



Carleton
UNIVERSITY

Faculty of
Public Affairs

MOVING FPA FORWARD

Priorities and Directions for the Faculty of Public Affairs, 2013-2018

Vincent Kazmierski, *Department of Law and Legal Studies*
Fiona Robinson, *Department of Political Science*
Chris Russill, *School of Journalism and Communication*
Yanling Wang, *Norman Paterson School of International Affairs*
Kyla Reid, *Research Facilitator*
André Plourde, *Dean*

Approved by FPA Faculty Board: 8 January 2014

**FACULTY OF PUBLIC AFFAIRS
CARLETON UNIVERSITY**

Institute of African Studies
Institute of Criminology and Criminal Justice
Department of Economics
Institute of European, Russian and Eurasian Studies
Norman Paterson School of International Affairs
School of Journalism and Communication
Department of Law and Legal Studies
Institute of Political Economy
Department of Political Science
Arthur Kroeger College of Public Affairs
 Clayton H. Riddell Graduate Program in Political Management
School of Public Policy and Administration
School of Social Work

DEAN'S MESSAGE

In the fall of 2012, Carleton University launched a broad-based consultation process to underpin the development of a new strategic integrated plan, building on the success of *Defining Dreams*, the University's 2008-2013 strategic plan. I thought it important for the Faculty of Public Affairs to undertake a similar exercise to help frame our contribution to the University process and also to develop our own sense of where we, as a Faculty, wanted to go over the 2013-2018 period.

From the outset, the FPA process was anchored in the Strategic Mandate statement submitted by Carleton University to the Ontario government in September 2012. FPA Chairs and Directors were asked to lead efforts to engage their units in a reflection on the prospects for the next five years. The resulting material was posted on a dedicated website; reactions and suggestions were solicited from all FPA colleagues. A committee was established to distill all of the information obtained into a single document, which was shared with Chairs and Directors whose comments and suggestions were incorporated into progressive drafts. At the same time, efforts were made to connect with the University's strategic integrated planning process. As we moved toward consideration by Faculty Board, additional consultations were undertaken with students, staff, alumni and friends of FPA.

The strategic themes and specific goals identified in *Collaboration Leadership and Resilience: Sustainable Communities – Global Prosperity*, Carleton's strategic integrated plan for 2013 to 2018, find resonance in *Moving FPA Forward*. From an emphasis on building on existing strengths, to highlighting interdisciplinarity and community engagement as well as efficient and effective program delivery and administration, both documents paint a picture of deep local involvement that welcomes new ideas and seeks to expand its reach nationally and internationally.

Goal 1-1 of our strategic integrated plan, for example, states that Carleton “will develop new programs and initiatives that build on academic strengths and respond to societal needs.” This is reflected in the overarching theme of *Moving FPA Forward*, namely that our Faculty excels at “conducting research and delivering programs that build better democracy and foster informed citizenship.” We recognize the importance of building on these strengths and that a key aspect of this work is public engagement.

Internationalization runs through *Collaboration Leadership and Resilience: Sustainable Communities – Global Prosperity*, from a focus on opportunities for students to be “knowledgeable, active citizens in a global community”, to the development of the Carleton Global Academy – “a multi-faceted initiative that will provide a focal point for training, education, research and engagement on global issues across traditional boundaries.” One of the first initiatives to be pursued under *Moving FPA Forward* will involve efforts to “broaden the opportunities for FPA undergraduate students to obtain an international experience” thus allowing our students to become better informed citizens of the world. Similarly, a priority identified in *Moving FPA Forward* is the need for the Faculty to become more active in “training and educating public officials and citizens in Canada and abroad”, setting FPA on course to becoming a key contributor to the Carleton Global Academy.

Research is an integral part of what we do. And this is reflected in Carleton’s strategic integrated plan and in *Moving FPA Forward*. Both documents highlight the importance of partnerships and of community involvement in developing our research activities and profile. As noted below, the potential clearly exists for FPA research centres to play an even more important role in furthering our research goals.

Carleton’s strategic integrated plan for 2013 to 2018 also speaks of the need to “ensure the best use of resources” in support of the University’s core missions. Similarly, the need to address growing areas of program overlap and to “enhance our capacity to deliver our research and programs of study effectively” is explicitly recognized in *Moving FPA Forward*.

The path forward for the Faculty of Public Affairs identified in this document is thus consistent with the vision of Carleton’s future evident in *Collaboration Leadership and Resilience: Sustainable Communities – Global Prosperity*. In that context, the next steps for both FPA and Carleton University as a whole involve going from words to actions. Implementation of *Moving FPA Forward* will first see us move ahead with a number of specific initiatives identified in this document. Over the coming months, committees will be convened to address a range of issues of relevance to the Faculty as a whole, as suggested below. Units and colleagues will also be invited to suggest additional initiatives that will build our momentum over the next years. We will track and assess our progress, report annually on our achievements, and update the course charted for the years ahead as new opportunities emerge and we build on our recent experiences.

In closing, please allow me to thank all those who participated in one way or another in the development of *Moving FPA Forward*. Special thanks to the Dean’s Office team and to Chairs and Directors for their contributions to this process and their dedication to FPA and Carleton. Thanks as well to Katherine Graham and Sarah Todd who helped us stay connected with efforts to develop Carleton’s strategic integrated plan as we shaped our vision of FPA’s future. Vince Kazmierski, Fiona Robinson, Chris Russill, Yanling Wang, and Kyla Reid worked tirelessly to draw out of all of the input received a coherent and compelling path forward for our Faculty. I am confident that you will join me in thanking them for a job well done.

Now, it’s up to all of us. As our successes over the years have made clear, there is incredible potential in this Faculty – potential that can only be realized fully when each one of us rises to the challenge of directing our best efforts at the development of our communities through scholarly and outreach activities. *Moving FPA Forward* is an invitation to build on our successes and imagine a path forward that will “extend the reach and impact of FPA research and programs, while also improving the engagement of students and external audiences, including the general public, with important issues of public affairs.” Over the next five years, let’s do great things together and have some fun doing so!

André Plourde
Dean, Faculty of Public Affairs
Carleton University

Moving FPA Forward, 2013-2018

EXECUTIVE SUMMARY

This document is designed to provide a path for the Faculty of Public Affairs to follow as we move forward in the current era of increasing competition, decreasing resources and continuing uncertainty. It is a plan rooted in our proud history of knowledge generation and transmission, community engagement, innovation, and interdisciplinarity. It draws on our strength in conducting research and delivering programs of study that **build better democracy and foster informed citizenship**. At the same time, it challenges us to consider and implement new ways to extend the reach and impact of FPA research and programs, while also improving the engagement of students and external audiences, including the general public, with important issues of public affairs.

