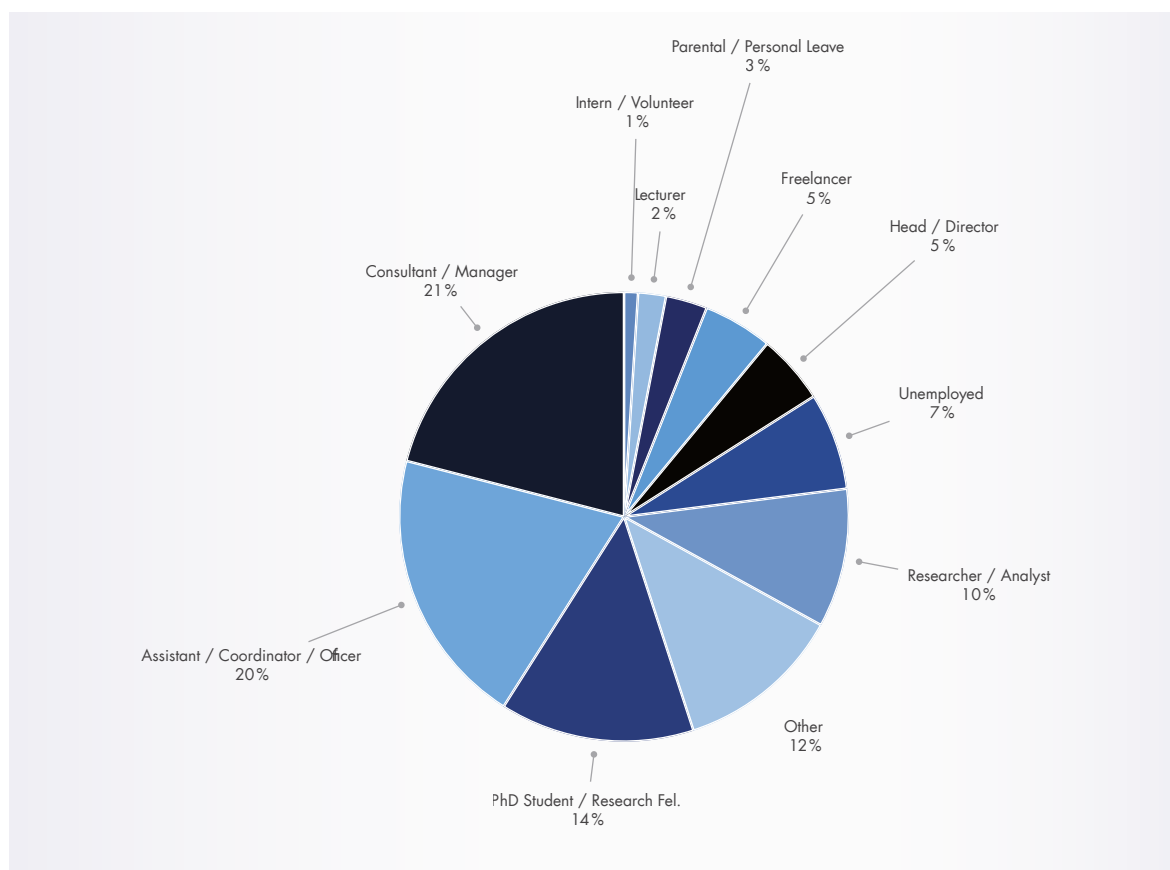


Figure 5: Current positions among survey respondents in 2020

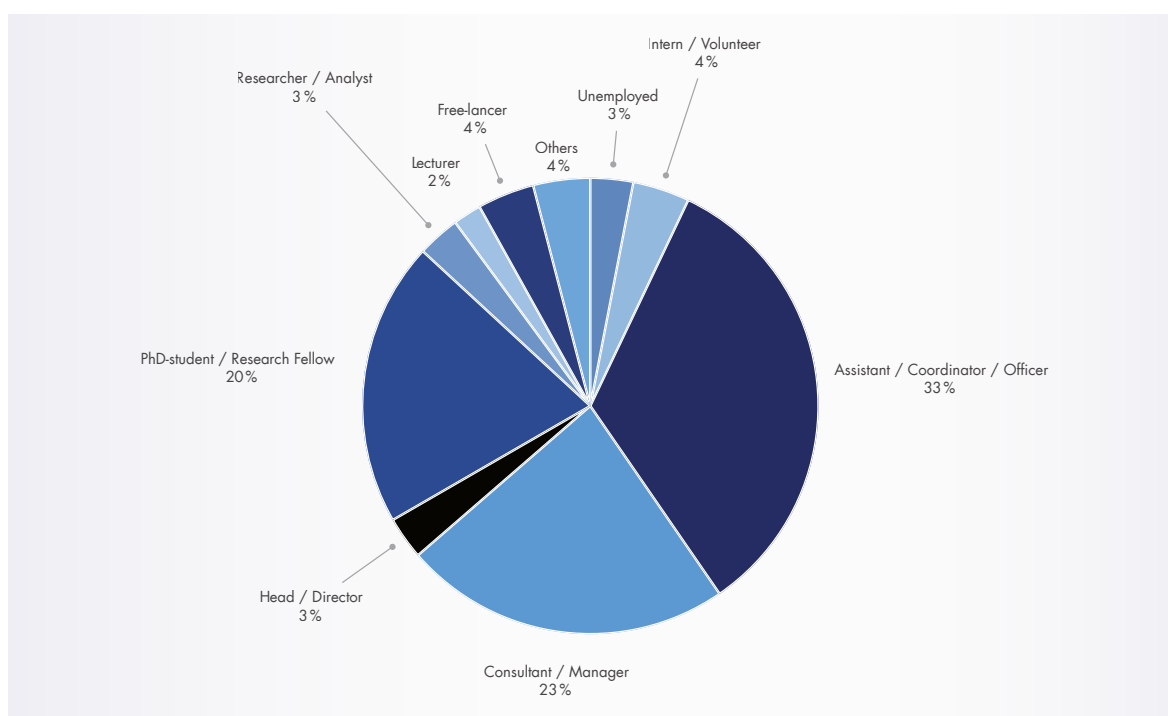


Figure 6: For comparison, survey respondents' positions in 2015

tions, suggesting a splintering and broadening of career and life paths. A final remark would be the addition of a new category—that of parental or personal leave—in 2020. 3% of alumni entered into this category, indicating an evolution in personal paths as well as career trajectories.

SWIFT POST-GRADUATION TRANSITION

Another positive result of this 2020 survey was that EMGS graduates reported being able to find employment within a short timeframe following graduation. Among respondents to the question, nearly half of the alumni found employment directly after graduation (45%), another fifth (22%) within three months, and a further 14% within six months. Most alumni (89%) found employment within one year of graduation. 11% of respondents to the question reported that the job hunt took them more than 12 months. These findings closely reflect the results of the 2015 survey, suggesting stability over time in the speed at which graduates find employment. ▶ [Figure 7](#)

EMGS ALUMNI INCREASINGLY ENTER THE EU JOB MARKET

In addition to inquiring about the type of position held by alumni, the questionnaire asked in which country alumni were located at the time of their response. To compare the results with data collected in previous surveys and to reduce the complexity of the retrieved data, the countries were grouped into three different regions: EU countries (including the UK), non-EU countries, and home countries (of the respective alumni). A distinction was also made between EU nationals and non-EU nationals.⁵

The results for 2020 show that roughly half of alumni are located in their home country, though there is some divergence between EU nationals (59%) and non-EU nationals (43%). Compared with the 2015 results, more EU nationals returned to their home countries following graduation (2015: 52%) whereas fewer non-EU nationals returned to their countries of origin (2015: 54%).

