

Faculty of Public Affairs, Carleton University

Moving FPA Institutes Forward

White paper report of the ad hoc committee on educational and professional institutes

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Stephen Azzi, Associate Professor, Kroeger College (Political Management)

Susan Harada, Associate Professor and Associate Director, Journalism and Communication

Bryan Henderson, Director of Professional Training and Development, NPSIA

Cassie Hodgins, Events and Outreach Coordinator, ODFPA

Anna Riethman, Community Coordinator and Administrator, Philanthropy and Non-Profit Leadership, SPPPA

Barry Wright, Professor, Director, Kroeger College and Associate Dean, FPA

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1. Introduction: *ad hoc* Institutes Committee White Paper Mandate and Context

a) Committee mandate

The *ad hoc* institutes committee is pleased to present this ‘white paper’ report. We seek to articulate considerations that might be taken into account to encourage the development of educational and professional institutes, broadly-conceived, and associated Faculty-wide support through the Office of the Dean. While consultations with units in FPA, described below and in Appendix 1, have informed the content of this report, no attempt has been made to arrive at a Faculty-wide consensus on the issues and recommendations contained in it. The report is also informed by recent experience with ODFPA-supported summer institute pilots in 2014 and 2015, as well as consideration of institute-related practices outside the Faculty. The aim of this report is to stimulate further engagement and constructive debate amongst units and faculty in FPA, to encourage the development of this aspect of our educational mission and to refine Faculty level policies in support of initiatives that originate with units, their faculty and contributing associates.

The committee’s mandate is set out in the form of Priority Area D in the *Moving FPA Forward* (pages 6-7), which calls for fostering FPA’s Involvement in training and educating public officials and citizens, specifically “to establish a plan for the development and implementation of new approaches to training and educating public officials and citizens of Canada and abroad, including professional development programs and summer institutes.” Further details and considerations around this mandate are found at page 16 of *Moving FPA Forward*, where a range of existing and possible new activities are referred to (see Appendix 1).

b) The Process: Committee meetings, consultations and summary of general themes

The *ad hoc* institutes committee first met on 11 December 2014 to discuss the *Moving FPA Forward* report, our mandate, and our own experiences with institutes. At our second meeting, on 20 January 2015, we discussed approaches to researching this matter, and in particular how we might gather information about the range of institute initiatives by way of consultations with FPA units, as well as with the Sprott School of Business as an example of practices in another faculty. We recognized that it would also be helpful to examine experiences in other Faculties and best practices in this area at other universities. While we looked at some examples of institutes, intensive courses and workshops elsewhere, these are anecdotal references. A comprehensive examination of outside practices proved beyond our circumstances, capacity and time constraints. The committee was divided into two subcommittees, each undertook consultations during the period of 26 January to 15 April 2015. The committee met 16 April to review our findings and to identify common themes that arose. We met again on 5 May to articulate and develop these themes into issues and recommendations, an exercise that was completed at a final meeting of the committee on 16 July 2015.

The committee, in its research, consultations and deliberations, attempted to address the range of considerations set out in the *Moving FPA Forward* mandate. However, some aspects have received more attention than others. The committee was mindful that a flexible and creative

approach is best suited for the purposes of a white paper. We wished to let our research, and in particular information gathered during our consultations, shape the content of our study. It became clear that there are important distinctions that we needed to take into account, such as educational versus professional training institutes, academic credit versus certificate accreditation, but we also recognized that there are connections, or a relationship, between these distinctions that warrant further exploration.

As we elaborate in the Issues section of this report, there are several key inter-related themes that seem to stand out:

- Autonomy and the related articulation of FPA's supporting role, including the development of operational systems that allow units to focus on content and delivery while being provided administrative supports that reduce barriers and distractions for sponsors and institute leads and common protocols that help ensure the smooth running of institutes and consistent delivery of quality educational experience or product;

- Sustainability, and related considerations such as effective marketing and engaging larger communities outside of Carleton;

- Differentiation, and related considerations such as scale, the promotion of interdisciplinary dialogue and synergies across FPA units and beyond, and exploration of educational initiatives that are less constrained, more flexible and innovative than existing academic structures while complementing degree programs in a manner that offer programmatic advantages to FPA units.

As we conclude in the Recommendations section of this report, the following general priorities should inform Faculty-level (ODFPA) involvement:

- Active encouragement of initiatives that originate at the local level (departments/ schools/ programs, their faculty and associates).

- Coordination of efforts, and consideration of matters such as marketing, scale, timing, and other forms of constructive Faculty level support for initiatives that meet clear, consistently-applied criteria.

This conclusion is informed by the view that working together on these initiatives is better than working in isolation and that Faculty level encouragement needs to be accompanied by tangible forms of support (coordination, administrative and logistical contribution). There should be consistent standards and protocols accompanying this support but at the same time, unit/faculty/faculty associate autonomy needs to be respected. Such initiatives originate and are delivered with the unique insights and considerable efforts and commitment of colleagues at the local or grass-roots level, so it should be assumed that content and delivery is best determined there. The guidelines for Faculty support must accordingly be developed with care.

c) Background context: Continuing Education and institutes at Carleton

Carleton University, from its founding, has always played a prominent role engaging with broader communities by way of continuing education and professional development programs.

In the early years this engagement focused on returning veterans from the Second World War and public service training. The Office of Continuing Education was developed in the 1960s and 70s, further widening community accessibility to courses for academic credit and for general interest (not for credit), as well as developing the University's role in support of professional accreditation or supplementary training in conjunction with groups ranging from bankers and real estate associations to forensic and police training organizations. A substantial off-campus presence was established with courses offered in a range of locations in the city and towns outside of Ottawa, with decentralized registration, advising and deployment of teaching and supporting resources. Off-site courses ran in evenings, and intensive sessions ranged from a day to a weekend or week. The School of Continuing Education emerged to coordinate and manage these extensive practices in the early 1980's, with an Academic Director and administrative officers, including a Registrar for the enrolment and advising of all special students. Distance education was transformed with the introduction of ITV, while off-campus operations continued.

The expansion of Continuing Education took place as financial limitations became increasingly apparent (a recession prompted the retreat of federal government organizations from 'outside' training) and by the early 1990s the University itself encountered financial stringency. The elaborate university-level support for initiatives outside regular on-campus programming that had developed in the previous decades became particularly vulnerable as on-campus operations and program organization retrenched and were restructured, and the University focused on its core mission, delivering academic programming and degree studies at the highest possible standards. The separate Registrar's offices were amalgamated in 2001-02 and all special students who were studying for credit came under the same jurisdiction. The non-credit element of continuing education contracted through the 1990s, although the construction of the Carleton Technology and Training Centre (CTTC) attempted to sustain and foster connections with professional associations and develop a viable business model for professional training initiatives. This innovation was also poorly timed, affected by the volatility of the high tech sector in Ottawa and the challenges of participating in that sector's research and development programs. The remnants of professional training and specialized education initiatives migrated to units like Business, SLALS and NPSIA. Education and professional institutes thus became highly decentralized, dependent on the initiatives of faculty and specialist associates within individual academic units.

This outcome, although disruptive and costly for continuing education at Carleton, should not be seen as entirely negative. Academic units, faculty members and associates at the local level are in the best position to identify, explore and deliver educational and training opportunities in their respective fields of expertise and research. The prevalent and entrenched public view that Carleton's approach to higher education was 'easy in, difficult out' fueled the University's reputational crisis that coincided with its financial crisis in the early 1990's. *Steps Toward Renewal*, which led to the creation of the Faculty of Public Affairs, helped sharpen the profile of Carleton's particular academic strengths and the advantages offered by the University's location in the national capital. Aspects of Continuing Education have continued in more specialized and focused ways. Distance/beyond the classroom education has remained vibrant

as ITV developed into Carleton University Television (CUTV) and Carleton University Online (CUOL). Special students remain an important constituency supported by the development of the Enriched Support Program (ESP) program, to assist students to become admissible to degree program. The development of the Educational Development Centre (EDC) as well as the Paul Menton Centre (PMC), have contributed enormously to making Carleton an accessible university, one that values teaching excellence.

At the same time, academic and professional institutes outside of degree programming seem to have a diminished profile. While there are many vibrant initiatives at local/unit levels, some would argue that educational and professional institutes have been relegated to a more marginal place within the University enterprise in recent years. While we must approach the idea of 'lessons of history' with caution, previous experience would seem to suggest that a 'one size fits all' approach to institutes administered from the centre should be avoided. This should not preclude, however, the possibility of meaningful forms of support for institutes at the Faculty level informed by considerations of beneficial coordination and economies of scale.

2. Consultations with FPA units and others

Consultations with FPA units and the Sprott School of Business suggest several areas where the Faculty of Public Affairs can support academic and professional development institute initiatives (**see Appendix 2 for a comprehensive overview of unit specific initiatives and the consultation summaries for each**).

The Faculty can:

- encourage the development of institute initiatives, broadly-defined, and explore the programmatic advantages they offer;
- promote interdisciplinary dialogue and synergies across the Faculty and encourage liaisons with other units interested in similar initiatives;
- facilitate contact and engagement with larger communities outside of Carleton;
- implement operational systems that easily facilitate the smooth running of academic and professional institutes, an alternative to the existing inflexible academic structures.

As is evident from the information collected, there is a wide range of initiatives within the Faculty and a sense of vibrancy around the potential of educational innovation in this area. Colleagues make considerable commitments to enhance existing academic programming, to make their expertise available to wider communities and to make a contribution or difference beyond the 'ivory tower.' It is also evident from the consultations that there are units within the Faculty who are using limited resources to run comparable and overlapping workshops that end up competing with a similar target audience. ODFPA should not discourage these initiatives but Faculty-level involvement and coordination offers a larger vantage point or perspective on institutional offerings, where dialogue and coordination or collaboration on a wider scale can be promoted, and time and resources can be pooled to strengthen academic and professional offerings. The idea of Faculty-level synergies encompasses a positive approach to 'traffic' and

inefficiencies. The Faculty can help address the challenge of limited resources by encouraging institute leaders to work together and it can assist with widening reach within the university and to communities outside.