Our History; Recent Progress and New Challenges; Recognizing Our Strengths

We start with a brief discussion of the history of the Faculty of Public Affairs and its links to the earliest roots of the distinctive identity and mission of Carleton University. We then consider the recent progress experienced by the Faculty together with the challenges currently faced and consider the many strengths of the Faculty that leave us well-positioned to address the challenges that have been identified. Taken together, these factors led us to reaffirm the Faculty's strategic goal as formulated in 2008:

... to be the lead Faculty that builds Carleton's reputation for excellence for theoretical and applied work in the areas of: policy, governance, social justice, political and economic change, and communications. The impact of our academic programs, research and broader service will be felt locally, nationally and internationally. We educate our students to be informed, critical and engaged citizens.

Moving Forward – Priorities

We have identified five priority areas that we believe must be addressed to keep FPA moving towards its strategic goal for the next five years. These priority areas are:

- A. improving the accessibility and effectiveness of our courses and programs through the application of online resources;
- B. creating opportunities for our faculty and students to engage with issues affecting the public interest;
- C. transforming FPA into a more effective platform for engaging broader publics in Public Affairs issues;
- D. fostering FPA's involvement in training and educating public officials and citizens in Canada and abroad; and
- E. enhancing our capacity to deliver our research and programs of study effectively.

Several goals for the Faculty to consider and implement are identified under each priority area.

Charting Our Course – Directions

Additional thought and deliberation will be needed to address the five priority areas that have been identified. To ensure that our approach is both strategic and coherent, the Office of the Dean of the Faculty of Public Affairs will convene four Faculty-level committees to oversee work in these five priority areas. An overview of the composition and draft mandates for each of these committees are also provided.

Choosing Which Steps to Take – Criteria

The consultation process involved in creating this document produced a significant set of proposals to be considered as we move forward together over the next five years. A compendium of the Faculty- and unit-level proposals put forward is included. Not all of these proposals can be implemented. Some initiatives will be accorded more financial support than others. As such, we have identified specific criteria to be considered to prioritize funding and support for proposed initiatives. The criteria may be loosely grouped under three headings: **innovation, collaboration, and engagement**.

First Steps – Initiatives

We have also identified a number of Faculty-wide initiatives that can be implemented in the near term in order to start us along our chosen path. These initiatives include:

- create a new, time-limited Faculty Web support position;
- reinvigorate and reimagine FPA Research Centres as homes for fostering innovative research;
- implement an FPA Research Month;
- broaden opportunities for FPA undergraduate students to obtain an international experience;
- develop a comprehensive Faculty communications strategy;
- develop and implement a pilot summer institute to be held in 2014.

Collecting Evidence and Evaluating Our Progress

The strategic planning process must be ongoing, dynamic and informed by relevant evidence. In recognition of the need to ensure an effective framework for our ongoing planning, the Office of the Dean will work with individual units of the Faculty, the Office of Institutional Research and Planning, and other University offices to gather empirical data concerning a number of issues, such as research areas and partnerships and employment outcomes for graduates. In addition, the Office of the Dean will provide an annual report outlining the progress achieved in addressing the priority areas identified in this plan and summarizing any new evidence collected concerning both the strengths of the Faculty and the challenges it faces.

Moving Forward Together

Our success in implementing this plan will depend in large part on the contributions of all members of our community of learners. Working together, the faculty, staff, and students of the Faculty of Public Affairs will ensure that FPA continues to move forward along the path begun by the very first faculty and graduates of Carleton University.

CONTENTS

Dean’s Messageiii

Executive Summary.....v

Our History – Community-Based and Innovative 1

Recent Progress and New Challenges..... 2

The Starting Point – Recognizing Our Strengths..... 3

Moving Forward – Priorities 5

Charting Our Course – Directions 8

Choosing Which Steps To Take – Criteria 9

First Steps – Specific Initiatives..... 10

Collecting Evidence and Evaluating Our Progress 11

Moving Forward Together 12

Appendix A – Key Information About FPA and Carleton 13

Appendix B – Proposed Mandates of New Faculty Committees..... 15

Appendix C – Compendium of Proposed Initiatives 18

OUR HISTORY – COMMUNITY-BASED AND INNOVATIVE

Carleton has been a distinctive institution from the moment of its inception. In contrast to many of our sister institutions in Canada, Carleton University was founded by a group of citizens – mostly business people and civil servants. Created in 1942 from a community-based vision of higher education, Carleton College was Canada’s first non-denominational college. The community created our institution to provide important educational opportunities for the thousands of men and women who came to Ottawa to assist with Canada’s war effort. The first graduates of Carleton in 1946 were students in Journalism and Public Administration – two programs that are now important components of the Faculty of Public Affairs and the latter of which introduced the first educational qualification of its kind in Canada. In 1952, the Province of Ontario gave Carleton College degree-granting privileges and, in 1957, the name was changed to Carleton University as we joined Ontario’s other universities as a public institution.

The Faculty of Public Affairs is deeply entrenched in this community-based and innovative history. Indeed, the creation of the Faculty in 1997 reflected the long dedication of Carleton to the study of public affairs. It also initiated a new way to engage in this project by combining disciplinary and interdisciplinary units dedicated “to address the structures, processes, policies and interactions of the private, governmental and non-profit/volunteer sectors of civil society” in a single faculty.¹ This new vision of a multitude of units and approaches combining to study public affairs in a unified faculty was reflected through the introduction of a pan-faculty degree program, the Bachelor of Public Affairs and Policy Management (B.PAPM) in 1999. To this day, the students, staff, and faculty of the Faculty of Public Affairs continue the proud history, established by the first members of Carleton, of teaching and research of public affairs rooted in the needs of our local, national, and international communities.

¹ *Constitution of the Faculty of Public Affairs of Carleton University*, page 1.
Moving FPA Forward, 2013-2018

RECENT PROGRESS AND NEW CHALLENGES

The Faculty of Public Affairs has experienced an important period of enrolment growth and program innovation at both undergraduate and graduate levels since 2008, when the Faculty's previous strategic plan was assembled. These innovations include, among others, the creation of new PhD programs in Legal Studies and Social Work; new Masters programs in Political Management, Sustainable Energy Engineering and Policy, Infrastructure Protection and International Security, and Philanthropy and Nonprofit Leadership; a new B.A. in Global Politics, and a significant number of new concentrations and minors in B.A. programs across the Faculty. Finally, the Faculty has recently opened the River Building, providing long-awaited state-of-the-art facilities for the School of Journalism and Communication and a new home for NPSIA, SPPA, EURUS, and the Political Management program.²

Despite the growth and innovation that have occurred, the Faculty of Public Affairs continues to face significant challenges. Many of these challenges were present in 2008; others have evolved as a natural result of intervening growth and innovation. Still others are recent challenges rooted in the new and evolving economic and political environment in which Ontario universities must operate. These challenges include:

- Declining levels of provincial financial support for post-secondary education combined with restrictions on other sources of funding;
- Decreasing numbers of high-school graduates in the Ottawa region from which the majority of our students have been drawn historically;
- Increasing competition in areas where FPA units previously offered the only or most prominent expertise;
- Maintaining student engagement in programs of study as enrolments grow, with attendant teaching-related workload pressures;
- Increasing expectations around research productivity, despite declining national success rates for external research funding;
- Increasing competition where institutions are drawing students through online courses; and
- Increasing overlap within both FPA and Carleton that may undermine coherence and differentiation among programs.