29% of EU citizens reported living in the EU in a country other than their home country. This figure shows stability relative to both the 2011 and 2015 results (2011: 26%, 2015: 29%).

⁵ As noted earlier in this report, as pertains to our analysis, alumni with dual citizenship are considered EU nationals if they have citizenship from any EU country.

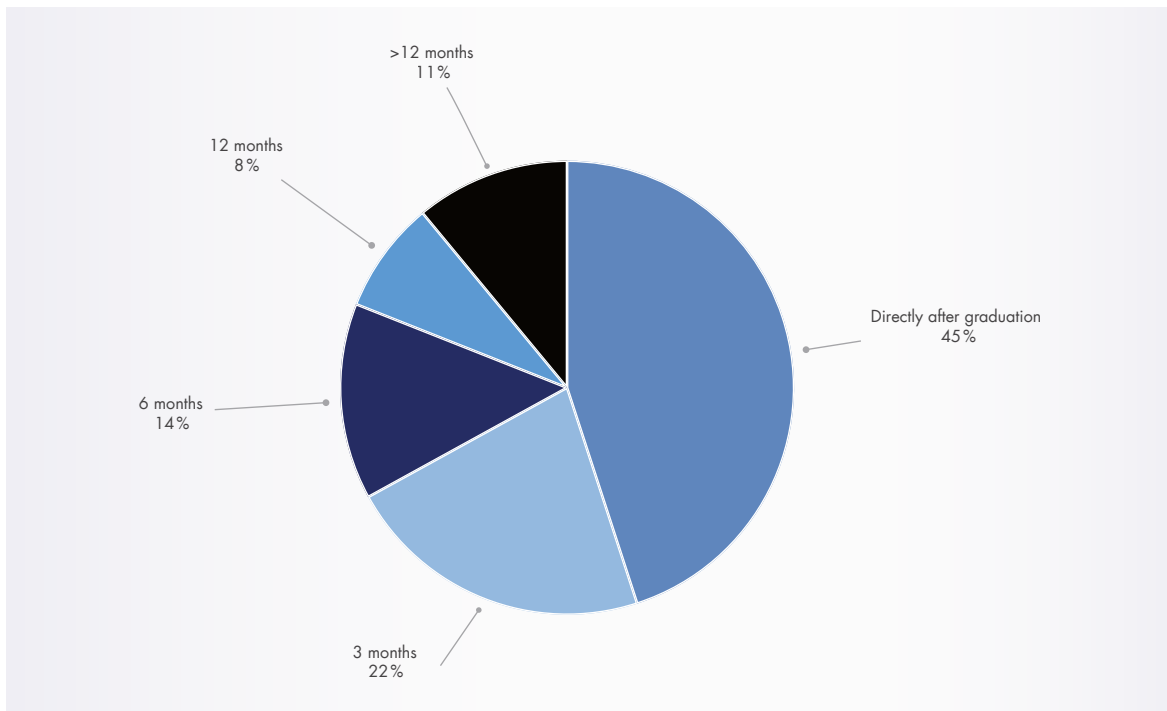


Figure 7: Time between graduation and employment in 2020

Astonishingly, while the results in 2015 suggested a much greater degree of employment in non-EU countries as compared with 2011 (both for EU and non-EU nationals), the 2020 results show the opposite effect, particularly among non-EU nationals. While 9% of non-EU citizens reported living in an EU country in 2015, in 2020 this figure shot up to 51%. Non-EU alumni also reported a sharp decrease in employment in other non-EU countries (outside of their home country), with a drop from 36% (in 2015) to 6% (in 2020). Compared with 2015, fewer EU nationals reported living or working outside the EU, with a drop from 19% (2015) to 12% (2020).

The data alone cannot explain the reason for this counter-movement, but one further observation may add another piece to the puzzle. Of 149 respondents who reported their location in 2020, 93 (or 62%) lived and/or worked in the country of an EMGS Consortium university (defined here as the six principal universities listed in the preface): namely, Austria, Belgium, Denmark, Germany, Poland, and the United Kingdom. 35 of these respondents (corresponding to about 26% of all respondents) stayed in or returned to one of the countries of their EMGS studies, and were also not citizens of those countries. This suggests that the EMGS program offers

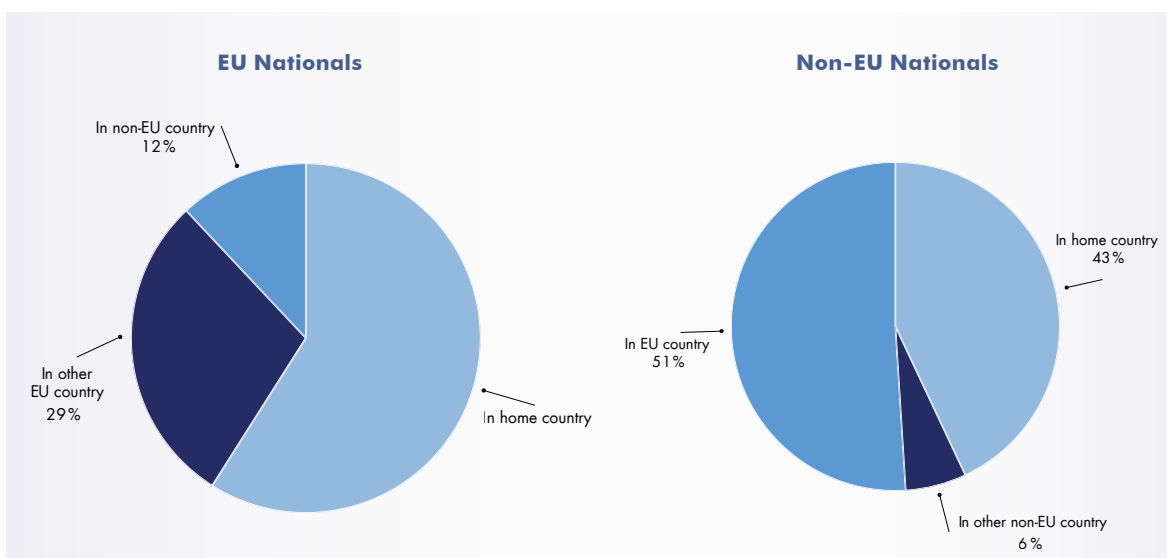


Figure 8: Country of residence, broken down between EU and non-EU nationals (2020)

graduates an entry point for finding employment in one of their study places. The results also point to the added value of the EMGS program for the European Union, as

it brings highly qualified and talented individuals into the European job market. ► [Figure 8, 9, 10](#)