By way of example, the Institute of Political Economy has offered a professional workshop, “Policy Advocacy and Social Change” that would benefit from collaboration with the School of Public Policy and Administration to reach and engage a wider network and target audience. Increased communication and collaboration would maximize resources and brand FPA and Carleton as leaders in these specific research areas. The encouragement of dialogue and the identification or mapping of content complementarities between units at the Faculty level can lead to larger, more effective initiatives. Such an exercise would also allow those units not currently offering or involved in institutes of their own the opportunity to collaborate on initiatives related to their research areas and disciplines. Small units are venturing into new initiatives (the Institute of African Studies, for instance, recently ran an institute through the faculty pilot program “Doing Fieldwork in Africa.”

The Centre of Governance and Public Management is involved in current local, national and international initiatives focused on political and administrative reform projects in the developing world, post-communist societies and post-conflict regimes. This involves collaboration of faculty colleagues from EURUS, Political Science and SPPA, a good example of interdisciplinary dialogue and collaboration. Yet even more collaboration and engagement with faculty from other units is possible. Pooling resources so that the goals and visions of this and other units can be reached with “more hands on deck” puts less strain on their separate and often limited resources and opens up collaborative research possibilities

Engaging communities external to Carleton with academic programs is becoming more of a common practice in recent years within several units in the FPA, at least when seen from the perspective of the past two decades. Philanthropy and Nonprofit Leadership engages the community through the mandatory Capstone research project and an optional Practicum Placement course in its Master’s program and embraces modern technologies in the delivery of teaching.

There are long-standing placement components to a wider range of FPA programs. One such example is the criminology field placement component available to the top students in their program. New programs such as the MPM and the BGIInS degrees have required experiential learning components for all of their students. There are many other examples of experiential learning and placements where our students are sent outside, working with communities to acquire practical insights that complement theoretical knowledge, more structured practicum, coop or internship placements, or to conduct research, all part of their core program requirements.

Carleton in turn has much to offer outside communities. Institutes are a means of making our expertise available to outside community and well as a means to bring communities, professionals and policy makers to campus. Considerable time and effort is currently spent in

making these connections. ODFPA could play a bigger role in supporting and fostering broader recognition to build on these connections. And as noted earlier, it can play a vital role in coordinating initiatives, minimizing duplication and sharing of information. It has also been noted that a central faculty-wide pool of information would be helpful so as not to exhaust community partners with demands and requests of their time and resources.

The consultations suggest that there are FPA units that wish to develop or deepen connections with related external professional organizations through the institutes they currently sponsor or would like to develop. The School of Social Work (SSW) is an example. Among its various initiatives are its workshops and annual training event for the social work professionals who supervise social work students in their practicums. SSW also sees potential for future growth, given that there is a professional association and college tied to training in that discipline. SSW feels that there is a 'market' in professional education it could better tap into, learning opportunities recognized by the professional association as social work "learning credits" that will go toward the learning credits sanctioned by the college. The School of Journalism and Communication is another example. As noted in the next section it participated in FPA's Professional Institutes pilots in 2014 and 2015, providing specialized training aimed specifically at a network of professional journalists and communication specialists. It believes there is potential to expand such training in future, if operational limitations could be overcome. The Norman Paterson School of International Affairs (NPSIA) also taps into the professional community, hosting its own Office of Professional Training and Development similar to the Sprott School of Business' Professional Development unit. NPSIA and PT&D offer short-term, non-credit training in the domain of Public and International Affairs management, including diplomacy.

In today's competitive academic climate where innovative new programs offer a competitive edge and reach new constituencies, it seems possible that credible and reputable institute initiatives can both complement established academic programming and help put our programs on the leading edge of innovation in learning. The NPSIA initiatives bridge academic and professional realms. There are other examples. Clayton H. Riddell Graduate Program in Political Management offers an innovative approach to the study of the political process, professional training around these matters and their relation to public policies. Students have direct exposure to political offices at the federal level, both in government and opposition parties, through wide exposure to a range of experienced figures from the political world in the classroom and through their practicum placement. There are also opportunities at the provincial and municipal levels. Students interested in effective policy advocacy also work with non-governmental organizations. Institutes provide a possible vehicle to develop intensive courses to widen the reach of the program and open up the development of part-time programming that would be of interest to busy staffers and drawn in more clients active at the provincial and municipal levels. MPM faculty are also interested in building on a 2011 initiative that involved new Parliamentary orientation, as well as developing post-election seminars that would explore the impact of election outcomes on Canadian politics.

EURUS, too, would benefit from central operational support, which might enable it to develop

the “Global Institute” concept that includes training in cultural elements as well as language. These smaller units with limited resources would benefit from Faculty level support to help address economy of scale challenges. Coordination with related units such as SPPA would be facilitated as well.

The consultations suggest that academic and professional institutes are distinct but there are also connections between them that require further exploration. There are, of course, significant differences between education and training, academic credits and certification. There are, nonetheless, connections between the academic and professional realms that require more research as the basis for Faculty-level policy development.

Academic institutes in the form of intensive courses have a clear or potential connection to academic credit (which can be further divided from .5 to .25 to open the way to intensive courses). This can be a means of making part-time degree studies more accessible, it can serve as a bridge to full time studies, and it can facilitate the completion of program requirements for students who enter the workforce. As such, educational institutes hold considerable appeal as a possible enhancement to graduate studies in particular.

The connections between academic programming and professional institutes are less clear. The relationship of certificates to academic credits is fraught with complexities and involve policies that involve broader university authorities, provincial educational authorities and professional associations. And, as we shall see, there is no straightforward business model for institutes, the promotion and administrative costs can easily outweigh their profitability to units, the Faculty and the University. Although many *caveats* are necessary, there is little doubt however that professional institutes are an important means through which the expertise of Carleton faculty and specialized associates can be harnessed in professional continuing education (even accreditation), development, ethical training and good governance initiatives and the like, and this enhances the profile of Carleton to outside communities and stakeholders and can play an important role in the research conducted at the University. It is also possible that more bridges can be built between academic programming and professionally oriented initiatives.

That said, the Sprott School of Business has had long experience with institutes and has developed a clear delineation/division of responsibilities between academic and professional development institutes. The division establishes a firewall between sometimes-competing academic objectives and business imperatives. Associate Deans are responsible for credited academic intensives, which are kept distinct from professional training. A full-time staff member has full autonomy and responsibility for the development and delivery of the professional training. The training is run as a business, with a sustained investment in marketing and focused attempts at sustainability.

Although academic and professional development initiatives vary widely between and within FPA units, there are significant commonalities along with the differences and complexities. There is a clear sense that ODFPA can provide meaningful support around the common elements. Such support, involving efficient processes and best-practice frameworks, would help to break down

silos between units, foster a sense of shared enterprise, and enhance our appeal to external communities.

3. FPA Institute Pilots, 2014 and 2015: Exploring Faculty level support

In 2014 a call for proposals was sent out to the FPA units to participate in the first institute pilot season for non-credit professional workshops. The pilots would see the Office of the Dean assist with institute operations in a number of ways including, but not limited to: administration, website creation, marketing assistance, and coordination with campus services (including catering, registration/payment, etc.). Four proposals were submitted and three were selected for implementation with support. One of the selected courses, “Dealing with the Media: Practical Advice & Practical Training for Lawyers”, was subsequently put on hold due to issues and timelines regarding legal system certifications.

The first course was called “Data Journalism Bootcamp” and was led by David McKie, a CBC journalist and contract instructor in the School of Journalism and Communication, and Glen McGregor of the *Ottawa Citizen*. The two-day workshop was run on the weekend to attract working journalists. There were 19 participants for the 20 available spots for 95% capacity. Journalists from *Postmedia*, the *Globe and Mail* and *Le Devoir* were amongst those who learned how to take data sets and turn them into compelling news stories. The second course, “Advancing Your Non-Profit Through Strategic Communication Practices”, was a two-day workshop that ran June 25-26, 2014. Gina Grosenick, an instructor in the School of Journalism and Communication, taught 18 participants from many non-profit organizations including Care Canada, the Youth Services Bureau, CUSA, and the Ottawa Food Bank about methods of enhancing their communication endeavors. A maximum of 25 participants would have been accepted into the course so the class was at 72% capacity.

The FPA Professional Institute and these two courses, led by the School of Journalism and Communication, experienced a steep learning curve on a number of items including issues with space bookings, heating and cooling systems, logo development, dining options on campus, online registration and e-learning for non-students. A marginal profit was made from the first year of the pilot courses and overall they were deemed successful.

The pilot was extended to run for a second year in 2015 with a goal of hosting more courses from a broader range of content areas, for varying lengths of time, numbers of students, and registration costs. In November 2015 ten bids were submitted for consideration. Six courses were selected from the submissions and were held in May and June 2015.

Two of the courses held in 2014 submitted bids again and were selected to run for a second year (the titles and content of these courses shifted slightly and pricing increased): “Strategic Communication Planning for Non-Profit Organizations” led by Gina Grosenick and “Telling Your Story with Data” led by David McKie and Glen McGregor. The four new courses selected for 2015 include “Health Communication: Vaccine Hesitancy: Combatting a ‘Wicked’ Risk Communication Problem” led by Josh Greenberg and John Rainford, “Policy Advocacy and

Social Change” led by Teresa Healy and Laura MacDonald, “Doing Fieldwork in Africa” led by Blair Rutherford and Nduka Otiono, and “Compelling Content and Digital Media Communications” led by Melanie Coulson (see Appendix 3 for further details).