This document is designed to provide a path for the Faculty of Public Affairs to continue to move towards its strategic goal between 2013 and 2018. That goal, as articulated in the Faculty's 2008 strategic plan, is:

... to be the lead Faculty that builds Carleton's reputation for excellence for theoretical and applied work in the areas of: policy, governance, social justice, political and economic change, and communications. The impact of our academic programs, research and broader service will be felt locally, nationally and internationally. We educate our students to be informed, critical and engaged citizens.

² Quantitative information about FPA and our place in Carleton is provided in Appendix A. *Moving FPA Forward, 2013-2018*

THE STARTING POINT – RECOGNIZING OUR STRENGTHS

FPA remains well-positioned to progress towards its strategic goal in the face of the significant challenges identified above. The Faculty continues to benefit from the long list of comparative advantages compiled in the 2008 strategic plan. These advantages include the vibrant and engaged **community of learners** formed by its talented and committed faculty, researchers, staff, and students. This community of learners enjoys the advantages of being situated in the nation’s capital, including the ability to draw on the individual and institutional expertise located here as well as the bounty of meaningful experiential learning opportunities available in public, private, and not-for-profit sectors.

Building on these advantages, FPA engages in work that is academically rigorous, theoretical and theoretically-grounded, critical and innovative, and multi/interdisciplinary. As such, FPA fosters the development of the tools necessary to create innovative solutions to societal problems as well as the capacity to identify how and why issues become problems in the first place.

First, traditional disciplines, including Political Science, Economics, and Communication, make outstanding contributions to research and teaching, which are crucial to our important and multi-faceted role within Carleton University. Second, FPA is home to professionally-oriented schools – Social Work, Journalism, International Affairs, and Public Policy and Administration – which blend theoretical and academic study with high-level training relevant to work in these fields. Finally, the research conducted and programs of study offered by FPA units are the bedrock of Carleton University’s identity as an interdisciplinary institution. This is evidenced, in particular, through the existence of stand-alone units that are expressly constructed on an interdisciplinary basis (including NPSIA, SPPA, and Law and Legal Studies), cross-unit, interdisciplinary institutes located in the Faculty (including the Arthur Kroeger College of Public Affairs and the institutes of Criminology and Criminal Justice, Political Economy, European, Russian and Eurasian Studies, and African Studies), and the participation of FPA units in interdisciplinary programs across the university. As a result of its innovative and interdisciplinary identity, FPA research and programs of study often deal with issues that bridge or transect traditional disciplinary boundaries.

At its essence, “Ours the Task Eternal” is the generation and transmission of knowledge at the highest level.³ Within that context, the Faculty of Public Affairs excels in conducting research and delivering programs that **build better democracy and foster informed citizenship**. FPA research and programs of study contribute to this overarching theme in many ways, but three overlapping sub-themes stand out:

- **Building a better society** – Much of the work within FPA explores the many facets of what is required (and what it means) to build a just social order, including political, social, legal, and economic considerations in Canada and abroad. This involves consideration of the roles, responsibilities, and accountability of structures and institutions of power, and the implications of these for the marginalization and mediation of certain groups and individuals in societies, and the ways a society encourages more inclusive, informed, and engaged debate about issues

³ “Ours the Task Eternal” is the motto of Carleton University.
Moving FPA Forward, 2013-2018

in public spheres. Examples of this kind of work include studies of gender, race, class, (dis)ability, and indigeneity at the community, state, and global level.

- **Improving governance and public policy** – FPA has traditionally focused significant attention on the actors, institutions, rules, processes, and discourses that govern societies, nation-states, and the globe. Governance, in this sense, includes both the traditional institutions and policies of governments, as well as the norms, rules, and organizations that govern the way we live today.
- **Addressing regional and global challenges** – The work of FPA also extends beyond the borders of Canada to consider the ways in which regional and global challenges have developed and can be addressed. This work seeks to understand, analyze, and increase our knowledge relating to international, transnational, and regional actors, institutions, and norms and the factors that shape them, including political, cultural, economic, environmental, social, and public policy challenges.

In short, in light of its unique structure, the strength of its contributing units and their work, and its location in the nation’s capital, the Faculty of Public Affairs is ideally situated to ensure that the public is engaged in Public Affairs. With **public engagement** at the heart of our work, FPA is committed to increasing its public profile, invigorating its faculty and students, and extending the reach and impact of its research and programs of study.

MOVING FORWARD – PRIORITIES

FPA units are actively working to ensure that their teaching and research improve engagement of students and external audiences – including the general public – with important issues in public affairs. Part of this process requires us to ensure that our academic programs adjust to accommodate and engage evolving areas of interest among students and broader publics, while sustaining academic excellence. Indeed, every unit in FPA has been involved in a process of program innovation and renovation over the past five years. These innovations and renovations allow us to build on our strengths.

While it is necessary to allow existing initiatives to take root, we must look to the future. FPA must continue to evaluate critically how it can better fulfill its mission and take steps to assist in that endeavour. In particular, we have identified five priority areas that we believe must be addressed in order to keep FPA moving towards its strategic goal. These priority areas are:

- A. improving the accessibility and effectiveness of our courses and programs through the application of online resources;
- B. creating opportunities for our faculty and students to engage with issues affecting the public interest;
- C. transforming FPA into a more effective platform for engaging broader publics in Public Affairs issues;
- D. fostering FPA's involvement in training and educating public officials and citizens in Canada and abroad; and
- E. enhancing our capacity to deliver our research and programs of study effectively.

A. Improving the accessibility and effectiveness of our courses and programs through the application of online resources

The Internet and social media provide an incredible set of resources to ensure that our courses and programs are accessible to more students in Canada and abroad. At the same time, these resources can improve the experience of students taking our courses here in Ottawa. However, we should not embrace these resources in an *ad hoc* manner. The application of online learning resources should be part of a strategic and pedagogically-rooted plan. Our academic planning should also consider, through collaboration between instructors and students, the ways in which online environments can be used to improve teaching, research, and public engagement. In light of the above, the Faculty should:

- Encourage and provide financial support for teaching innovations.
- Engage faculty and students in a reflexive process to develop a broad vision of what online environments mean for public affairs today.
- Engage online resources to improve the learning experience of students on campus.
- Identify and implement best practices for the delivery of online courses in undergraduate and graduate programs.