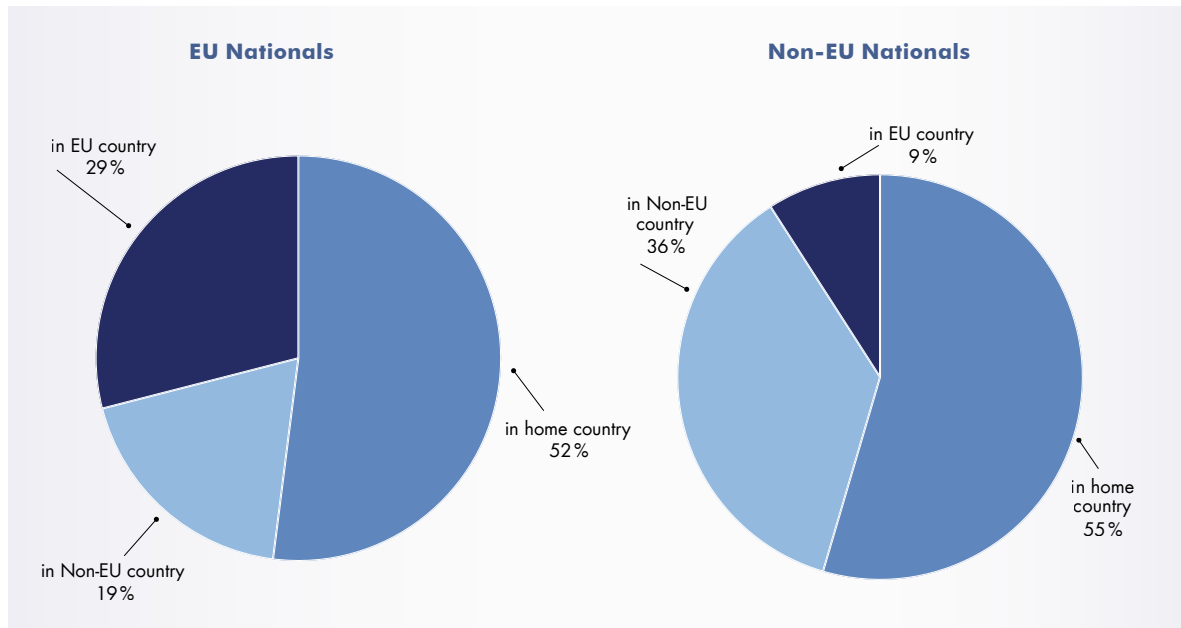


Figure 9: Country of residence, broken down between EU and non-EU nationals (2015)

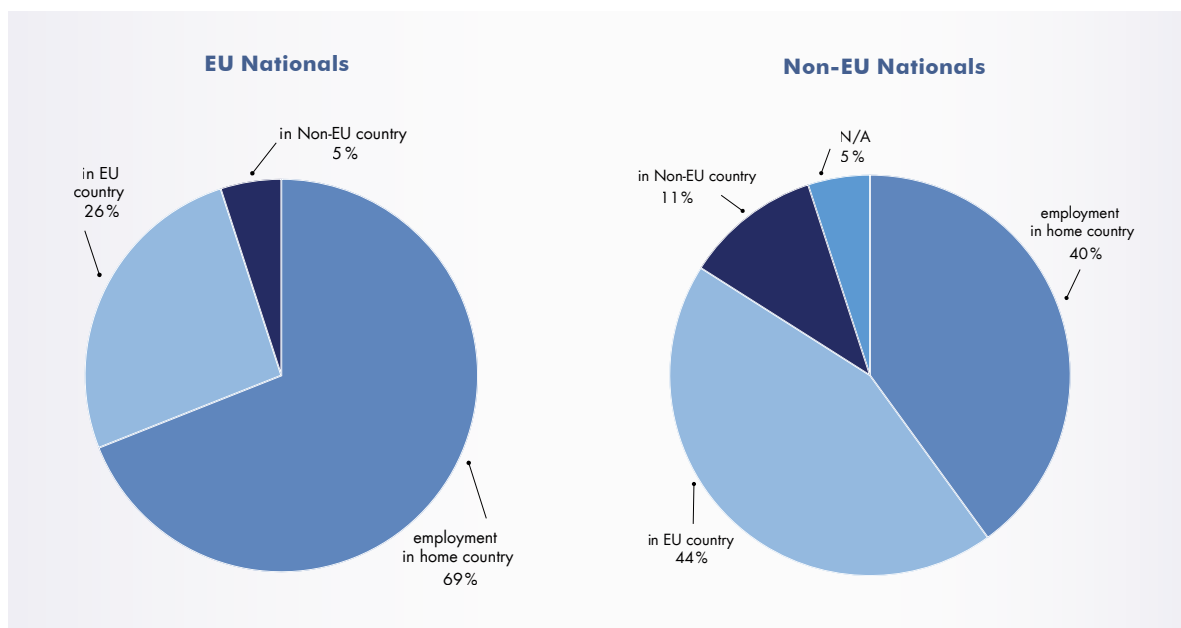


Figure 10: Country of residence, broken down between EU and non-EU nationals (2011)

FIELD OF EMPLOYMENT: EXPECTED FIELDS AND EVER-GROWING DIVERSITY

Similarly to 2015, the 2020 survey revealed both expected and more surprising results with regard to graduates' fields of employment. Among those *not* currently enrolled in a PhD (who were addressed through a different question), 43% work in fields which at first glance seem most closely linked to global studies, namely higher education/research, development cooperation/civil society promotion, politics/policy advice, public administration, and diplomatic service. However, a closer look at the workplaces of respondents employed in seemingly unrelated fields reveals that their work is (institutionally) often closely related to their studies. For example, half of those graduates who reported working in communications/technology/transportation are employed in international organizations, NGOs, or universities; similarly, half of the respondents who reported working in media and entertainment are employed in journalism. The two graduates who reported working in the field of health care are employed in a non-governmental aid organization and an international policy organization, respectively.

Significantly, the percentage of respondents who reported working in "other" fields ballooned from 6% in 2015 to 17% in 2020. A closer look at this segment reveals that most of these graduates (13 out of 20 total respondents) work in humanitarian aid or social impact organizations (including advocacy and nonprofit work). The fact that nearly a fifth of respondents classified their field of work as "other" may point to the need to extend the list of employment fields in a future survey.

Nonetheless, the 2020 survey does show the diversity of fields available to EMGS graduates. Two of the somewhat surprising fields in which graduates are active include energy (3% of respondents) and construction/manufacturing (3%).

These multifaceted results suggest that learning outcomes of the EMGS study program prepare students well for the requirements of occupations in fields related to the study program; however, as indicated above, the skills gained do not limit students to a narrow range of professions but rather offer a path to a broad range of employment opportunities. Taking into account that a master's program necessarily adds onto skill sets gained during undergraduate studies, these results are further