In the second year of pilots, the FPA Professional Institutes experienced improvements due to repeating processes and building of networks started in the first year. The primary source of registrations is still through the instructors’ professional networks. If this initiative is to grow a key would be developing partnerships, relationships with community partners and an increased presence year-round (initial steps have begun, including opportunities with the International Association of Business Communicators (IABC) and setting up a LinkedIn company profile).

A full report on the 2015 Pilots was completed on 28 July 2015 and the findings may be summarized as follows. The repeat courses, the two held in 2014 and 2015, were the most successful in terms of meeting or exceeding attendance expectations and both produced a significant profit. The other four courses had a small loss. A wider variety of topics and sponsoring units were involved in the 2015 pilot and this helped to promote interdisciplinary collaboration and participants interested in one course were also interested in others. The Canadian Medical Association had participants in the Vaccine Hesitancy course and Telling Your Story with Data, Community Foundation of Ottawa had participants in Strategic Communication for Non-Profit Organizations and Telling Your Story with Data and more than 70 people requested to be notified of future courses. Outside groups were exposed and expressed interest in FPA publications (*FPA Voices*) and programs (pamphlets provided on graduate studies). Many participants were alumni and felt strong connections returning to campus. There was no media coverage in 2014. In 2015 a [story on Tim Caulfield](#) mentioned the Vaccine Hesitancy course and the Compelling Content course was referred to in the *Ottawa Citizen* “What to do this week”.

The experience of both pilots is that marketing is a complex, formidable and important task. Effective marketing is crucial to the longer-term success of all institutes and intensive courses going forward. Website technologies and social media were used to greater advantage in 2015 but more can be done. Timing/sufficiently early notice is a key challenge, and more effective access to government and NGO sectors is another important challenge. Instructors and participants need to be better briefed in advance. Appropriate scheduling, space and facilities, catering and cleaning also remain challenges, particularly for new courses.

From a logistical perspective dedicated, versatile space with appropriate facilities would be helpful. Organizers and instructors need to be provided with a comprehensive checklist and encouraged to speak about their institute in advance at related meetings or through their networks. Experience with the pilots also suggests that there may be opportunities to coordinate with Business—Sprott is willing to share their experiences and best practices and there may be possibilities to collaborate on initiatives (or share existing courses in public management, social media). However, as noted in our consultations, building ‘synergies’ between units within the Faculty remains a challenge and also requires attention.

In sum, the experience of the 2014 and 2015 pilots highlights the importance of effective marketing and reaching potentially interested clients in a timely way, common protocols around organization, coordination, and the need for appropriate facilities and attention to the participants' convenience. ODFPA has provided support in these areas but there is room for improvement and the opportunity to learn from and build on these experiences.

4. Issues

Based on consultations with FPA units and the School of Business, as well as feedback from the committee members and personnel contracted to deliver non-credit training, there seems to be a positive view of Faculty-level support for institutes. The interest and support of ODFPA is welcome and has been well-received. The 2014 and 2015 FPA Professional Institute Pilots and the committee consultations have built up good will, countering some skepticism and even cynicism based on experience with changes to the University's role around continuing education and training noted in the Introduction. The work of the committee was appreciated for what it was -an ongoing Faculty-level exercise to develop a meaningful role for the ODFPA in support of unit-based initiatives. There are nonetheless complex issues that we need to come to grips with as further support is considered.

As noted in the introduction and Part 2 of this report, there are four discernible areas in which ODFPA could exercise leadership in support of the range of both academic and professional development initiatives within the Faculty:

- Further development of protocols, processes and operational systems, building on experience with the FPA Professional Institute pilots, to facilitate the smooth and flexible running of academic and professional institutes. These should aim to ensure consistent and high standards for the delivery of courses and they should complement and strengthen academic degree programming (which of course lies at the core of the University's educational mission);

- Support and advising for units to facilitate the development of new initiatives that offer programmatic advantages and an opportunity for unit faculty and associates to offer expertise to Carleton students and outside communities;

- Promotion of interdisciplinary dialogue, coordination, efficiencies and synergies across the Faculty. Leadership is required at the Faculty level to enhance awareness, the visibility and profile of institutes amongst university colleagues and students, and to identify complementarities as well as overlaps and required differentiation;

- The engagement of larger communities outside of Carleton. Effective marketing is crucial to reaching potentially interested constituencies beyond faculty, student and alumni groups. Institute leads and area specialists usually be in the best position to identify these constituencies but input and advice is required at the Faculty level. Reaching wider communities, locally, nationally and internationally is emphasized in *Moving FPA Forward*. Effective communication, publicity and marketing are indeed vital. In the context of the range

of expertise in FPA, how do we reach government and NGOs more effectively? Working together and taking advantage of a larger scale of operations provides a start but the challenges remain formidable.

At the same time, such consensus for ODFPA's positive supporting role is qualified by the identification of a number of issues that were raised in the course of consultations undertaken by the *ad hoc* institutes committee during the Winter Term. The committee has grouped these issues into three general areas: Autonomy, sustainability, and synergies/differentiation. Careful attention to these issues should inform the further development of Faculty-level support.

Autonomy and FPA's Appropriate Role:

There is little interest in the development of an elaborate centralized presence and attendant bureaucracy but considerable good will has also been built in recent years, notably by way of the FPA Professional Institute pilots. Consultations did reveal occasional skepticism about the continuity and stability of a central presence from colleagues who experienced or know about Continuing Education and the CTCC, and concern about potential dangers of micro-management. It is obvious that unit autonomy, as well as the expertise and specialized insights of their faculty and associates must always be respected in the development and delivery of institute initiatives and considerations of faculty-level support. There is also an openness to a modest Faculty level supporting presence around the coordination of efforts, meeting the administrative challenges, and marketing so that units and their associates can focus on content and delivery. Thus the challenge is to find an appropriate balance in Faculty-level support, and this balance needs to be consistent and reliably-maintained.

The consultations included many specific suggestions concerning the role of the ODFPA in facilitating and mediating relationships with key university services such as room reservations, conference services, food-services, parking, graphics, and audio-visual services. In discussions participants noted that the expense for such services made initiatives cost prohibitive and unattractive for delivery on campus. Participants unfamiliar with the FPA Professional Institutes initiative, and the support provided to unit initiatives through this program, also welcomed this level of support as being useful and a practical and modest use of ODFPA resources.

Raising the visibility of institutes amongst colleagues and students, encouragement of the view that this form of education delivery is a faculty-wide enterprise, development of protocols to ensure consistently-high standards of quality in the delivery of all institutes associated with FPA, the coordination of related initiatives (including the managing of 'traffic') are all seen as appropriate matters for Faculty-level involvement that also respects unit level autonomy.

There is therefore a legitimate and recognized Faculty-level role to ensure that initiatives associated with the FPA are carefully articulated, that there is indeed sufficient expertise available to successfully deliver the institutes, that institute leaders do not over-commit, and that marketing claims are realistic and consistently realized.

In terms of marketing, colleagues and specialized staff have learned to work within networks they have developed and have ongoing relations with, and there are complex challenges in

developing markets of interest to government, NGOs and the private sector that are best explored through these connections and specialized expertise. On the other hand the resources to effectively reach these constituencies are best pooled in order to scale up effective delivery of marketing.

The relationship between professional certificates and academic credits requires further exploration with Faculty-level leadership. Some participants in the consultations were interested in learning how other units had transitioned non-credit training into credit educational programming and there was interest in having the ODFPA facilitate and assist with this. Participants were more guarded and reserved on the matter of developing more systematic non-credit or partial credit programming for the greater Capital Region professional community. FPA units presently involved in non-credit, partial credit or hybrid programming reach out to a finite audience of public servants and public policy professionals who have varying levels of access to learning and education resources and services. This market is still not properly understood and we are far from being able to establish what our actual strengths and weaknesses are vis-à-vis other education providers, nor do we have a nuanced understanding of the real versus assumed opportunities and the potential threats associated with them (costs, risks, etc.).

Calvin Tong, Director of Professional Training at Sprott School, emphasized the need for a well-funded and permanently managed administration for the delivery of professional non-credit training. Respondents such as Phil Rourke from CTPL and Bryan Henderson, representing NPSIA-PT&D, see this as only one of several possible configurations for conducting such institutes. We all agree, however, that effective management of non-credit programming is dependent on having relative autonomy from the parent unit in terms of administration and direction. If consideration is given to further articulation of non-credit to credit programming, closer work between branches within units will be needed.

Sustainability:

Institutes cannot be run with the usual expectations of a business. Many of those experienced with professional non-credit initiatives emphasized that there is no standard business model for such initiatives. Profitability is elusive, certainly in the short-term, and there are other objectives that are involved, notably enhancement of academic reputation (profile of faculty and programs or outreach) may justify the efforts made. Initiatives nonetheless must pay for themselves and business considerations are certainly not irrelevant. The most successful initiatives, that generate some profit consistently, require development, refinement and sustained attention over the course of several years, including renewal and sensitivity to the market.

Institutes or unit initiatives are sustainable to the extent that minimum resources are available and there is some interest in developing initiatives that have a reasonable prospect of coming to fruition, meet a specific need, and satisfy a real opportunity. They should be viewed through the lens of a business operation in one of two contexts: one, an initiative undertaken by a unit with sufficient resources to generate supplementary revenues over a regular or semi-regular

basis; or two, a one-time or short-term, sponsor(s)-based education or training opportunity where management practices such as accounting of expenses, results and outcomes are required of the unit. Faculty-level costs are another consideration. Faculty-wide supports can reduce unit costs and can provide start-up incentives but there must be some return on these investments at this broader level.