- Create a framework for the consideration of strategic online programs leading to degrees, certificates, or diplomas.

B. Creating opportunities for our faculty and students to engage with issues affecting the public interest

FPA is uniquely situated to foster relationships between students, individuals, and organizations working for the benefit of society as a whole – the public interest. This involves the recognition of the diversity of views and voices that inform our understanding of the public interest. Building these relationships can further the development and application of skills unique to FPA programs of study and research, while making explicit the practical and professional application of FPA education and research. To this end, the Faculty should:

- Continue to build our capacity to offer co-op and internship placements.
- Continue to encourage the development of community service-learning courses that allow students to engage in research projects for community groups and organizations.
- Develop research courses that allow students to work with faculty on research projects.
- Support faculty who are working with external partners on research that engages students and the public interest.

C. Transforming FPA into a more effective platform for engaging broader publics in Public Affairs issues

If FPA is to fulfill its mandate of fostering informed citizenship and engaging the public interest, it must continue to encourage research and creative activities while increasing the visibility of its work within Carleton, within the broader academic community, and in the general public. In particular, the Faculty should:

- Continue to provide Faculty-level support for key research initiatives, particularly those that involve interdisciplinary projects drawing faculty and students from multiple units.
- More effectively promote faculty and student research using both online and more traditional methods.
- Promote the use of the River Building as a key centre for engaging broader publics in public affairs issues.
- Continue to work to remove existing disincentives for faculty members to host public events on campus, including administrative hurdles, the cost of using Carleton space, and the difficulty in booking appropriate venues.
- Develop a comprehensive Faculty communications strategy.

D. Fostering FPA's involvement in training and educating public officials and citizens in Canada and abroad

The Faculty of Public Affairs benefits from significant concentrations of expertise concerning the conduct of public affairs and related issues. A broad understanding of our mandate suggests that we

should leverage our academic work to contribute to democratic capacity building in Canada and abroad. To achieve this, the Faculty should:

- Build on existing successful professional development programs, certificates, and diplomas in order to expand into new areas.
- Create a series of academic and professional development summer institutes that allow Canadian public officials, students, civil society, and the public in general to develop subject matter specialization or engage in skill development.
- Create a series of international summer institutes aimed at public officials and citizens from foreign jurisdictions who want to build skills in areas of public policy and democratic capacity building.
- In collaboration with Carleton's Library and other interested partners, develop and provide open access to data repositories, including archives, collections, and primary data, that are relevant to the public interest.

E. Enhancing our capacity to deliver our research and programs of study effectively

Two strengths of FPA are its interdisciplinary nature and our shared focus on public issues at the local, national, and international levels. While this can create productive synergies and innovation, it also means that many units within FPA face a unique competitive environment compared to other universities. The programs of study contained within FPA create a complicated environment where units can engage in internal competition for the same students at both the undergraduate and graduate levels. Faculty members across units with shared interests in research and teaching often lack the structural and institutional support for effective collaboration. While units within FPA continue to maintain positive relationships, the Faculty will take steps to address more effectively issues of overlap and coordination between programs and units. In particular, the Faculty should:

- Explore ways to increase awareness of shared research interests across units, and to facilitate the on-going exchange of ideas and long-term collaboration.
- Explore the possibility for sharing courses between FPA units to facilitate the development of interdisciplinary linkages while also creating greater efficiency in course delivery.
- Coordinate between undergraduate and graduate programs in the Faculty to identify accelerated academic paths between these programs.
- Build on existing collaborations with FASS units and explore new opportunities for collaboration between FPA and other Faculties, particularly those encompassing STEM (science, technology, engineering, and mathematics) disciplines.
- Look for opportunities to develop integrated learning pathways between FPA units and other PSE establishments (such as colleges).

CHARTING OUR COURSE – DIRECTIONS

There is no doubt that significant additional thought and deliberation will be required to address the five priority areas that have been identified. To ensure that our approach to these priority areas is both strategic and coherent, the Office of the Dean of the Faculty of Public Affairs will convene four Faculty-level committees to oversee work in these five priority areas:

- a Faculty Committee, chaired by the Associate Dean (Student Affairs, Curriculum and Planning), to engage faculty and students in a reflexive process to develop a broad vision of what online environments mean for public affairs today, including the ways in which the Faculty should engage online learning resources and the potential to introduce online programs (Priority Area A);
- a Faculty Committee, chaired by the Associate Dean (Research and Graduate Affairs), to develop a plan to ensure more effective promotion of research by FPA faculty and students and to build relationships between the Faculty, the public sector, civil society, and the wider community (Priority Areas B and C);
- a Faculty Committee, chaired by the Associate Dean and Director of Kroeger College, to establish a plan for the development and implementation of new approaches to training and educating public officials and citizens in Canada and abroad, including professional development programs and summer institutes (Priority Area D);
- a Faculty Committee, chaired by the Assistant Dean (Student Success), to address the challenges of program coordination within FPA and to consider ways in which to promote more effective interdisciplinary collaboration with other Faculties and other institutions (Priority Area E).

Draft mandate statements for these four committees are provided in Appendix B.

CHOOSING WHICH STEPS TO TAKE – CRITERIA

The process that guided the development of this document included unit-level consultations, feedback from Chairs and Directors, and discussions with individuals within and external to FPA. These efforts have resulted in a significant set of proposals to be considered as we move forward together over the next five years. A compendium of the Faculty- and unit-level proposals put forward is included in Appendix C. Not all of these proposals can be implemented. Some initiatives will be accorded more financial support than others.

The following criteria will be considered to prioritize funding and support for proposed initiatives. The criteria may be loosely grouped under three headings: innovation, collaboration, and engagement.

Innovation

- Does the initiative build on an existing area of strength either to improve its resiliency or to pursue new opportunities?
- Does the initiative provide a catalyst for promoting a strategic new area of research/programming?
- Will the initiative attract students who would not otherwise attend FPA/Carleton?
- Does the initiative promote a new source of funding for the Faculty?

Collaboration

- Does the initiative foster cross-unit collaboration within FPA and the University?
- Does the initiative overlap with an existing program/initiative?
- Does the initiative encourage linkages with external partners?

Engagement

- Will the initiative promote student engagement as learners and as citizens?
- Does the initiative contribute to public debate/discussion of an issue concerning the public interest?
- Will the initiative raise the public profile of FPA/Carleton?