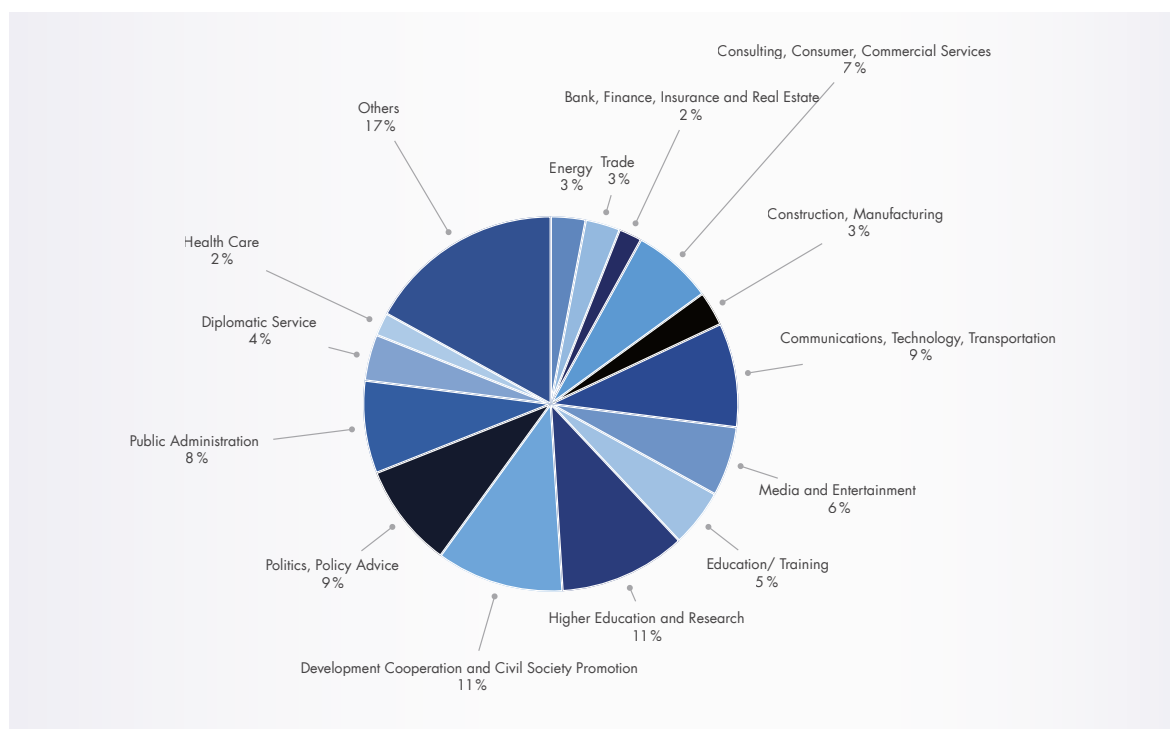


Figure 11: Professional field of current position in 2020

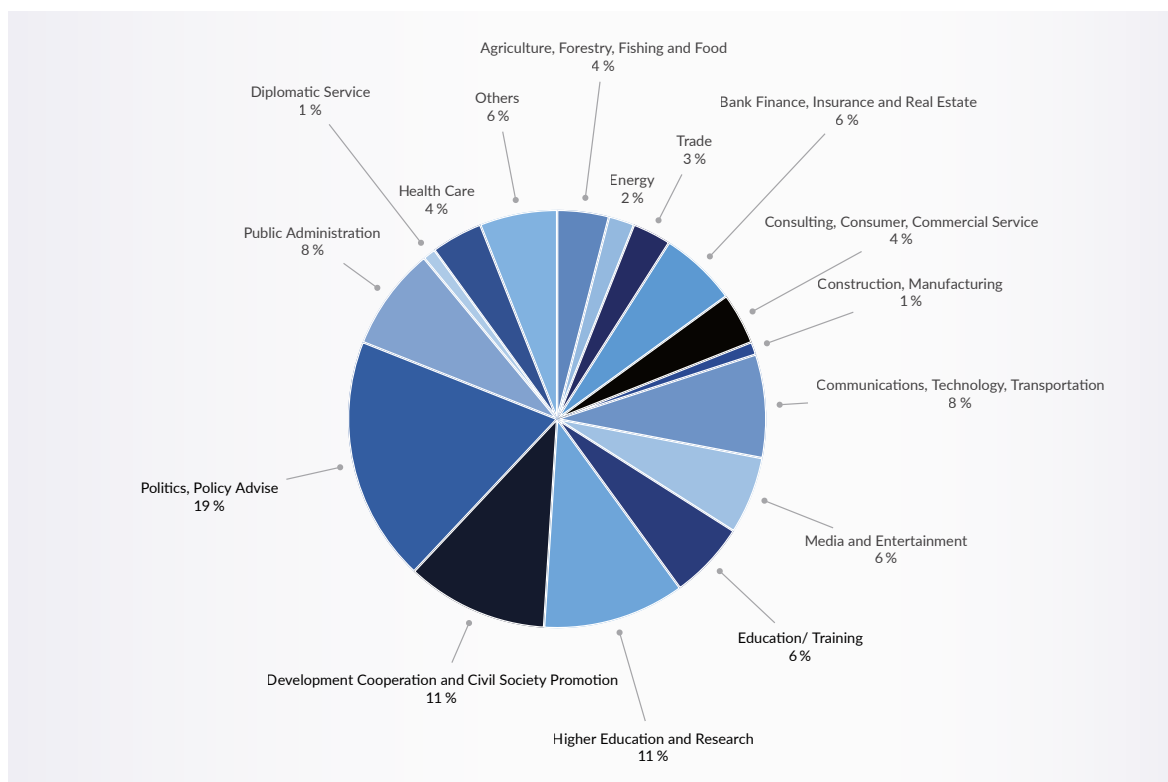


Figure 12: For comparison, professional field of graduates' positions in 2015

clarified. Indeed, students come to the program with a specific expertise, and they develop their skills not only in relation to the anticipated learning outcomes of the program but also in order to pursue their own objectives. In this respect, the figures also show that EMGS alumni are helped and encouraged to find their own paths and not made to conform to a preconceived mold.

► *Figure 11, 12*

PHD: GREATER DIVERSITY OF FIELDS AND THE EMERGENCE OF GLOBAL STUDIES

Similarly to the survey respondents' professional fields, the 2020 survey reflected a great deal of diversity in the fields of study undertaken by alumni in their PhD theses.

For the 2020 survey, 27 alumni indicated that they are currently pursuing a PhD. One of the two largest groups among them (representing 30% of the 27 respondents, or 8 alumni) reported working in the field of global studies, which, unlike in earlier surveys, was added in 2020 as a category. 6 respondents (22%) reported studying political science (including international relations), while 2 respondents (7%) stated history as their field and another 2 (7%) identified area studies as their focus. One respondent reported sociology as the field of research.

Compared with 2015, the percentage of respondents who selected "other" grew substantially (from 17% in 2015 to 30% in 2020). The 8 respondents who chose this option were prompted to indicate their field and all gave different answers, including sinology, human rights, and conflict and development, but also international business and ethics of technology, among others.

These results suggest, first of all, that the EMGS study program prepares students for an academic career in fields closely related to global studies; moreover, they point to a growing body of researchers focusing on global studies as a field in its own right. However, the results also demonstrate that the EMGS program does not limit graduates to a narrow range of research fields. Therefore, the curriculum appears to have a positive impact on graduates' ability to apply knowledge to various research fields. ► *Figure 13*

HELPFUL KNOWLEDGE, SKILLS, AND EXPERIENCES

In the questionnaire, alumni were also asked to evaluate in which way(s) the master's program in global studies has been helpful for current as well as previous positions. Possible answers ranged on a 5-tier scale from "not at all" to "very much." In total, there were three different sections: knowledge, skills, and experience-

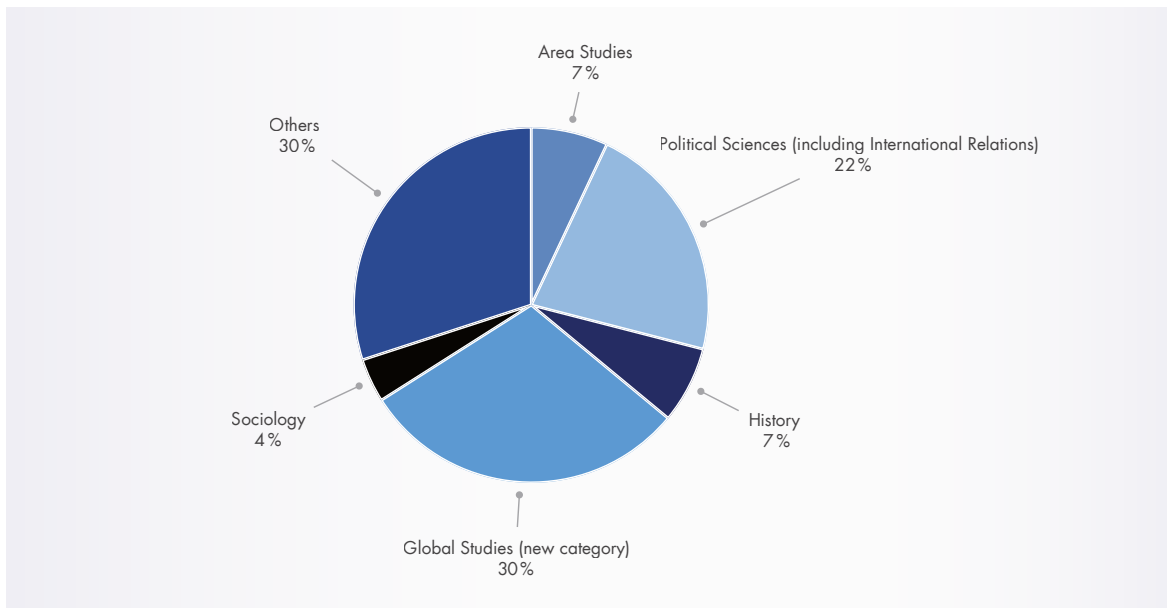


Figure 13: Field of PhD in 2020 (27 respondents)