Sustainability can be seen in terms of 'growth' or of 'scalability.' There is no guarantee that unit initiatives will be sustainable from a 'growth' perspective even after the completion of a business cycle (normally defined as a 5-6 year period). CTPL and NPSIA-PT&D both run open-registration programs that have been offered for 7-8 years and only 50-70% of these products are delivered with sufficient paid subscription on the dates scheduled. These programs continue to be offered because they do not require significant pre-program investment in time, resources or funds and they remain of interest to their learning audience. There is no indication that investing greater resources in building capacity would produce further 'growth' although more research is needed to explore the possibilities of growth through renewal of the products.

That said, opportunities may arise when a client or genuine market-interest creates the conditions for a larger-scale offering of a previously delivered or new educational product. In most instances this opportunity will be realized passively, where units within the FPA are sought out by the client or sponsor. The client will likely provide sufficient support to scale the product accordingly. However, on occasion there may be opportunities that require more proactive and aggressive attention. In this case, the FPA, in supporting a unit on a case-by-case basis, may be critical to 'picking higher fruit.' In this environment FPA may have a role in providing temporary bridging funding to units or investment in longer-term initiatives.

Finally, in considering sustainability it is worth noting the nature of management practices used, and the skills required, for the delivery of non-credit education in this challenging environment. They are, in brief, relationship-focused and problem-solving in nature and are usually innovative and opportunistic in execution. Those working in this area will likely be able to see 'opportunity costs' and 'opportunity benefits' not recognized in the normal course of affairs. These skills and practices may be critical as the spectrum of learning and education widens within the FPA. Sustainability therefore becomes less of an issue in the area of partial credit and hybrid programs. This in fact may be critical to the longevity of non-credit programs – namely a mechanism for articulating non-credit to credit training (see, for example, the Conflict Resolution diploma program, IPDET and online opportunities.

Synergies/differentiation:

As noted in discussion of the previous two issues, the Faculty can play an important role in enhancing the profile of institutes, coordinating initiatives, facilitating connections between related initiatives, and managing 'traffic.'

Differentiation takes other forms already mentioned in passing. As is evident in our experience (and even more clearly so in the experience of the Sprott School of Business), academic and professional development institutes are quite distinct but this does not mean that they are unrelated.

There is room for innovation with initiatives with academic institutes or intensive courses that directly benefit Carleton students in the form of .25 credit intensives, blended learning and online learning components. And there is considerable enthusiasm for embracing such innovations because of the flexibility it offers to students and the promise of improvement to recruitment, retention and program completion rates. Such innovation, for instance, is seen as a possible route for undergraduates to more experiential learning opportunities. It is seen as a way to expand graduate program enrolment by way new part-time programming options and to facilitate timely program completion.

Professional training certificates and the fulfilling of continuing education requirements are the domain of professional institutes. In many cases, regulations set by professional governing bodies determine the parameters, expected standards and learning outcomes for these professional programs and this must be taken into account and taken seriously if our professional institutes are to be viable and credible. In many cases this means that they will be co-sponsored by professional associations. Professional regulatory requirements need to be respected and this structures unit and Faculty level inputs.

Although academic and professional institutes are distinct, and there will remain unique, stand-alone education products, there are also important connections. Professional educational initiatives can be a route into academic programming and a recruitment opportunity for our graduate degrees in particular. A policy challenge going forward, for future consideration and discussion, involves the coordination of education and learning initiatives with degree programs in the FPA. In this context it may be helpful to consider credit and non-credit learning opportunities as part of a 'continuum of learning.' As discussions about innovative credit and non-credit education continue, questions concerning the relationship of these programs and possible articulation into traditional academic degree studies, learning and research will need very close examination. A simple inventory of, and a continuously up-dated reference to, all relevant programs, is a possible first step within the Faculty. Over time, such work will need to be augmented by wider consultation and the development of inclusion of protocols, categories, standards and common practices with other key University partners such as Graduate Studies (FGPA) and Quality Assurance (OVPAVPA).

5. Recommendations

The *ad hoc* committee on institutes recommends that institute leaders and ODFPA build on the considerable goodwill developed with units and their associates through the experience of the Institute pilots and these consultations by way of the following general recommendations:

Short Term General Recommendations:

1. FPA should continue to develop consistent protocols and processes for the support of educational and professional institutes. As noted in the discussion of sustainability issues above, ODFPA should further enhance its capacity for receiving, considering and acting upon proposals submitted from units and their associates and refine assessment criteria for review of proposals submitted in consideration for Faculty-level support. These criteria would include fairness and equity in consideration of proposals and determining appropriate support, recognition of existing scholarly strengths and innovation potential, and business case assessments that recognize scalability complexities and the potential for growth. Informed by the experience of the 2014 and 2015 Professional Institutes pilots, FPA should also further develop consistent practices and procedures for efficient collection of payment, registration, fees and honoraria for speakers and organizers and sustained attention to overcoming administrative obstacles (eg., efficient booking of appropriate space, technical support, parking passes, awareness of transportation issues). FPA should also articulate expectations around the consistent delivery of institutional education and the high standards of such education.

2. ODFPA should take leadership in communicating institute initiatives and raising their visibility within the University community. It should also take leadership in coordinating these initiatives. In doing so, it should also actively foster synergies. Development of an annual 'FPA Summer School' might be a feasible short-term aim, where related initiatives, composed of related, complementary or thematically-linked unit-level institutes or intensive courses, are offered under a common billing.

3. As noted, marketing is a formidable challenge and much work needs to be done to communicate our expertise and learning opportunities to a wider range of interested constituencies. At minimum, FPA needs to continue to develop, informed by the experience of the 2014 and 2015 Professional Institute pilots, responses to the marketing and publicity challenges as an important shared enterprise between units, their faculty and associates and ODFPA. Modest but significant short-term steps include:

Internal Communication: More and timely communication is required from ODFPA to all units within FPA and to other Faculties where appropriate (eg, FASS in the case of multi-disciplinary initiatives, Sciences in the area of health policy, the Spratt School of Business on matters such as economic policy, dealing with public management and social media etc.). The insights from the 2014 and 2015 pilots are very helpful. For instance, a report on the 2015 pilots noted that promotion for the FPA Professional Institutes must begin earlier, and the aim for the 2016 pilots will be to have key content and publicity available during the 2016 FPA Research Month.

Attention to internal communication also means that 'traffic' is better managed. We all benefit from working together and units benefit from not trying to 'reinvent the wheel.' Inefficient duplication should be avoided and territorial tendencies need to be managed. Working together reaches beyond FPA. The Sprott School of Business, for instance, has indicated a willingness to further discuss its experiences and share best practices, exploring the possibilities of coordinating and reducing overlap, and even sharing or integrating initiatives.

External Communication: As noted in the report on the 2015 pilots, institute instructors need to be encouraged to publicize initiatives at related conferences and other opportunities. Contact or membership lists should not be regarded as proprietary but shared if FPA level support is to be sought, and in return ODFPA should provide marketing advice, resources and appropriately branded publicity materials

4. FPA should encourage the development of online materials and moving beyond the rigidities of the 0.5 and 1.0 credit model for completion of degree programs. Further innovation is possible, as demonstrated by the Sprott School of Business, with .25 credit and intensive courses, offered by way of educational institutes during the summer, fall and winter term reading weeks or a series of weekends. As this initiative moves into the medium term, FPA, in consultation with other University stakeholders, should begin to explore the development of possible 'pathways' between educational and professional institute certificates/diplomas/and other forms of non- academic formal credits into part-time degree studies (it is recognized here that these matters are determined at the University level).

5. FPA should work with other central stakeholders at the University to address the physical limitations of campus and facilities: These range from the availability of campus services outside regular term-time, during Reading Week break, or weekends (from air conditioning and food services to the limitations around transportation/bus passes/parking) to the development of appropriate space and technical facilities on or adjacent to campus. A dedicated room should be identified for smaller courses (20-35 participants) with appropriate supporting facilities.

6. Make more visible, clarify, and possibly strengthen support for the roles of contributing personnel who provided important administrative guidance for institutes. (Please see Appendix 4 for examples of the current role played by the FPA Events and Outreach Coordinator and the Director of the Office of Professional Training and Development at NPSIA as an example of associated personnel who play key roles as organizational leads for professional training). ODFPA coordination of institutes within the Faculty requires regular consultation with these personnel and if institutes are further developed appropriate changes and associated administrative support will need to be considered.

Specific Recommendations, Short Term:

1. Faculty-level dialogue with Carleton University services to explore cost-cutting measures and solutions to issues experienced with various service units, necessary to the success of institute programming and delivery.
2. ODFPA to continue to provide modest support but avoid plunging into comprehensive programming and adding substantial role/responsibility in this area until future research

and analysis can be done. (As noted in general recommendation 1 above, it should develop its capacity for receiving, considering and acting upon business cases submitted in a manner that recognizes the growth and scalability complexities, and ensure that all approved unit initiatives have appropriate access to support and resources in this context). In providing Faculty-level support it should be understood by all parties that that direction and continuation of initiatives is the ultimate responsibility of the unit.

3. A comprehensive environmental scan of Faculty professional and academic institute activities. Begin exploration of training, partial credit and hybrid capabilities as well as professional organizations and related continuing education/certification possibilities.
4. Commence dialogue between FPA units and with other University partners on managing the articulation of non-credit to credit programming, standards and best practices.