FIRST STEPS – SPECIFIC INITIATIVES

There are a number of Faculty-wide initiatives that fit within the identified priority areas, engage the criteria set above, and can be implemented in the near term. These initiatives include:

- *Faculty Web Support Position* - create a (time-limited) Faculty-level staff position to provide support for units who are actively engaged in updating their web or social media presence (Priority Areas A and C);
- Through the Faculty Committee on Organized Research Units, reimagine/reinvigorate the use of Public Affairs Research Centres as homes for fostering innovative research involving faculty and students from different units in collaboration with civil society and government agencies (Priority Area B);
- *FPA Research Month* – designate a specific month as FPA Research Month and encourage FPA units to host research-related activities, including undergraduate and graduate research forums/conferences during that time; within that month, hold an annual one-day *FPA Public Affairs Conference* on a current public interest issue that would draw scholars from units across FPA and select outside scholars (Priority Area B);
- Work to broaden the opportunities for FPA undergraduate students to obtain an international experience and seek external funding to support this initiative (Priority Area B);
- Develop a comprehensive Faculty communications strategy (Priority Area C);
- In collaboration with interested units, develop and implement a proposal for a pilot summer institute to be held in 2014 (Priority Area D).

The work of individual units and faculty members will be instrumental in supporting these Faculty-level initiatives and in moving the Faculty forward in our five priority areas more generally. Colleagues and units are encouraged to propose initiatives – either new proposals or ones drawn from the compendium in Appendix C – in support of these priorities. Decisions about implementation and resource allocation will be guided by the criteria identified above and the extent to which proposals generate added value for the Faculty as a whole, specific units, colleagues, or students.

COLLECTING EVIDENCE AND EVALUATING OUR PROGRESS

The strategic planning process must be ongoing, dynamic and informed by relevant evidence. As such, there is a need to continue to evaluate our perceived areas of strength, the challenges faced by our units, and the effectiveness of the initiatives that we implement. To ensure an effective framework for our ongoing planning, the Office of the Dean will work with individual units of the Faculty, the Office of Institutional Research and Planning, and other University offices to gather empirical data concerning a number of issues, for example:

- What types of relationships exist between faculty members and units and outside parties, including government agencies, non-governmental organizations, and community groups?
- What are the areas of research in which Faculty members publish their work (including academic, professional, and public interest publications)?
- Why do students from outside Ottawa choose our programs (or not)?
- Where do our graduates find work or where do they pursue further studies?

In addition, the Office of the Dean will provide an annual report outlining the progress achieved in addressing the priority areas identified in this plan and summarizing any new evidence collected concerning both the strengths of the Faculty and the challenges it faces. In this way, the annual report will assist both in tracking the steps we have taken along our chosen path and in evaluating whether any changes in direction should be considered along the way.

MOVING FORWARD TOGETHER

Over the past 15 years, the Faculty of Public Affairs has worked diligently to become Canada's premier Faculty for the study of the structures, processes, policies and interactions of the private, governmental, and non-profit/volunteer sectors of civil society. FPA is now home to a number of units that have national or international reputations as the pre-eminent programs in their respective fields. Many other FPA units are developing reputations as leaders in their fields, offering unique or path-breaking programs.

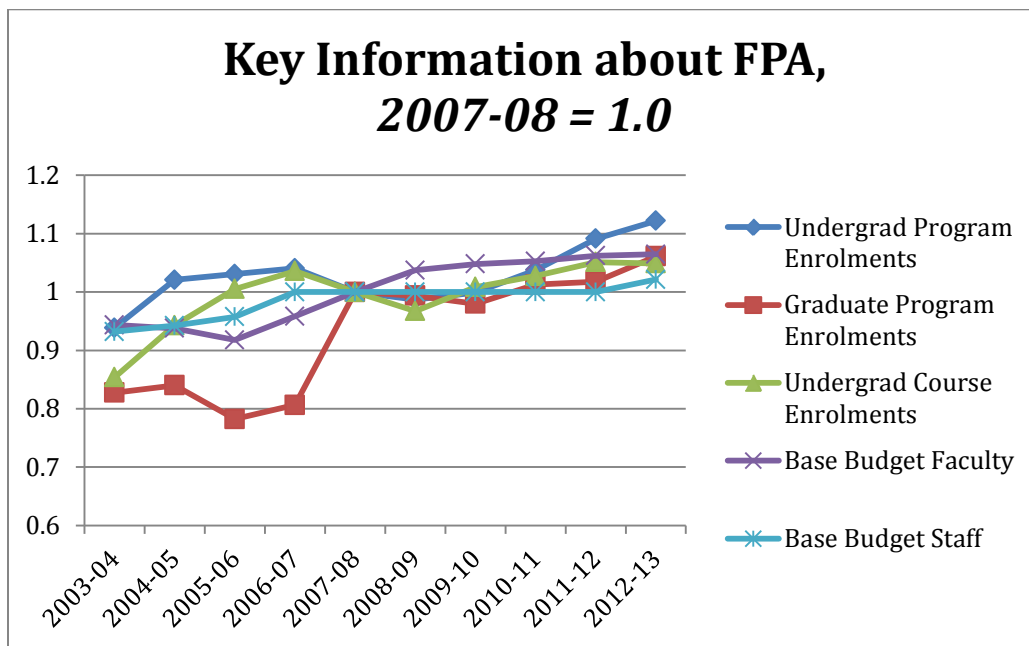
Not surprisingly, the success of the Faculty and of its individual units has resulted in the creation of competing programs and institutions. The challenges posed by an increasingly competitive environment have been magnified by the constraints imposed by declining economic and demographic factors and continuing uncertainty of the political vision for post-secondary education, particularly the role of education in the arts and social sciences. Many of these factors are simply beyond our control. However, the way in which the faculty, staff and students of the Faculty of Public Affairs will work together to address the challenges and seize the opportunities before us is entirely within our control.

This plan has identified a path for the Faculty of Public Affairs to follow as we move forward in the current era of increasing competition, decreasing resources and continuing uncertainty. It is a plan rooted in our proud history of community engagement, innovation, and interdisciplinarity. It draws on our strength in conducting research and delivering programs of study that build better democracy and foster informed citizenship. At the same time, it challenges us to consider and implement new ways to extend the reach and impact of FPA research and programs, while also improving the engagement of students and external audiences, including the general public, with important issues of public affairs.

Our success in implementing our plan will depend in large part on the contributions of all members of our community of learners. For this reason, the plan identifies initiatives that can be implemented at all levels within the Faculty and provides criteria to assist in assessing how support for these initiatives may be prioritized. It allows for the flexibility necessary to adjust to evolving conditions, to accommodate new initiatives, and to respond to the data collected. In the end, however, it is not the plan that defines the Faculty, but the people. Working together, the faculty, staff, and students of the Faculty of Public Affairs will ensure that FPA continues to move forward along the path begun by the very first faculty and graduates of Carleton University.