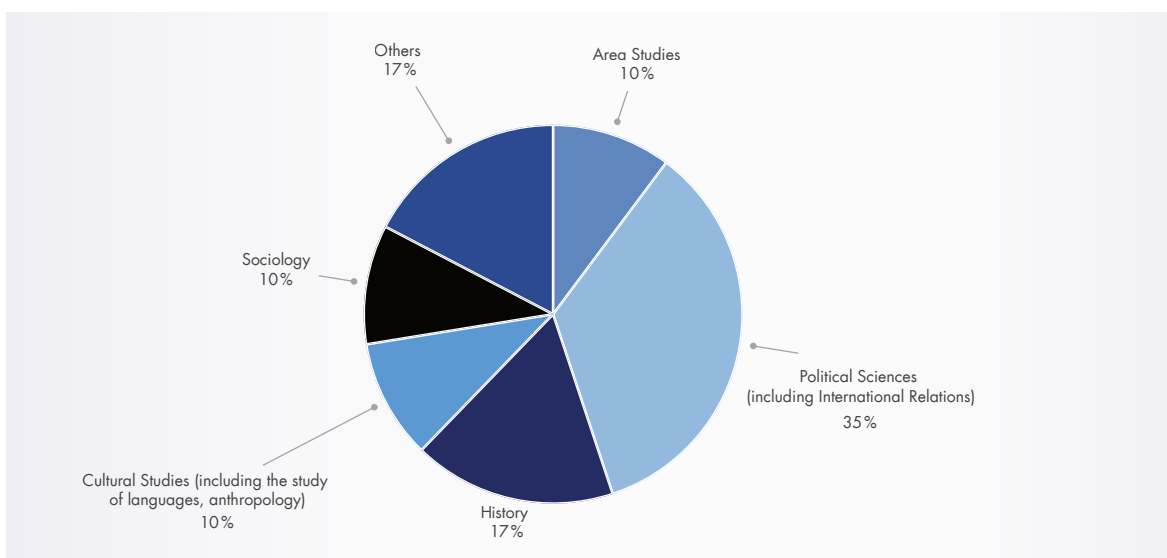


Figure 14: For comparison, field of PhD in 2015 (29 respondents)

related aspects of the program. In all three sections, a strong majority (two-thirds or more) of respondents indicated that the program has been advantageous in “some” or “many aspects,” and for some of those surveyed, even “very much.” We can therefore conclude that learned knowledge and skills as well as experiences from the program have proven useful for a majority of the respondents’ professional positions.

A closer look at the knowledge section shows a clear confirmation of the utility of (academic) English, improved through the respondents’ studies; this result is not surprising considering that English is often a primary language of communication in the kinds of (internationally oriented) domains in which many of the

program’s alumni are employed. Furthermore, curriculum-related content—regional knowledge, disciplinary knowledge, and knowledge in a specific field—proved through the survey to be of some or even substantial importance for two-thirds or more of the alumni.

In response to these knowledge-related questions, respondents were prompted to specify the acquired knowledge they had found most useful, and roughly two-thirds of respondents offered one or more responses to these prompts. With regard to regional knowledge, knowledge about Europe was indicated as particularly applicable (as signaled by 30% of the total respondents), and regional knowledge about Africa (15%) and Asia (15%) also proved highly applicable. The most

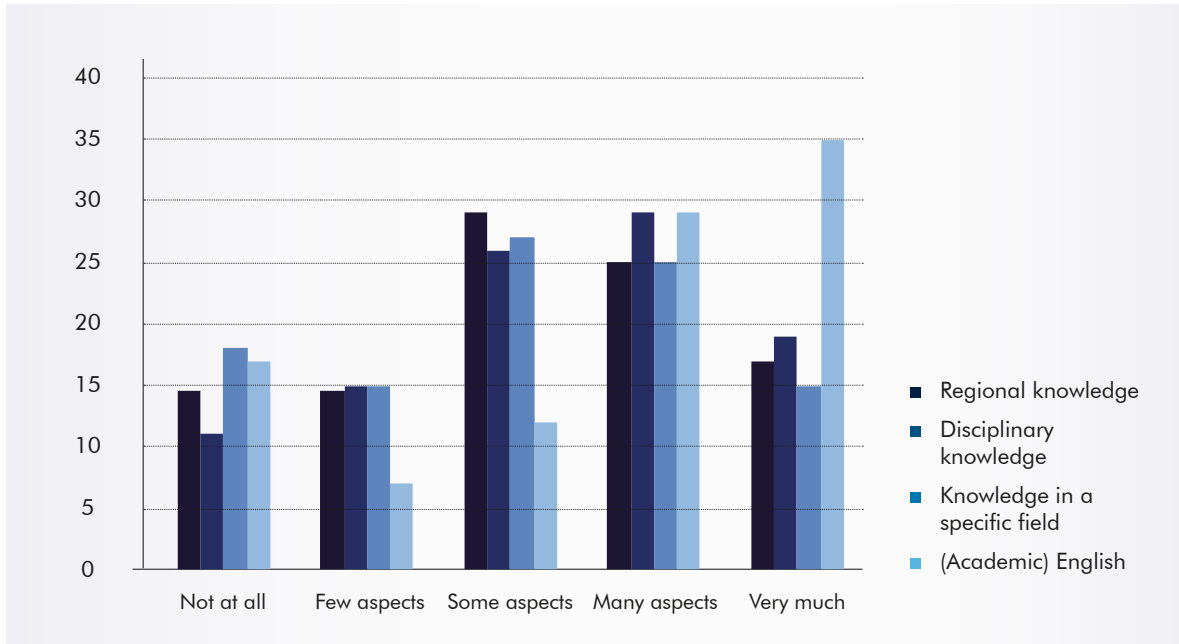


Figure 15: Utility of knowledge (in %)