Medium to Long Term General Recommendations:

1. Develop international profile of, and participation in, an umbrella “FPA Summer School” involving coordinated and related institutes and intensive courses (see short term general recommendation 2 and ‘Global Institute’ referred to at p.9)
2. Comprehensive environmental scan of Federal Public Service, public affairs and affiliated domain interests and of professional organizations to ascertain their continuing professional education and training requirements, including certification/educational credit specifications.
3. Develop a strategic plan for engagement of the Public Affairs community including Political representatives, Government departments and NGOs.
4. Appropriate resources should be considered (including administrative and marketing support personnel, directors of professional programming and associated short term contract positions) for professional institutes in cases where external development potential can be identified or where they demonstrably complement and enhance academic programming in a similar fashion to educational institutes.
5. The physical limitations of campus space and shortcomings in our facilities have been noted. This is a University-level issue and the limits of Faculty-level influence are recognized. However, FPA can act with other Faculties and other interested parties within the University to address these issues in a concerted fashion. It should be recognized that in the longer term, substantial enhancement of attractive and effective educational services for government officials, professionals, international visitors and others travelling from out of town requires investment in new facilities (appropriate hotel-conference facility adjacent to campus along the airport-to- downtown corridor, appropriate downtown satellite presence and facility).

APPENDICES

Appendix 1:

The activities and initiatives referred to in *Moving FPA Forward* (p.16) are as follows (paraphrased):

- Explore how to build on successful institutes, including academic educational institutes, professional development programs, certificates and diplomas that allow students, academics, professionals, public officials and the public/community in general to develop subject matter specialization or skills;
- Explore new and innovative institute initiatives, including intensive programs for credit, which further take advantage of faculty expertise, associated educators and the university's location in the national capital;
- Explore possibilities of institutes offered outside of summer, including Reading Week intensives, evening sessions, and online deployments as a magnet for a wider range of initiatives, including academic and skills training for students and professionals, as well as for children and pre-university;
- Develop institutes, reflecting expertise in the Faculty of Public Affairs, of interest to public officials and citizens in foreign jurisdictions who want to build skills in areas of public policy and democratic capacity building;
- Build dialogue and communication within the Faculty and collaborate with other faculties and the University Library, explore the research and professional education environment in Ottawa, effective promotion, the comparative advantage of the university's location, especially in public affairs sectors.
- Consider resource requirements, revenue potential and indicators by which to measure progress in this priority area.

Appendix 2:

a) Consultations Overview CONSULTATION WITH FPA UNITS

TABLE ONE:

Unit	Initiative Name	Initiative Type	Description
African Studies	African Studies Abroad	Undergraduate and graduate "study	Ongoing. Students focus on a specific African Studies topic. led by a CU

		abroad” course run annually in May.	professor in the country or countries in which s/he has research expertise. CU covers food, accommodation, in-country travel. Students cover tuition, airfare etc. (approximately \$2000 for 2015). Application only.
Faculty of Public Affairs/ Arthur Kroeger College	IPDET	Some FPA faculty involved but mostly delivered by outside specialists. Draws participants from around the world	An intensive three week session of courses and workshops on international program evaluation run by specialized personnel and funded by the University and World Bank. IPDET has a permanent small scale operation on campus which expands for six weeks and is housed in Kroeger College. BPAPM: Experiential learning in the BPAPM program by way of co-op placements and internship (eg., 6 students spend several weeks annually working with Nexos Comunitarios in Peru). Pilot intensive course related to experiential learning for 1 st year students planned for 2016. BGInS: ‘International Experience’ a key element of upper year programming: six different ways of meeting this requirement are under development, including a possible intensive course offered by an international consortium of partner university programs MPM: All students complete requirements with a placement. The MPM faculty are associated with professional development training, e.g. new Parliamentarians orientation, 2011 & interested in building on this. Also interested in possibility of running seminars in institutes form after each major election and exploring the possibilities of intensive courses for academic credit to support an expanded part-time element of its programming.
Institute of Criminology and Criminal Justice			Field Placement offered as an optional 1.0 optional credit in the Criminology degree. No professional courses or institutes currently but may consider for future.
Economics	Post-Bac diploma		Post-Bac is one year and seen as prep for graduate education. Economics would also be interested in more direct involvement of institutes if there is programmatic advantage. Is currently an exporter/collaborator with faculty

			involved in many other initiatives in other units.
EURUS		Academic Intensive (summer schools) / 0.5 credit.	Ongoing. Initiative with a focus on language training, tied to intake into graduate programming from related units in preparation for field research.
NPSIA	Centre for Trade Policy and the Law (CTPL)	Affiliated Research Unit	Ongoing. Offers training events in concert with NPSIA-PT&D - see below.
	Canadian Centre for Intelligence and Security Studies	Affiliated Research Unit	Ongoing.
	Centre for Security and Defence Studies	Affiliated Research Unit	Ongoing.
	Office of Professional Training and Development (PT&D)	Workshops, short-term non-credit training	Ongoing. Training in the domain of Public and International Affairs management. Includes a specialization in Diplomacy. Workshops are for 10-20 participants, offered on an open registration and custom basis.
School of Journalism & Communication - Journalism program	Centre for Media in Transitional Societies (CMTS)	Non-academic credit internships for undergraduate and graduate students. Fulfills graduate students' work requirement.	Present initiative. CMTS grew out of Prof. Allan Thompson's Rwanda Initiative and now partners with Farm Radio and Students Without Borders. Each year approximately 20 students are placed with news and community organizations in Africa (and as of 2015, some parts of Latin America and Asia).
	Emergency Communications Research Unit		Past initiative. Unit run by former School director Joe Scanlon, involving student research on a non-credit basis. Later evolved into Scanlon's individual enterprise not involving students.
	Data Journalism Bootcamp	FPA Pilot 2014 and 2015	(See FPA Pilots, 2014 and 2015)
	Compelling Content and Digital Media Communications	FPA Pilot 2015	(See FPA Pilots, 2014 and 2015)
School of Journalism & Communication - Communication Studies program	Advancing your non-profit through strategic communication practices	FPA Pilot 2014 and 2015	(See FPA Pilots, 2014 and 2015)
	Health Communication: Vaccine Hesitancy - combatting a wicked risk communication problem	FPA Pilot 2015	(See FPA Pilots, 2014 and 2015)
Department of Law and Legal Studies	Graduate Diploma in Conflict Resolution	Academic credit	Ongoing. Diploma used to be a Certificate. Changed to Diploma in 2013. Has run for 18 years. Offers intensive courses in non-traditional schedule, e.g. on Fridays and weekends. Students can apply some hours toward professional

			associations. Want to take further advantage of this in future. The Research unit, Centre for Conflict Education and Research, has held workshops but would like to develop this further and offer more as it has been quite passive.
Political Economy	Policy Advocacy & Social Change	Summer 2015 Pilot with Poli. Sci. and two-day workshop on research on corporations.	Regular summer courses taught by Visiting Professor every summer. Also run two-day workshop on research on corporations to union personnel and other participants. Future interest in offering courses for academic credit. Potential for participation in areas of policy advocacy, working with NGOs, and collaborating with SPPA and Political Management.
Political Science	Annual Bell Chair symposium		Department provides ongoing support to initiatives taken elsewhere, e.g. Political Economy. Many faculty involved in other specialized initiatives. Interested in future in direct involvement of initiatives if there is programmatic advantage, e.g. interested in possibility of .25 credit courses.
School of Public Policy	Centre for Voluntary Sector Research & Development (now 3CI)	Non Profit Management and Leadership Certificate was non-credit for Prof. Devel. & credit for students.	Was a seven day certificate/course offered as non-credit to PD participants and academic credit for students. Ran for 6 years. Course still runs for academic credit only. PD fees offset costs of speakers & catering, etc. Precursor to Philanthropy and Nonprofit Leadership diploma and masters programs.
SPPA	Philanthropy & Nonprofit Leadership	Diploma and Masters, academic credit. Professional Development, non-credit.	Ongoing – program going into 3 rd year. Commences in summer with students taking Summer Institute and taking two intensive 0.5 credits over two weeks. Students then come back for 4 terms. Also offer workshops and also offer prof. development by opening spaces for PD participants in specific existing courses. Would like to offer more of these PD courses and also collaborate with other units to maximize talent, time and resources.
SPPA	Centre for Women in Politics and Public Leadership	Non-academic	Ongoing. Centre housed in SPPA. Offers twice a year, non-academic certificate “Advancing Women in Leadership Certificate”. Have corporate sponsor, Goldcorp and also partner with the Centre for Research and Education on Women and Work, which is housed in Sprott School of Business.
SPPA	Centre for Governance and Public Management	Non-academic credit	Ongoing initiatives. Centre focuses on “political and administrative reform projects in the developing world, post-communist societies and post-conflict regimes.” Most projects have been held

			off-campus and on an international level with our faculty going over to train other faculty, e.g. Russia, Ukraine, Bangladesh, Azerbaijan, University of Central Asia. Centre has also held workshops on tax policy at Parliamentary Centre in Ottawa. Hope is to keep this, & other initiatives going at varying capacities.
School of Social Work	Centre for Conflict Education and Research (CCER)	Academic educational institute	Previous initiative.
	Co-sponsorship with Institute of Political Economy	Workshops and conferences	Previous initiatives.
	“Partnerships” with Women and Gender Studies, EURUS, Sexuality Studies and Disability Studies	Cross-listed courses	Previous initiatives.
	“Partnership” with Continuing Education	Professional development programs: one-day workshops and certificate programs	Previous initiatives. Professional development areas covered included sexuality, grief and loss. Programs began in early 2000 and ended in 2005-06 approximately.
	Joint Social Work and Political Economy PhD	Academic educational institute	Present initiative.
	Child and Youth Studies project	Academic educational institute	Present initiative.
	Summer Institute for Social Justice	Course	Present initiative.
	Field Supervisor Workshops	Professional development project	Present initiative. Workshops held at least once a year for social work professionals who supervise Social Work students in their practicums. Includes annual training event for training on specific timely issue (e.g. social media and practitioners).