APPENDIX A – KEY INFORMATION ABOUT FPA AND CARLETON

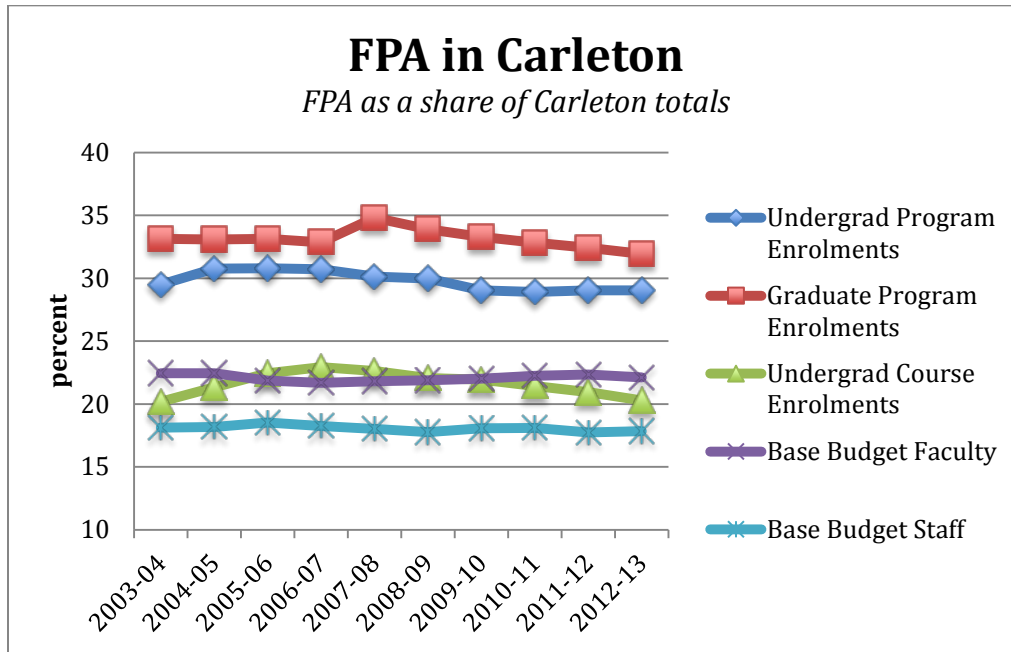
The Figure reproduced below allows us to compare growth patterns for FPA in a number of areas. Each data series is simply divided by its value in 2007-08 (which explains why 2007-08 is equal to one). The sharp increase in graduate program enrolments experienced in 2007-08, for example, is thus clearly evident. During the last five years, growth has been strongest in FPA undergraduate program enrolments, where a 12% increase was realized. Growth in undergraduate course enrolments has been approximately one-half that rate, indicating that undergraduate students registered in programs of study offered by FPA units have been taking a larger proportion of their courses outside of our Faculty. Overall, growth rates have been similar for graduate program enrolments, faculty and support staff positions, with each increasing by about 6% over this five-year period. Note, however, that much of the increase in faculty positions occurred relatively early in this period.



Based on data from the Office of Institutional Research and Planning (OIRP)

Notes: *Undergrad Program Enrolments*: full-time equivalents (FTEs), all terms;
Graduate Program Enrolments: Masters +PhDs, FTEs, as of November 1;
Undergrad Course Enrolments: all years, all terms, number of credits / 5;
Base Budget Faculty & Staff: FTEs

As the Figure below indicates, the growth in student program and course enrolment recorded in FPA has been slightly lower than that experienced by Carleton as a whole since 2007-08. FPA's share of undergraduate program and course enrolments and our share of graduate program enrolments have declined slightly during this period, with the drop being most pronounced for the latter. Shares of support staff and faculty positions were almost exactly the same in 2012-13 as in 2007-08.



APPENDIX B – PROPOSED MANDATES OF NEW FACULTY COMMITTEES

This appendix provides a more detailed description of proposed mandates for the four new faculty committees to be convened by the Office of the Dean in support of the work in the five priority areas identified in this plan.

Priority Area A – Improving the accessibility and effectiveness of our courses and programs through the application of online resources

- **Chair:** Associate Dean (Student Affairs, Curriculum and Planning)
- **Broad mandate:** to engage faculty and students in a reflexive process to develop a broad vision of what online environments mean for public affairs today, including the ways in which the Faculty should engage online learning resources and the potential to introduce online programs
- **Specific Issues:** in particular, this Committee will consider and report on:
 - Best practices for online course development and delivery, at both undergraduate and graduate levels
 - The costs and benefits of developing online programs (degrees, diplomas, certificates)
 - Consider the development of ‘International Courses’ shared between FPA and universities abroad
 - A framework for moving forward with online courses/programs within a pedagogically-informed and innovative framework
 - The resource requirements and revenue potential of recommendations and proposed initiatives within this priority area, as appropriate
 - A set of indicators by which to measure successful progress within this priority area
 - Recommendations for facilitating ongoing dialogue within the Faculty concerning this priority area and for effectively promoting/communicating initiatives that are implemented in the area
- **Report:** this Committee will report to the Faculty Board through the Dean by xx.

Priority Areas B and C – Creating opportunities for our faculty and students to engage with issues affecting the public interest *and* Transforming FPA into a more effective platform for engaging broader publics in Public Affairs issues

- **Chair:** the Associate Dean (Research and Graduate Affairs)
- **Broad mandate:** to develop a plan to ensure more effective promotion of research by FPA faculty and students and to build relationships between the Faculty, the public sector, civil society, and the wider community
- **Specific Issues:** in particular, this Committee will consider and report on:
 - Best practices for promoting faculty and student research using both traditional and online tools
 - Best practices for engaging student academic societies in FPA’s research culture
 - Guidelines for the creation/implementation of courses that allow students to work with faculty members on research projects

- New ways to encourage, facilitate and support linkages between researchers in FPA and external partners, particularly for projects that engage students and the public interest
 - The feasibility/desirability of expanding the online presence of FPA-based research products, such as assisting with the transition to online publication of existing policy-related publications such as *How Ottawa Spends*; creating a new FPA online journal focusing on the interdisciplinary study of Public Affairs issues – *Carleton Journal of Public Affairs*; developing a new online policy report series such as the *FPA Public Affairs Agenda* or *FPA Report Cards* (for federal government departments and agencies)
 - The resource requirements and revenue potential of recommendations and proposed initiatives within this priority area, as appropriate
 - A set of indicators by which to measure successful progress within this priority area
 - Recommendations for facilitating ongoing dialogue within the Faculty concerning this priority area and for effectively promoting/communicating initiatives that are implemented in the area
- **Report:** this Committee will report to the Faculty Board through the Dean by xx.