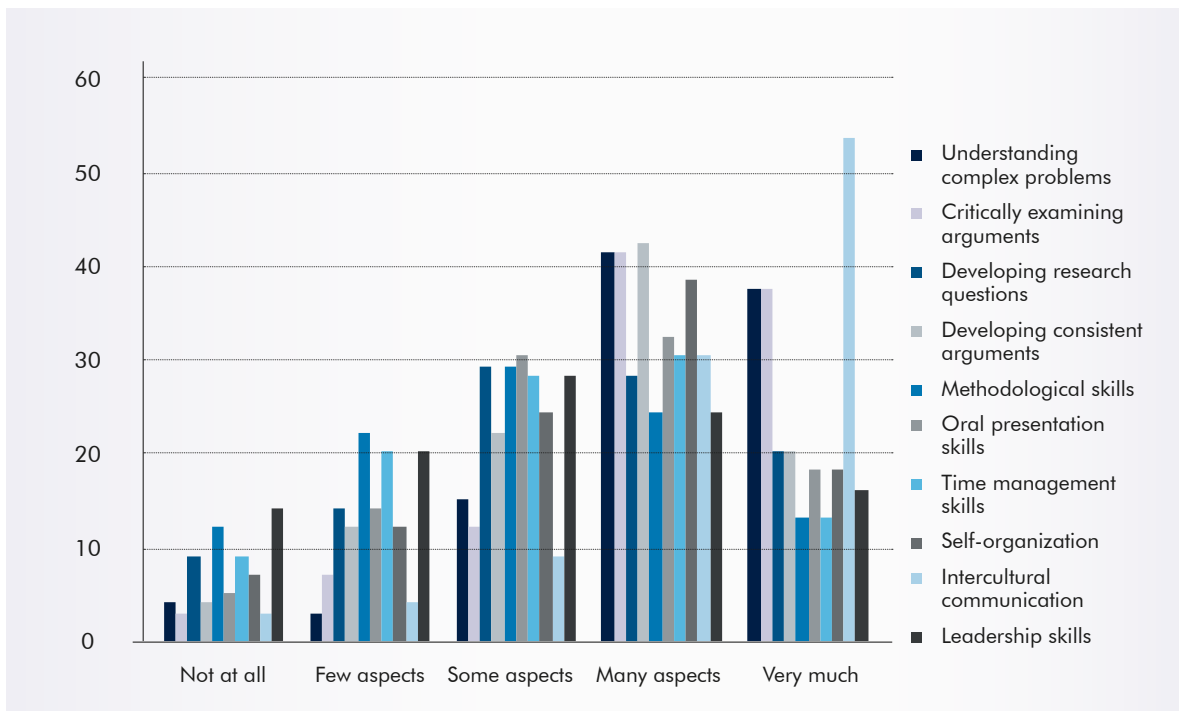


Figure 16: Utility of soft skills (in %)

frequently mentioned fields of disciplinary knowledge included history (15% of respondents), economy (9%), development studies (7%), and international relations (7%). For knowledge in a specific field, the answers varied widely among the respondents; two subjects cited more than others included migration (3%) and cultural transfer (2%). ▶ [Figure 15](#)

With regard to soft skills, two-thirds of alumni or more (depending on the skill) valued the skills earned in the

EMGS program to some degree, and often very much. Skills of particularly great value to the alumni included “understanding complex arguments” and “critically examining arguments,” and “intercultural communication” skills were singled out through the survey as particularly valuable and highly rated. By comparison, “methodological skills,” “time management skills,” and “leadership skills” were accorded less importance, which may indicate a need for more guidance in these particular skill sets through the program. ▶ [Figure 16](#)

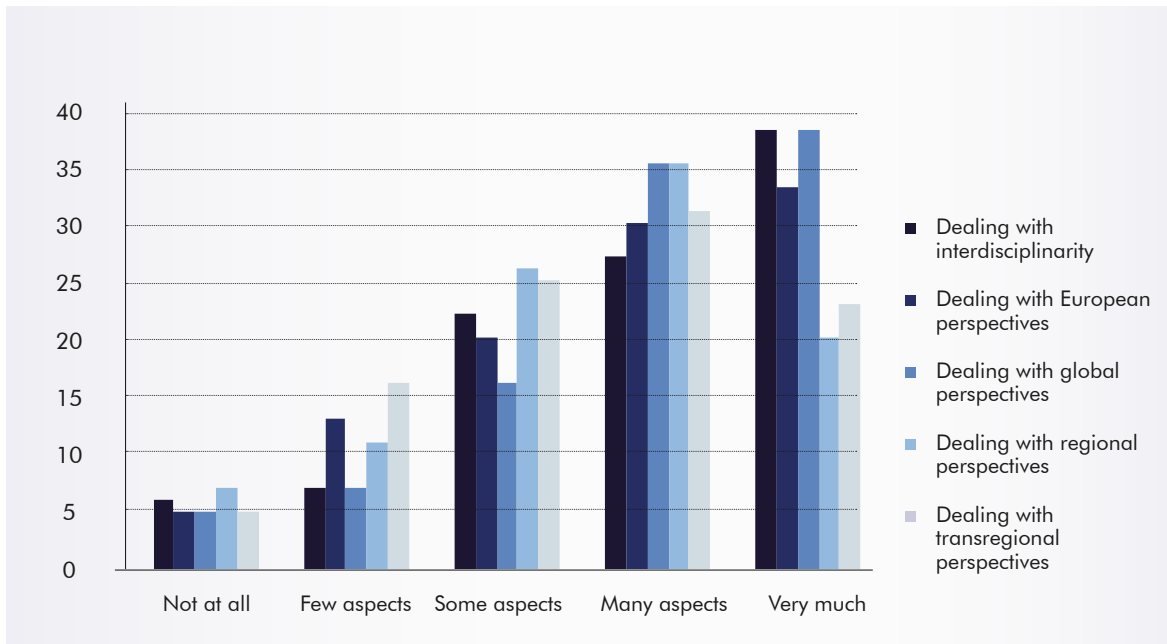


Figure 17: Utility of perspectives, grouped under “skills” (in %)

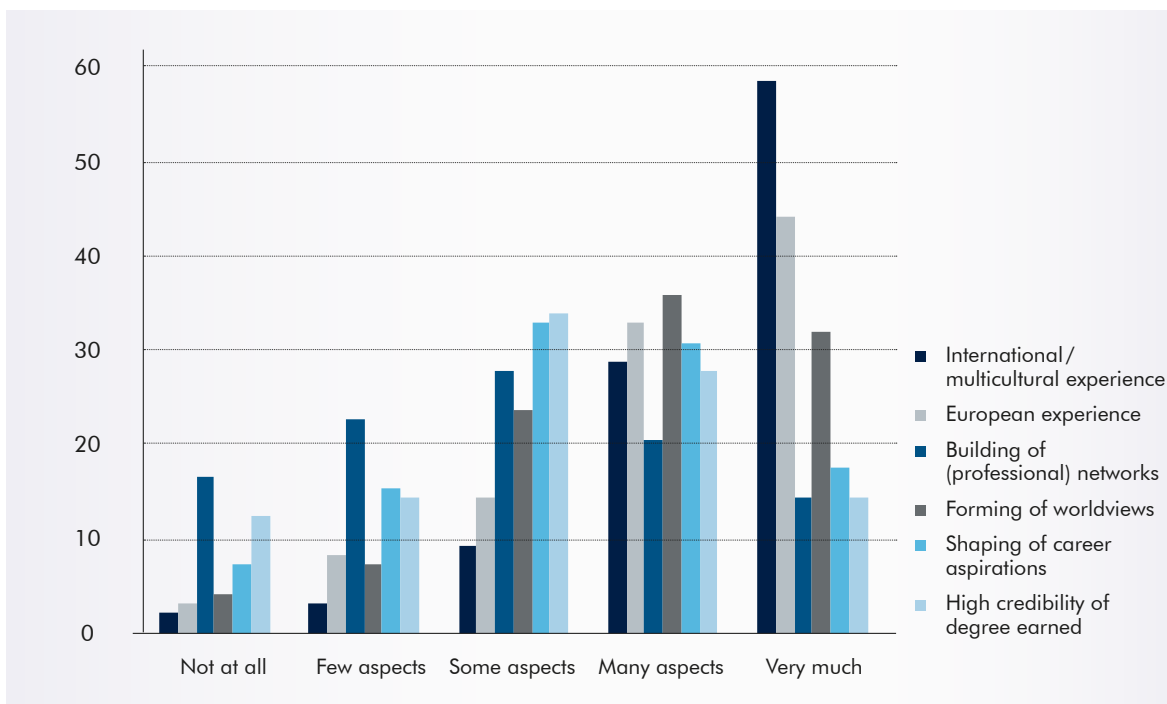


Figure 18: Utility of experiences (in %)