TABLE TWO: UNITS AND FACULTY MEMBERS CONSULTED

Unit	Faculty Member(s) Consulted	Consultant(s)	Date Consulted
African Studies	Blair Rutherford	Bryan Henderson, Stephen Azzi, Barry Wright	
Arthur Kroeger College			
Institute of Criminology and Criminal Justice	Marilyn Ginder		

Economics	Keir Armstrong	Bryan Henderson, Stephen Azzi, Barry Wright	
EURUS	Jeff Sahadeo Randall Gess Achim Hurrelmann	Bryan Henderson, Stephen Azzi, Barry Wright	
NPSIA	Dane Rowlands, Phil Rourke	Bryan Henderson, Stephen Azzi, Barry Wright	
School of Journalism & Communication	Josh Greenberg, Susan Harada	Susan Harada	March 2015
Department of Law and Legal Studies – Graduate Diploma in Conflict Resolution	Jennifer Links and Neil Sargent	Anna Riethman	February 24 th , 2015
Political Economy	Laura Macdonald	Bryan Henderson, Stephen Azzi, Barry Wright	
Political Science	Jonathan Malloy	Bryan Henderson, Stephen Azzi, Barry Wright	
School of Public Policy & Administration	Sandra Jones, formerly Centre for Voluntary Sector Research & Development (now 3CI).	Anna Riethman	February 10 th , 2015
SPPA - Philanthropy & Nonprofit Leadership	Susan Phillips & Anna Riethman	Anna Riethman	May 21, 2015
SPPA – Centre for Women in Politics and Public Leadership	Clare Beckton	Anna Riethman	February 25 th ,2015
SPPA – Centre for Governance and Public Management	Leslie Pal	Anna Riethman	February 25 th , 2015
School of Social Work	Gerald de Montigny, Therese Jennissen, Sarah Todd	Susan Harada	March 2015

b) Individual Unit Consultation Narrative Summaries:

EURUS (consulted

Jeff Sahadeo, Randall Gess and Achim Hurrelmann)

EURUS holds an academic intensive for .5 credit. Unit's association with institutes focuses on language training (a particularly important matter with intake into graduate programming from related units in preparation for field research). Typically, three summer schools are held with the involvement of SLALS.

They are poorly attended and effective marketing appears to be a big issue here. Need to better identify potential clients beyond incoming/ MA students.

A more expansive 'Global Institute' model is promising, which would encompass training in cultural matters elements in addition to language training, and such a model accords with provincial strategic mandate agreement with Carleton. Centre for European Studies-European Union funding possible beyond occasional workshops and lectures. Also, potential from EU-Canada free trade agreement and collaboration with partners such as NPSIA

Support from the centre, at the university level, has been in constant decline since the 1990's. Lost opportunities with nation-leading Canadian Assessment for English Language Certification (CAEL) developed at Carleton. FPA needs to stay out of content and delivery but can play an important role in helping to market and facilitate the effective coordination of related initiatives with other units.

NPSIA (consulted Dane Rowlands and Phil Rourke)

Regular academic and professional institutes include the Centre for Trade Policy and the Law, the Canadian Centre for Intelligence and Security Studies and the Protocol workshops (diplomatic and social).

NPSIA provides regular academic education, thematic non-credit learning through its affiliated Research Units (Centre for Trade Policy and the Law, the Canadian Centre for Intelligence and Security Studies and the Centre for Security and Defence Studies) and hosts its own Office of Professional Training and Development similar to the Sprott School of Business' Professional Development unit. NPSIA-PT&D offers short-term, non-credit training in the domain of Public and International Affairs management and includes a specialization in Diplomacy.

The involvement of interested faculty outside of NPSIA and other units is a challenge but there is potential for expansion and wider interest. More coordinating support at the Faculty level would help with this. NPSIA-PT&D and CTPL organize the greatest number of training events. These events focus on audiences of 10-20 participants per workshop. They are offered on an open-registration and custom basis. These programs are modest and do not generate significant revenues outside of supporting the administrative activities required for program delivery. The business model is boot-strap in nature and emphasizes low-risk. Larger revenue generation would require access to larger opportunities and significant investments. Marketing remains a huge challenge: It takes up to 7 years to establish a presence and build a constituency. Even then changes in the environment may reduce interest once a program has been established, most notably because of changing priorities from government or related sponsors.]

The involvement of interested faculty outside of NPSIA and other units a challenge but there is potential for expansion and wider interest. More coordinating support at the Faculty level would help with this. These institutes are not sources of income for units and require considerable investment. CTPL is organized for 20 participants and requires at least 12 to break through with the support of funding from international agencies/projects to subsidize tuition costs and the development of training modules. No real business model exists for such initiatives, especially smaller ones. Better to identify big opportunities and make investments. Marketing remains a huge challenge: It takes up to 7 years to establish a presence and build a constituency.

African Studies (consulted with Blair Rutherford):

Current initiatives (summer 2015) include a field research course in Africa supported by FASS delivered by Chris Brown and Alan Thompson) and a 2015 Pilot in Ottawa 'Doing Fieldwork in Africa' supported by FPA

There is interest in future intensive courses, for academic credit or certificate, working in collaboration with NGOs located in Ottawa but this requires coordination with various units like NPSIA

Political Economy (consulted with Laura Macdonald):

Former Political Economy Summer School turned into an 'institute' several years ago, offering regular summer courses taught by a Visiting Professor. Also offers a 2 day workshop (Juravich) on research on corporations of interest to union personnel and others. It will deliver a summer 2015 Pilot supported by Political Science, 'Policy Advocacy and Social Change.'

Some interest in future intensive courses for academic credit. This could encourage entrance into and timely exit from graduated programming. Also interest in certificates/diplomas. See potential for participation in the area of policy advocacy, working with NGOs and more closely and in a coordinate fashion with other FPA units such as SPPA and Political Management

Political Science (consulted with Jonathan Malloy):

A major annual event is the Bell Chair symposium supported by endowment. Apart from this, like other major disciplinary units, Political Science as a unit does not tend to directly initiate institutes but provides significant support for initiatives taken elsewhere (eg., Political Economy) and many Political Science faculty involved individually with other more specialized units which are often the most appropriate vehicle to pursue such interests (eg., Laura Macdonald and Political Economy, Chris Brown and African Studies, Piotr Dukkiewicz, who is Director of the Centre for Governance and Public Management collaborates with Les Pal and CGPM is attached to SPPA)

The question for large mainline disciplinary units such as Political Science will always be: What's in it for us? Unless there are clear programming advantages, Political Science is likely to continue as a collaborator/exporter rather than an initiator of institutes. A clear possible programming advantage might be presented by intensive academic courses (eg. .25 credits) that could facilitate entry to and exit from academic programs.

Economics (consulted with Keir Armstrong):

As a major disciplinary unit, Economic is similarly situated to Political Science. Contributions by individual faculty tend to be through other units and SPPA and the School of Business are active in applied academic work and professional training in related areas. Like Political Science, Economics is unlikely to initiate institutes directly unless there are evident programmatic advantages.

Economic has developed a major related initiative. The Post-Bac diploma program designed for people who already have an undergraduate degree in another discipline and would like a rigorous structured introduction to economics, entailing 8 months of intensive training in economic theory, econometric methods and applied economics, with English language training for non-fluent English speakers.

Kroeger College:

There are no faculty directly attached to the BPAPM program although contributing faculty pursue projects through their home units. The College uses endowment funds to subsidize student experience initiatives, including co-op placements in non-profit organizations and also subsidizes internship opportunities for BPAPM students (the biggest and most structured being work with *Nexos Communitarios*, which trains six students annually with a placement in Peru). There is interest in developing intensive courses, particularly opportunities to explore experiential learning in the early years of the program, possibly through 'boot camps' held during Reading Week breaks.

The MPM is a new academic program associated with, but not housed within the College. Faculty appointed to this (and the new BGIInS program) are considered Kroeger faculty. MPM Kroeger faculty have not yet developed academic educational institutes but have been associated with professional development training. The core faculty participated in a Carleton-organized orientation for new Parliamentarians in 2011 and there is interest in building on this for post-election in October 2015. MPM faculty have been exploring the idea of running seminars after each major election on their impact on Canadian politics (e.g., a seminar on the significance of the Alberta election). Jennifer Robson and Paul Wilson have also, for the past 3 years, contributed to a seminar for mid-level executives in the federal public service, organized through the University of Ottawa's Centre on Public Management and Policy.

There was an exploration of a possible partnership with a local consultant, referred to by another unit, to develop an intensive training project for newly elected legislators. Faculty colleagues found that the work with the consultant was labour intensive and frustrating with no clear institutional pathway within the university to understand implementation options/constraints (the consultant also had unrealistic expectations). There was very preliminary exploration of the possibility of putting in an application for the summer 2015 Pilots, but quality assurance concerns led to no application going forward.

Intensive courses for course credit may present a good opportunity for the development of part-time studies and to facilitate entry and exit into the full-time program. (There have been several discussions about expanding the MPM and it is part of the donor report MPM submitted. Some type of Summer Institute has been suggested. A part-time stream would likely have summer offerings).

To expand into these areas, MPM will need resources (e.g., institutional support for marketing and registration) and time. It remains unclear how the university and FPA expect internal resources to be reflected in cost recovery or for profit based budget forecasts. The summer pilots reflect some progress on these matters and suggest that that support at the Faculty level can be regularized (eg., help with marketing and registration) but this support needs to further articulated and widely communicated. Clear and accessible information on university policies and protocols, including guidelines related to collaboration with outside consultants and non-faculty associates/contributors, is required. More information is also required to help units determine criteria for certificates and other formal of non-degree or diploma recognition, for the selection and payment of instructors in these intensive courses, and for the effective preparation for, and delivery of, distance and online educational elements.