Priority Area D – Fostering FPA’s involvement in training and educating public officials and citizens in Canada and abroad

- **Chair:** Associate Dean and Director, Kroeger College
- **Broad Mandate:** to establish a plan for the development and implementation of new approaches to training and educating public officials and citizens in Canada and abroad, including professional development programs and summer institutes
- **Specific Issues:** in particular, this Committee will consider and report on:
 - How to build on existing successful professional development programs, certificates, and diplomas in order to expand into new areas
 - How to create a series of academic and professional development summer institutes that allow Canadian public officials, students, civil society, and the public in general to develop subject matter specialization or engage in skill development
 - How to create a series of international summer institutes aimed at public officials and citizens from foreign jurisdictions who want to build skills in areas of public policy and democratic capacity building
 - How to create a series of academic summer institutes as a magnet for graduate students and academics to engage in intensive workshops in particular areas of research
 - How to develop online materials for these summer institutes
 - The resource requirements and revenue potential of recommendations and proposed initiatives within this priority area, as appropriate
 - A set of indicators by which to measure successful progress within this priority area
 - Recommendations for facilitating ongoing dialogue within the Faculty concerning this priority area and for effectively promoting/communicating initiatives that are implemented in the area
- **Report:** this Committee will report to the Faculty Board through the Dean by xx.

Priority Area E – Enhancing our capacity to conduct our research and programs of teaching effectively

- **Chair:** Assistant Dean (Student Success)
- **Broad mandate:** to address the challenges of program coordination within FPA and to consider ways in which to promote more effective interdisciplinary collaboration with other Faculties and other institutions
- **Specific Issues:** in particular, this Committee will consider and report on:
 - The overlaps between existing programs and determine whether there is a need to adjust programs in order to avoid duplication and to allow more effective differentiation
 - Opportunities to streamline and expand co-op, internship, placement, and community service-learning opportunities, including the possibility of establishing a set of high-profile opportunities for students to obtain course credit for completing a research project for a public interest group (an NGO, officer of Parliament, or other similar entity) under the supervision of a faculty member
 - Best practices for increasing contacts with Faculty alumni and leveraging alumni contacts to foster placements for co-op and internship programs and for developing community service-learning opportunities
 - A Faculty-wide approach to the provision of language instruction as a source of differentiation and value-added for FPA students at both undergraduate and graduate levels
 - How to encourage coordination between undergraduate and graduate programs in the Faculty in order to identify academic paths between these programs
 - Ways to encourage and facilitate the administration of interdisciplinary programs
 - Whether and how to extend existing linkages between college and FPA programs to create more seamless paths for students between FPA units and colleges
 - The pros and cons of rebranding specific degree programs
 - The resource requirements and revenue potential of recommendations and proposed initiatives within this priority area, as appropriate
 - A set of indicators by which to measure successful progress within this priority area
 - Recommendations for facilitating ongoing dialogue within the Faculty concerning this priority area and for effectively promoting/communicating initiatives that are implemented in the area
- **Report:** This Committee will report to the Faculty Board through the Dean by xx.

APPENDIX C – COMPENDIUM OF PROPOSED INITIATIVES

The initiatives listed below were either proposed by individual units or developed by the FPA Priorities and Directions Committee in the course of considering the input received and drafting this document. For ease of presentation, these initiatives are grouped under four headings: Faculty-level and Unit-level initiatives by priority area, and Faculty-level and Unit-level initiatives that overlap multiple priority areas. The five priority areas identified in the text are:

- A. Improving the accessibility and effectiveness of our courses and programs through the application of online resources.
- B. Creating opportunities for our faculty and students to engage with issues affecting the public interest.
- C. Transforming FPA into a more effective platform for engaging broader publics in Public Affairs issues.
- D. Fostering FPA’s involvement in training and educating public officials and citizens in Canada and abroad.
- E. Enhancing our capacity to deliver our research and programs of study effectively.

Faculty-level Initiatives by Priority Area

| Priority | Initiative |
|----------|--|
| A | <p>Use online tools to transform courses and improve student experience in these courses;</p> <p>Encourage more faculty members to engage with online learning;</p> <p>Convene a Faculty committee, chaired by the Associate Dean (Student Affairs, Curriculum and Planning), to engage faculty in a reflexive process to develop a broad vision of what online environments mean for public affairs today, including the ways in which the Faculty should engage online learning resources and the potential to introduce online programs</p> |
| B | <p>Undertake fundraising efforts in support of “international experiences” for undergraduate students;</p> <p>Leverage faculty research to engage students;</p> <p>Expand experiential learning opportunities;</p> <p>Provide more information on career possibilities</p> |
| C | <p>Develop “Carleton Report Cards” for federal government departments and agencies;</p> <p>Promote the River Building as a key centre for public discussion of public affairs;</p> <p>Enhance the use of online tools to promote Faculty-based research and creative activity;</p> <p>Develop a comprehensive Faculty communications strategy</p> |
| D | <p>Explore possibilities for summer institutes and professional development initiatives;</p> <p>Convene a Faculty committee, chaired by the Associate Dean and Director, Kroeger College, to establish a plan for the development and implementation of new approaches to training and educating public officials and citizens in Canada and abroad, including professional development programs and summer institutes</p> |

| Priority | Initiative |
|----------|--|
| E | <p>Initiate a first-year learning community for “undeclared” BA students in FPA;</p> <p>Develop accelerated pathways from FPA undergraduate to FPA graduate programs;</p> <p>Participate fully in the development of the Bachelor of Global Studies;</p> <p>Develop an “Environmental Policy & Politics” major in the BA and specialization in the B.PAPM;</p> <p>Expand the reach of the Graduate Diploma in Conflict Resolution;</p> <p>Address issues associated with small-enrolment programs, especially at the PhD level;</p> <p>Encourage teaching innovations;</p> <p>Undertake undergraduate and graduate student engagement and retention initiatives at both unit and Faculty levels;</p> <p>Convene a Faculty committee, chaired by the Assistant Dean (Student Success), to address the challenges of program coordination within FPA and to consider ways in which to promote more effective interdisciplinary collaboration with other Faculties and other institutions</p> |

Faculty-level Initiatives that Overlap with Multiple Priority Areas

| Priorities | Initiative |
|------------|--|
| A, B, E | <p>Develop an online, undergraduate Diploma in Policing Studies;</p> <p>Develop an online, undergraduate Diploma in Impact Assessment and Project Evaluation</p> |
| B, C | <p>Encourage / support research and creative activity;</p> <p>Develop initiatives aimed at Aboriginal students;</p> <p>Undertake a Faculty-wide social justice initiative;</p> <p>Convene a Faculty committee, chaired by the Associate Dean (Research and Graduate Affairs), to develop a plan to ensure more effective promotion of research by FPA faculty and students and to build relationships between the Faculty, the public sector, civil society, and the wider community</p> |
| B, C, E | <p>Launch a major cross-disciplinary, policy-focused research initiative – “Canada @ 2067” – and explore opportunities for partnerships to support it</p> |
| B, D, E | <p>Develop a Diploma in Policy Leadership</p> |
| B, E | <p>Develop a graduate Diploma in Fiscal and Monetary Policy;</p> <p>Explore possibilities for degree program collaboration between Journalism & Communication;</p> <p>Develop a for-credit undergraduate research course, where students engage with the research work of faculty members;</p> <p>Develop a plan for a funding model to attract foreign graduate students</p> |