In this same section, alumni were also asked about how much their EMGS education regarding different perspectives was useful to them in their professional careers. The respondents’ responses reflected the great importance of their skills in dealing with different perspectives, with a majority of respondents indicating that these skills were applicable “in many aspects” or “very much”. ▶ [Figure 17](#)

Apart from teaching-related aspects, alumni were also asked to assess if the experiences they had while in the EMGS program have been advantageous for their current or previous positions. As the following graph demonstrates, the result was that an overwhelming majority considered their international and multicultural experience to be particularly helpful (very much: 57%; many aspects: 28%). As the study program is offered by a consortium of six European universities, it is no surprise that a strong majority also found their Euro-

pean experience especially beneficial (very much: 43%; many aspects: 32%). Conversely, the possibility to build professional networks while studying was not ranked as highly (not at all: 16%; few aspects: 22%). ► [Figure 18](#)

Almost half of the survey participants (47%) responded to a prompt to suggest further skills, knowledge, or experiences that could have been useful for their entry into their respective professions. Their responses varied widely. Some of the most common responses included requests for more methods courses (9% of all 150 respondents), project management training (7%), and networking training or opportunities (5%). Another commonly expressed wish was the integration of internships, particularly in non-academic settings (as requested by 10% of respondents). While the reason for this suggestion was not made explicit, it may relate to a sort of societal meta-discourse that places a higher

value on internships when compared with academic skills. It may also reflect the fact that alumni face difficulties joining the world outside academia and articulate the need for further facilitation of this process.

In terms of knowledge, common suggestions from respondents included courses on law or economics, as well as practical instruction about the European Union and its institutions. This mirrors on the one hand the high number of non-European students who are less familiar with the role of European institutions, and reflects on the other hand the increasing importance of the global outreach of the European Union. One can also speculate about inspiration taken by the alumni from the co-existence of the Global Studies program with European Studies approaches at some of the member institutes of the consortium (e.g., Ghent, Leipzig, Roskilde, and Wrocław).

CONCLUSIONS AND ACTIONS TO BE TAKEN

Overall, the outcomes of this survey were very satisfactory from the program's point of view, as they confirm that EMGS graduates perform well on the job market. The master's course seems to prepare students for the labor market by equipping them with applicable knowledge, skills, and experiences. It is also gratifying to observe that even though the program focuses in particular on preparing students for academic positions as well as non-academic positions related to the field of policy, it does not limit students in their chosen career paths, offering instead a great variety of opportunities.

In terms of possible changes to the program, one issue that has already been discussed for quite a while is that of mandatory internships. There is of course no question about the necessary focus on facilitating the passage from study to work and on skills needed to find satisfactory employment. There is, however, an observation that the corporate world as well as many public institutions and NGOs look for interns who will stay with them for a much longer period than the structure of a two-year master's degree with transnational tracks to two (or even three) universities would allow. The program organizers have therefore established a sound compromise between (1) its goal to train students at the highest academic level possible within the relatively short time span of four semesters, (2) its central features of a multifaceted curriculum and the transnational mobility of all students, and (3) the aim of a high degree of employability. The program now includes more tailor-made workshops with representatives from fields in which our alumni are employed. Moreover, to support the program in this respect, we introduced an employability advisory board in 2019, with the aim of keeping up with the changing demands of corporate as well as public employers. In close cooperation with all full and associate partners within the EMGS Consortium, we have developed our own internship program which offers students opportunities to cultivate their professional skills alongside the study program. From the very satisfying figures of this alumni survey as compared to previous ones we conclude that the resulting compromise is working well so far.

Furthermore, we also make use of project management workshops, networking opportunities and training, and information about offers to build up further soft skill sets (such as leadership or time management skills) proposed by the Career Centers of the different universities. However, it seems necessary not only to inform students about these offers, but also to encourage them to take the time to participate in such soft skill courses.

In addition to the above, the results suggest that some students wish for stronger methodological and disciplinary instruction. This is obviously an ambiguous request for a decidedly interdisciplinary program. Does this mean we should shy away from the multi- and interdisciplinary ambition of the global studies field in favor of more traditional approaches, or do students and alumni expect global studies to perform better as a discipline in its own right? It should be clear that we cannot follow the first strategy but must instead pursue the second. One should, moreover, be straightforward about the fact that an interdisciplinary field will never become a classical discipline, as such disciplines emerged in the late 19th century. However, this process must be reflected explicitly, and we need to make it clear whenever we can. But this is of course a multi-voiced discussion, as the institutions and scholars participating in our program come from different disciplinary backgrounds.

However, with the program's first professors now hired in positions specifically devoted to global studies, the identification with global studies as an institutionalized field in its own right and with a coherent and specific set of methods will get stronger, more visible, and more broadly accepted within academia and society. Indeed, in response to the 2015 survey, the consortium has already introduced workshops on key concepts in global studies at the consortium's winter schools, encouraging students to discuss their analytical application in relation to both topical issues and to academic debates. Moreover, the consortium has integrated workshops on methodological aspects of global studies into the sum-

mer schools. Taking the pandemic situation as a point of departure for further digital cooperation across study places, the consortium has further developed its concept of an integrated methods course. Since 2020, the consortium has also established a new series of online events which connect students with alumni and guest speakers who inform them about opportunities on the labor market and practical applications for global studies research. Furthermore, the consortium has experimented with new formats like Sustainable Development Goals Simulation Games and student-driven

workshops during the winter and summer schools in order to allow students to develop further skills. Nevertheless, monitoring is of course required to know if these new formats help students to feel better prepared for the labor market or if further efforts should be undertaken in order to enhance these skills.

To close this report, we would like to thank all of the survey participants for having taken the time to complete it, thus allowing us to draw conclusions in this report and make improvements to the program.

ANNEX: SURVEY QUESTIONNAIRE

European Master's Programme GLOBAL STUDIES – A EUROPEAN PERSPECTIVE

Questionnaire – Alumni Survey 2020

Welcome to the EMGS Alumni Survey 2020

Dear Global Studies alum,

Thank you very much for participating in the EMGS Alumni Survey 2020!

We have tried to keep this survey as short as possible. It should take you no longer than **15-20 minutes** to complete the survey.

We will ask you about the following subjects:

- How recent global developments may have impacted you
- Your professional path since your completion of your EMGS master's programme
- Which aspects of the EMGS programme have proven most valuable for you

Please note that we will only analyse and publish feedback from this survey in an **aggregated and anonymous format**. We plan to upload a comprehensive report based on this data on the EMGS website and present certain findings at our virtual alumni conference this fall.

We look forward to receiving your responses by **October 15th, 2020** at the latest. Respondents who write us an email with the **code word on the final page of this survey** will be sent a small gift from the Global and European Studies Institute (while supplies last).

Thank you again for participating in our survey! Your feedback is very important to us!

I. Personal Details

1. Please indicate your country of origin.

[Please choose]

2. Please indicate your second country of origin (if applicable).

[Please choose]

3. Please indicate your gender identity.

[Please choose]

4. Please indicate your first-year EMGS study place.

[Please choose]

5. Please indicate your second-year EMGS study place.

[Please choose]

6. If you attended a university abroad for your 3rd semester, please indicate it here.

- Addis Ababa University
- University of Otago
- Dalhousie University
- Jawaharlal Nehru University New Delhi
- Fudan University Shanghai
- University of California, Santa Barbara
- Stellenbosch University
- Macquarie University Sydney
- University of Yaoundé
- Other, please specify:

7. When did you graduate?

[Please choose]

8. Please indicate your current country of residence.

[Please choose]

II. Recent Global Developments**9. What, if any, do you see as some of the greatest global challenges at this point in time? (Please limit your response to a maximum of 3 challenges.)****10. How (if at all) have these challenges impacted your professional/personal life?****11. Covid-19: Has the pandemic led you to change the country where you are based?**

- Yes
- No
- Other, please explain:

12. If you had planned to leave the country where you are based, has Covid-19 and its effects led you to cancel/postpone your plans to relocate?