Kroeger College provides an administrative home to help facilitate delivery of the annual International Program for Development Evaluation Training (IPDET). This intensive educational program is delivered by specialized personnel funded by the University and the World Bank. The university level arrangements involve the FPA Dean but fall outside the scope of this report

School of Business (consulted with Calvin Tong)

A clear delineation/division of responsibilities between academic and professional development institutes. Associate Deans responsible for credited academic intensives (BIB-Howard Nemiroff and MBA-Lorraine Dyck entail .25 credit intensives). Full time staff member given full autonomy and responsibility for development and delivery of professional education (Calvin Tong). Two revenue based models have been developed for professional education: Tier 1: open enrolment in a very competitive environment with other Business schools; Tier 2: client engaged intensives that can be 'off the shelf' developed modules or customized new product.

Business would be happy to share marketing branding and packaging expertise. Need to keep institutes simple, focused and easily communicated. Academic and professional training are distinct. The former may have academic objectives, development and philanthropic objectives which are in tension with a business model. It is imperative to run the latter as much as possible as a business, with sustained investment in marketing and focused attempts at sustainability--will lose money the first few years until well-established.

School of Social Work; School of Journalism & Communication:

The general feeling from the School of Social Work (SSW) and the School of Journalism and Communication (SJC: the individual Journalism and Communication programs) is that some form of institutional support is welcome and in fact necessary in order to help create the conditions for success for unit initiatives. It is helpful to have a central organizing body to ensure the Institutes look professional and to build logistical and marketing expertise.

At the same time, SSW felt a greater effort should be made to break down silos between Faculties. There isn't as much cross-fertilization between disciplines as there should be, which seems insular at a time when the university talks about multi- and inter-disciplinary initiatives. The current drive for Institutes is an FPA initiative when it would be better to make it part of something that is more comprehensive and across-the-board, with some sort of university-wide "hub" for these efforts. As one example of how silos work against interesting and important initiatives, SSW at one point offered a summer course involving Social Work, Law and Sociology. Because the majority of the enrolments came from FASS the School was told the course should be cut.

Both SJC units felt that while it is helpful to have a central organizing body, future endeavours should be launched independently by Faculty units with an upfront investment and percentage return for FPA.

Social Work Particulars:

SSW has had a number of academic educational institutes, including the Centre for Conflict Education and Research (CCER) and the Institute of Political Economy (co-sponsored workshops and conferences with the School), as well as a number of cross-listed courses with Women and Gender Studies, EUROS, Sexuality Studies and Disability Studies.

With respect to professional development programs, SSW had a program run through Continuing Education. It began in early 2000 but fell apart around 2005-06, when the dean at the time said the School could no longer put resources into Continuing Ed. One instructor used to get 1.0 teaching relief for running the program all year long, and was responsible for the overall management as well as logistical details: promotions; connection with alumni and agencies; marketing, design and development of flyers; web page; booking space; booking food; developing, distributing and analyzing post-workshop evaluations; designing and mailing certificates etc. At its peak, the program ran six workshops and two certificate programs. Workshops were generally full day one-day workshops while certificate programs were longer. The School surveyed the community (students and professionals) to find out what people wanted and needed, resulting in a variety of offerings. For example, there was a one-day sexuality workshop with 32 participants (a mix of students and professionals, with students offered discount rates); there was also a certificate program in grief and loss that ran one day a week for five weeks, with a dozen participants. Before the program was cancelled, the hope was that the School could make enough money to fund a part-time person to handle logistics. This never happened, which added to the work that had to be done to ensure the program was successful. Other difficulties—it was hard to ask faculty to come in on weekends to run the workshops, which were largely on weekends because it was hard to get space on campus during the week.

Academic educational institutes include the Institute of Political Economy (the School's students can do a joint Social Work and Political Economy PhD); Child and Youth Studies (SSW is housing a new project that will draw in people from Child and Youth Studies and could lead to joint funded initiatives); the summer institute for social justice (still ongoing as a course).

Professional Development Projects include Field Supervisor workshops (the social work professionals who supervise Social Work students in their practicums need learning opportunities to build their supervisory skills. The School hosts workshops at least once a year to provide the training) and the annual training event (at the end of each year all field supervisors are invited to a breakfast and training on a specific timely issue. Last year, the training focused on social media use for practitioners).

School of Journalism and Communication Particulars:

The Journalism program has the Centre for Media in Transitional Societies (associated with School through connection with one individual, Joe Scanlon, and since his death it is unclear whether it will continue). The Communication Studies program has the Emergency Communications Research Unit (associated with School through connection with one individual).

As participants in the Institute Pilot Project in Summer 2014 as well as the upcoming Summer 2015 pilot, both Journalism and Communication units felt the support should be logistical rather than editorial, and should take the form of elements such as administrative resources, staffing, marketing, and management of initial surveys to canvass priorities for workshops. Building a database of mailing lists that could be added to on an ongoing basis should be a core element of Faculty support. An initiative involving the development of an academic credit system and professional certification is recommended.

The SSW recommended the provision of course relief for one person to build the template for the School's initiatives, but that would be a one-time requirement. Once the template was built, various Social Work initiatives could easily be developed. Also, consideration must be given to the fact that for the School's discipline there is a professional association and a college. That's the market the School needs to tap into, to create learning opportunities that will be recognized by the discipline as social work "learning credits" that will go toward the learning credits sanctioned by the college.

Right now, individuals have to develop and submit a professional personalized learning narrative in order to be part of the college. This means that beyond multi- and inter-disciplinary offerings, the School will need to develop initiatives that meet the professional development requirements. There is room for both discrete packages that people can use as continuing education requirements as well as multi- and inter-disciplinary projects.

Both SSW and SJC felt that a centralized website – such as the one currently constructed – is crucial. SJC recommends the inclusion of a password-protected portal into an intranet site that contains toolkits and templates etc. that units could tap into for their individual institutes.

Beyond those recommendations, there was support from both SSW and SJC for all of the innovations listed on the questionnaire (more flexibility around academic credit [.25 credit], use of Fall and Winter Term Reading Weeks for intensives/"boot camps", overcoming limitations of on campus or proximate facilities such as hotel accommodation and professional standard meeting spaces, possible Carleton space in a downtown location) as well as a special parking day pass for Institute registrants.

Centre for Voluntary Sector Research & Development (past, now 3CI) – precursor to the PNL: (Sandra Jones)

Sandra coordinated the Non Profit Management and Leadership Certificate which was a seven day course offered as a non-credit professional development for professionals and an academic course for credit for students. It ran for six years. The course itself is still in existence but only for students for academic credit.

The professional fees paid by the professional students offset the speakers and catering etc.

Professional Development runs at ~ \$1500 to \$2000 per course.

Challenges: Room bookings to meet the needs of professional set up. More rooms are needed as break out rooms are often utilized.

Parking: is expensive e.g. \$13 for a half day in the River Building. Flexible parking arrangements are needed.

Catering: limited to Aramark. With a course in this area it would be good to be able to utilize social enterprise caterers especially for professional development workshops involving focus on not for profit sector.

Registration: the new online registration system at Carleton is a huge improvement on what was offered in the past.

Where FPA could help is to assist in speakers and who to bring in as guests in the form of a speaker

database with contact information and expertise that all department could have access to. Also, if FPA could assist in events, advertising and logistics.

Philanthropy and Nonprofit Leadership, Masters and Diploma:

This new program is going into its third cohort and offers a Masters and a Diploma program. The program commences in the summer term with the two week Summer Institute. A summer start is an important aspect of the program as many students would not be able to take the program if it started in the fall term as many work for nonprofits and the summer is the time they can take their holidays. The students must attend two on-campus Summer Institutes which are run over two weeks, Monday to Friday from 8:30 to 4:30. The students come away with a 1.0 or two 0.5 credit from each Summer Institute. As many of the students come from outside of Ottawa, some as far as British Columbia, residence accommodations is needed.

Challenges: Room bookings can be difficult but mostly have managed to acquire rooms in the River Building.

There are no bus passes provided to full time students during the summer.

Parking is expensive and more flexibility for more affordable parking would be a benefit and encourage more professionals. Students are the best recruiters and many are professionals and go back to their workplaces and speak or recommend the program.

Recommendations: Carleton needs a system where Professional Development students can access the library, cuLearn for readings, etc. like academic students. Everything is set up for traditional, academic teaching. Flexibility and structure for professional development set up would increase ability to run more professional development courses and workshops.

More affordable catering would also be beneficial.

Better accommodation or designated accommodation for more mature students. Many of our students have opted to stay in hotels downtown rather than stay on campus.

Future: Would like to offer more Professional Development courses and workshops in the future, e.g. a Nonprofit Leadership Certificate. ,

Centre for Women in Politics and Public Leadership – CWPPL (Clare Beckton-- Executive Director and Founder) <https://carleton.ca/cwppl/>

The Centre “promotes equitable representation of women in democratic institutions at all levels of government and in all positions of leadership within the public, private and non-profit sectors” (web site).

They offer a non-academic certificate “Advancing Women in Leadership Certificate” twice a year. The first one was held in Vancouver at the Delta Hotel. This year, it was offered at the Rideau Club in Ottawa from April 20th to the 24th. It is a non-academic certificate and aims “to give women new insights, depth and skills to navigate the system and to lead change (web site).” The cost was \$6,780. (\$6,000 plus HST) per participant. They have corporate sponsor, Goldcorp Inc. and also partner with The Centre for Research and Education on Women and Work (CREWW).

Feedback: Logistically it can be difficult to run professional certificates on campus and that is why the

two Certificates have been run off campus. For example, at the Delta Hotel, it is “one stop shopping” so organization is with one person whereas on campus, one has to go through several contacts and departments.

Challenges are: parking – expensive and can be difficult at peak academic periods, to find parking for those coming off-campus.

Room bookings: can be difficult to find a room that you want or that is set up in professional style as opposed to academic/lecture.

Recommendations: Facilities downtown would be beneficial and close to government and professional workplaces. Assistance with event organizing and logistics such as better flexibility with parking arrangements and room bookings would be where FPA could assist.

Centre for Governance and Public Management –CGPM (Leslie Pal)

The Centre focuses on “political and administrative reform projects in the developing world, post-communist societies and post-conflict regimes.” Their goal is to “be recognized nationally and internationally as a leading Canadian centre of expertise on public sector and public management reform in transitional and developing countries.” Most of their projects have been held off-campus, and internationally.

Projects:

Russia – This project ran for about eight years. CGPM was involved with the Russian Academy of Public Administration (now the Russian Academy of National Economy and Public Administration). This involved research cooperation and faculty exchanges, i.e. faculty went there to train their faculty and gave lectures. Faculty taught modules there and participated in examinations. Russian faculty came here on study tours. MOU with Higher School of Economics, Russia.

Ukraine Project – This project ran for about three years to 2005 with the Ukrainian Academy of Public Administration. The Centre assisted in developing a policy stream for their MPA in Ukraine and trained faculty. Faculty advised them on policy and workshops on policy analysis and economy.

Bangladesh – 2010 to 2012. Faculty went over there on a CIDA project.

Azerbaijan Academy of Administration - MOU with them. Only one faculty exchange in November 2014 so far.

University of Central Asia – University MOU; CGPM a partner and worked on program development in their policy studies area.

Parliamentary Centre in Ottawa – The Centre held workshops on tax policy and has an existing MOU. Most of the logistics were looked after at the site of the project but SPPA provided some logistical and administrative support.

Future:

- * Looking to co-organize training jointly with Parliamentary Center for Nigerian officials.
- * May revive relationship with the Russian Academy of National Economy and Public Admin.
- * May expand Parliamentary Centre to offer Tax Workshop.
- * The Ukraine project is a further possibility to train officials.
- * May continue with Azerbaijan Academy and University of Central Asia to continue with circular development.

Recommendations and challenges: The Centre is important as it creates an international branding for SPPA, FPA, and Carleton and is an intellectual benefit for faculty and their research.

More dedicated admin and faculty resources are needed.

FPA could assist to create synergy across faculties to run interdisciplinary workshops and certificates.

Department of Law and Legal Studies: Graduate Diploma in Conflict Resolution and Centre for Conflict Education and Research (CCER) (Neil Sargent, Director of CCER, and Jennifer Links, Program Coordinator)

The Graduate Diploma in Conflict Resolution is offered through the Department of Law and Legal Studies. It was formerly a certificate and went through OCGS. It is viewed as an “Academic Professional training model in mediation.” The Diploma is academic credit. It has run for 18 years, and changed to a diploma in 2013 with no functional change in the program. Grads have been able to apply some of their hours toward professional associations and prof. associations count some of their hours but there are other requirements in addition they need to fulfil. The Program would like to pursue partnerships with professional associations to “facilitate” student’s professional development after graduation.

Professional Association programs have to review program.

Challenges: Three out of five courses are run over the summer and on weekends. Access to food services is limited or non-existent (on the weekends). Students have to go off-campus for food.

Registration can be a challenge as the courses are held in a non-traditional mode and timelines and deadlines are earlier and don’t always coincide and late fees can occur.

Room bookings used to be a challenge but have recently improved.

Recommendations: A better registration system improvement to facilitate smoother registration process for non-traditional courses would be beneficial.

Both the GDCR and CCER need a permanent administrator as Jennifer’s position is contract (yearly). That position works four hours a week for the research unit CCER and 24 for the Diploma.

Future: The Research unit, CCER, would like to hold more workshops but the unit is quite “passive” at the moment and also don’t want the workshops competing with the Diploma.

Institute of Criminology and Criminal Justice (Marilyn Ginder)

They offer an undergraduate degree in Criminology. They have no professional institute, academic or non-academic, per se but do offer an optional Field Placement as part of their program, which is 1.0 credit. They have a coordinator who runs this part of the program.

Future: They would consider/be interested in holding professional workshops in the future but it would be difficult as they only have three faculty members so resources and organizing would be an issue. FPA could assist with organization and logistics.

Appendix 3: 2015 Summer Institute Pilots:

Courses	Lead Unit	Instructor/Lead Organizer	Dates	Target number of participants	Actual number of participants	Registration Fee (per person)
Health Communication: Vaccine Hesitancy: Combatting a 'Wicked' Risk Communication Problem	School of Journalism and Communications	Joshua Greenberg John Rainford (The Warning Project)	May 13-14	30	18	\$1099.00 - \$249.00 (including group, student, non-profit, and early bird rates)
Policy Advocacy and Social Change	Institute of Political Economy and Department of Political Science	Teresa Healy and Laura MacDonald	May 28-30	20	11	\$350.00 or \$120.00 (student and non-profits)
Doing Fieldwork in Africa	Institute of African Studies	Blair Rutherford and Nduka Otiono	June 6-7	24	11	\$400 - \$150 (including student and early bird rates)
Strategic Communication Planning for Non-Profit Organizations	School of Journalism and Communications	Gina Grosenick	June 9-10	25	27	\$350.00
Compelling Content and Digital Media Communications	School of Journalism and Communications	Melanie Coulson	June 24-26	25	13.5	\$565.00
Telling Your Story with Data	School of Journalism and Communications	David McKie and Glen McGregor	June 26-28	24	24	\$250.00 and \$200 student rate

Appendix 4 Supporting Personnel

a) FPA Events Coordinator and Institutes

Within the (ODFPA) the Dean, Associate Dean, and Administrative Officer have had oversight and have led decision making on matters related to the 2013, 2015 Pilots to oversee the execution of institute-type workshops and courses. The FPA Event and Outreach Coordinator leads the execution of institute workshops and courses with assistance from the Media Specialist and Communications Writer.

The ODFPA runs the selection process for workshops to be held as part of the FPA Professional Institute. The selected courses are then provided with financial and budgetary tracking and processing, website, registration, space and catering requirements, and other event logistics. The ODFPA provides marketing assistance and execution based off of the professional expertise and recommendations about the field provided by the course instructors.

The ODFPA has started to build the FPA Professional Institute as a hub for professional learning in the fields of study in which the Faculty specializes. A mailing list, LinkedIn Group, and website have been set up to try to optimize traffic and promotion.

With six pilots and 75 registered participants the FPA Professional Institute required 20% of the FPA Event and Outreach Coordinator's time as allotted for the role (the other 80% involves a range of other ODFPA responsibilities). This is manageable at the currently operational level, however if in the future the Institute expands in the number of workshops or scale of the program, this allocation would need to be re-evaluated.

b) Professional education specialists

There are several professional education specialists at Carleton University who are contracted to provide services to professional institutes on a part or even full time basis. There is innovation in the contracting of these services. The following description is provided by Bryan Henderson:

The Director of the Office of Professional Training and Development at NPSIA is supported entirely through revenues generated from the business of that unit. The Director of NPSIA-PT&D does not receive compensation from Carleton University in the form of payroll, occasional payments, grants or related benefits. Rather, a direct fee for service agreement with NPSIA provides compensation through the portioning of proceeds generated from training events that have been delivered successfully and that produce a profit. Bryan Henderson further describes his work as Director in the following terms:

My work is supported by NPSIA through the allotment of office space (facilitated through CTPL), the provision of a computer and peripherals and access to digital resources at no direct cost. I receive support from Carleton University to the extent that I am recognized as a business fund manager. All matters related to the administration of my Fund are in turn managed through Research Accounting. Further, I have access to the various campus-wide resources that permit ad hoc room

bookings, the acquisition of Conference Services if required, catered food services and other supports including Audio/Visual services.

Though initially created for my predecessor Dr. Natalie Mychalyszyn in 2006, the role of Director and mandate of NPSIA-PT&D was formally developed in my initial years of employment. From 2007 to 2008 NPSIA-PT&D evolved into a stand-alone, non-credit training entity, similar to Sprott Professional Development but focused in areas related to Public and International Affairs Management. This unit now offers a modest annual catalogue of open-registration workshops and also provides custom training services in unique areas of practice such as international and intergovernmental negotiation training, international policy analysis, social and Diplomatic protocol, Foresight analysis and planning and Energy Infrastructure protection to name a few.

The position of Director of NPSIA-PT&D is part-time in nature and the business of the unit is sufficient to support a single resource. As Director I am therefore responsible for every aspect of delivery from developing program concepts and building relationships with trainers to contracting, invoicing, securing space, marketing, customer-service, assessing trainer and program quality and managing all related risks and liability. My ability to continue to act in this position depends first on my on-going relationship with NPSIA and secondly on the general environment for delivering these products at Carleton University. Regarding the latter matter, a chief concern I have is the loss of access to services that I depend on (at little or no expense). Conference Services' recent turn to a cost-recovery model is one example of a development that will make programming of this type difficult to deliver on campus. Of similar concern will be decisions made by the FPA as part of the Moving Forward process. In this regard I am pleased to have been welcomed as part of the consultative process. My desire it that I will continue to be involved in any future process under-taken by the FPA that permits my work in non-credit education to continue and also employs the unique experience and know-how that I have acquired in this domain.