- Yes
- No
- I had no such plans
- Other, please explain:

13. How much of your work, professional or otherwise, is currently carried out remotely/from home?

- None, I always go to a workplace
- Some of it (work from home 1-2 days/week)
- Most of it
- All of it
- Other, please explain:

14. Mobility: Since graduation, how many times have you relocated:

To a different world region/continent? 0, 1, 2, 3, 4 or more

To a different country? 0, 1, 2, 3, 4 or more

To a different city? 0, 1, 2, 3, 4 or more

15. How often are you in contact with people from different countries, cultures, or linguistic backgrounds, both in your professional and personal life?

- Rarely
- Sometimes (on a monthly basis)
- Often (on a weekly basis)
- Every day
- Other, please explain:

16. How optimistic are you about:

Future prospects of global developments? Very optimistic, Somewhat optimistic, Uncertain, Somewhat pessimistic, Very pessimistic

Future prospects of the society (country, city, or community) in which you live? Very optimistic, Somewhat optimistic, Uncertain, Somewhat pessimistic, Very pessimistic

Your own future prospects? Very optimistic, Somewhat optimistic, Uncertain, Somewhat pessimistic, Very pessimistic

III. Current Position

17. Please indicate your current professional position/status.

- Unemployed
- Intern/Volunteer
- Freelancer
- PhD Student/Research Fellow
- Researcher/Analyst
- Lecturer
- Assistant/Coordinator/Officer
- Consultant/Manager
- Head/Director
- Parental/Personal leave
- Other, please specify:

Note: If you are not currently employed and do not wish to respond to questions about previous employment, please skip to Section V (EMGS knowledge, skills, and experience-related aspects).

18. Please indicate the name and website of the institution where you work/study.

Name:
Website:

19. Please indicate the city and country of your institution.

City:
Country:

20. Please indicate the sector of your institution.

- Public (including public university in case of a PhD)
- Private (including private university in case of a PhD)
- NGO
- Transnational/International Organisation
- Other, please specify:

21. If you are NOT pursuing a PhD, please indicate the field of your institution.

- Agriculture, Forestry, Fishing and Food
- Bank, Finance, Insurance and Real Estate
- Communications, Technology, Transportation
- Construction, Manufacturing
- Consulting, Consumer, Commercial Services
- Development Cooperation and Civil Society Promotion
- Diplomatic Service
- Education/Training
- Energy
- Health Care
- Higher Education and Research
- Media and Entertainment
- Politics, Policy Advice
- Public Administration
- Trade
- Other, please specify:

22. If you ARE pursuing a PhD, please indicate your field of research.

- Area Studies
- Anthropology
- Cultural Studies
- Economics
- Global Studies
- History
- Law

- Political Science (including IR)
- Sociology
- Other, please specify:

23. How long have you worked/studied within your current institution?
[Please choose]

IV. Previous Professional History

24. How many months did it take you after graduation to find your first position (including internships/PhD positions)?

- Directly after graduation
- 3 months
- 6 months
- 12 months
- > 12 months

Note: If your first position was different from your current one, please continue with the next question. If not, please continue on to the next page by clicking the "next" button on the bottom right-hand corner of this page.

25. Please indicate your previous professional position/status (if applicable).

- Intern/Volunteer
- Freelancer
- PhD-student/Research Fellow
- Researcher/Analyst
- Lecturer
- Assistant/Coordinator/Officer
- Consultant/Manager
- Head/Director
- Other, please specify:

26. Please indicate the name and website of the institution where you worked/studied.

Name:
Website:

27. Please indicate the city and country of the institution.

City:
Country:

28. Please indicate the sector of the institution.

- Public (including public university in case of a PhD)
- Private (including private university in case of a PhD)
- NGO
- Transnational/International Organisation
- Other, please specify:

29. If your previous position was NOT a PhD, please indicate the field of the institution.

- Agriculture, Forestry, Fishing and Food
- Bank, Finance, Insurance and Real Estate
- Communications, Technology, Transportation
- Construction, Manufacturing
- Consulting, Consumer, Commercial Services
- Development Cooperation and Civil Society Promotion
- Diplomatic Service
- Education/Training
- Energy

- Health Care
- Higher Education and Research
- Media and Entertainment
- Politics, Policy Advice
- Public Administration
- Trade
- Other, please specify:

30. If your previous position WAS a PhD, please indicate your field of research.

- Area Studies
- Anthropology
- Cultural Studies
- Economics
- Global Studies
- History
- Law
- Political Science (including IR)
- Sociology
- Other, please specify:

31. How long did you work/study within this institution?

[Please choose]

32. How many professional/study/volunteer positions did you hold between your first and current positions?

[Please choose]

V. EMGS Knowledge, Skills, and Experience-Related Aspects

33. How has the master's programme in Global Studies been helpful for your current/previous positions, professional or otherwise?

Knowledge:

Regional knowledge, please specify the region(s):

1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Disciplinary knowledge, please specify the discipline:

1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Knowledge in a specific field, please specify the field:

1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

(Academic) English 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Languages other than English, please specify:

1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Others, please specify:

1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Skills:

Understanding complex problems 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Critically examining arguments 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Developing research question(s) 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Developing consistent arguments 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Methodological skills 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Oral presentation skills 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Dealing with different academic approaches/interdisciplinarity 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Dealing with European perspectives 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Dealing with global perspectives 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Dealing with regional perspectives 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Dealing with transregional perspectives 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Time management skills 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Self-organisation 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Intercultural communication 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Leadership skills 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Experience-related aspects:

International/multicultural experience 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

European experience 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Building of (professional) networks (e.g. to university where PhD is conducted) 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Forming of world views 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Shaping of career aspirations 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

High credibility of degree earned 1 = Very much, 2 = Many aspects 3 = Some aspects 4 = Few aspects, 5 = Not at all

Additional comments:

34. What additional instruction/features of the course would have been helpful for your current/previous positions or job search?

Knowledge, please specify:

Skills, please specify:

Experience-related, please specify:

Others, please specify:

VI. EMGS Alumni Organisation

35. Alumni conference: This November, EMGS will be going virtual with our alumni conference. What would you like to see at the conference (e.g. particular topics, speakers from a certain field, interactive events)?

Please note: If you have a presentation or other contribution you'd like to share at the conference, you can contact us directly at emgs.alumni@uni-leipzig.de.

VII. Additional Feedback

If you would like to share any other information/feedback with us, we'd be very happy to hear about it!

VIII. Data Protection

The data collected here will only be analysed in an aggregated format; likewise, we will only use it in an aggregated, anonymous format when publishing it on the EMGS website or in other publications. No third party will be given access to your data in a personalised or individual format.

I consent to my responses being used in an anonymous and aggregated format, such as in the publication of a report about this survey.

- Yes
- No

Thank you very much for taking the time to participate in this survey!

As stated in the introduction, please write to emgs.alumni@uni-leipzig.de with the code word below to receive a small gift from the Global and European Studies Institute.
Don't forget to include your full postal address so we can find you!

Code word: **Interconnectedness**

Please note that we will not be able to connect your survey responses with your contact information.

Your answers have been submitted. You may close your browser window or tab now.

globalstudies-masters.eu

REPORT ON THE 2020 ALUMNI SURVEY
OF THE MASTER'S PROGRAM IN
GLOBAL STUDIES – A EUROPEAN PERSPECTIVE

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