Unit-level Initiatives by Priority Area

| Priority | Unit | Initiative |
|----------|----------------------------|---|
| A | African Studies | Develop additional online courses; Integrate web 2.0 technologies into undergraduate student research; |
| | EURUS | Place second-year course online; |
| | Law and Legal Studies | Work with CUOL and EDC to establish law-specific initiatives to enhance the student experience; |
| | NPSIA | Investigate if web-based teaching frameworks can facilitate larger graduate classes while retaining the need for small-seminar interactions; |
| | Political Science | Begin offering CUTV sections of selected courses; Revisit teaching models to try to find ways of teaching larger classes and offering online courses without reducing quality; |
| | Social Work | Develop knowledge of on-line teaching and courses amenable to it; |
| | SPPA | Expand online programming (beginning with MPNL); Allow students to obtain prerequisites from massive open online courses; Tailor some online courses to part-time students |
| B | African Studies | Develop more courses that provide research experience to students in exchange for course credit; Develop a new senior undergraduate course that carries out community-engaged research, potentially focusing on African diaspora communities in Ottawa; |
| | CCJ | Explore possibilities for joint BA or exchange programs in Criminology and Criminal Justice with universities in the UK, Belgium, and Australia; |
| | Economics | Develop a more flexible minor in Industrial Economics for B.Eng. students; Develop an accelerated pathway into the MBA program (and possibly the NPSIA and SPPA master's programs) as well; |
| | EURUS | Improve funding for international students; With long-standing partners, create prestigious joint academic and research programs linking European institutions and Carleton; |
| | Journalism & Communication | Organize existing archives and collections in a way that makes these available to external researchers, increases the research reputation of the Faculty/School, and as an archival location for others; Rename the Communication Studies program as the Bachelor of Communication Studies to attract students to a more specialized degree; |
| | Law and Legal Studies | Use existing links to enhance collaboration in research and funding applications; |
| | NPSIA | Integrate students by having their coursework directly tied to faculty research projects; Improve our internship and co-op programs and other skills-related training in order to better prepare our students for a difficult employment market; Expand the overseas opportunities for our students in terms of exchange arrangements, internships, and co-op placements; |

| Priority | Unit | Initiative |
|----------|-----------------------|--|
| B | NPSIA (continued) | Establish a framework in which we can bring in more of our top international applicants without diluting the quality of our classes (such a framework must be cognizant of the problems foreign students face, and constraints on class sizes given large domestic admission targets); |
| | Political Economy | Explore the possibility of a new undergraduate minor in Political Economy; |
| | Political Management | Establish a community of research and practice by reaching out to other programs in the US and abroad; Obtain corporate sponsorship for specific student enrichment opportunities; Obtain annual, recurring internship opportunities with government relations firms; |
| | Political Science | Rethink the structure of the BA specializations to reflect the department's strengths in migration and diaspora studies, environmental politics, political economy, gender and diversity, etc.; Provide professional development workshops to graduate students; |
| | SPPA | Expand international exchange opportunities for students; Maintain the strength of the co-op program; Effectively implement the new MA program in Sustainable Energy, MPNL, diplomas – leverage these for reputation, resources, associated research, and professional programming |
| C | African Studies | Apply for larger, partnership-driven research grants; |
| | EURUS | Expand work with NGOs and government departments (e.g., Parliamentary Centre); Develop new relations with Russian / Eurasian partners; Increase relationships with the business community; |
| | Law and Legal Studies | Develop a type of “speakers’ bureau” for local high school law teachers / classes; |
| | NPSIA | Promote areas of expertise and research projects to attract students in those fields of study and connect students to possible funding opportunities; Investigate and use social media for creating a presence in core areas of programs; |
| | Political Economy | Launch an annual or semi-annual university / community research event jointly with community partners to consolidate linkages between Carleton-based researchers and the broader community and to highlight student and faculty Political Economy research; |
| | Political Management | Establish an annual speakers’ series; Use social media more effectively; |
| | Political Science | Develop a possible annual lecture series and other high-profile external events; |
| | Social Work | Take the lead on some events and social actions; Promote programs and gain recognition for achievements; Develop more activities and opportunities for alumni; Target combined or collaborative research centre initiatives that are in keeping with the School’s directions, goals, and established priorities; Develop a Chair in Social Welfare and Social Justice; |

| Priority | Unit | Initiative |
|----------|----------------------------|--|
| C | SPPA | Advertise our programs more effectively, improve our website ad communicate with alumni; Host 2014 International Research Society for Public Management conference; Shift <i>How Ottawa Spends</i> to an online format for wider distribution |
| D | African Studies | Develop plans for a diploma program in African Studies and/or fee-based workshop training; |
| | EURUS | Develop non-credit courses for Eastern European / Eurasian parliamentary officials for training purposes; Enhance language learning and availability (i.e., CIF-funded initiative for the Summer Institute of Language and Culture); Build FPA's capacity to actively assist new Canadians in the transition to life in Canada through both new and existing programs at Carleton; |
| | Journalism & Communication | Develop and launch a summer institute for up to 20 working journalists from the developing world to train them in print, broadcast, and online media; Develop a First Nations degree program, beginning with launching a summer program for incoming First Nations students; Develop professional development programs in journalism, media, and communication policy; |
| | NPSIA | Build links to the policy community in Ottawa; |
| | Social Work | Collaborate on more continuing education programs, especially diploma and non-credit opportunities; Establish a summer institute on Poverty and Social Justice; |
| | SPPA | Create and executive-in-residence program to build a strong presence with senior executives; Create a series of professional development workshops and certificates that are revenue generating |
| E | CCJ | Increase the number of specializations within the Criminology BA, with an emphasis on collaborations with other FPA units; Continue to implement new Articulation Agreements between Police Foundations programs and the BA in Criminology; |
| | EURUS | In cooperation with other FPA units, launch new cross-listed courses; Modify our major as part of the new Bachelor of Global Studies and take a leadership role in the program; |
| | Journalism & Communication | Rent School of Journalism and Communication Facilities to external parties when not being used by students; Implement student retention programs across the School; |
| | Kroeger | Work to ensure that both B.PAPM International Studies specialization and new Bachelor of Global Studies thrive; Craft accelerated entry programs for B.PAPM into the Master's programs offered by NPSIA and SPPA; |
| | Law and Legal Studies | Expand connections with other programs within FPA and Carleton and also with the University of Ottawa and St. Paul's University; |

| Priority | Unit | Initiative |
|----------|--------------------------------------|---|
| E | Law and Legal Studies (continued) | Develop more pathways with college programs, notably – but not exclusively – with Police Foundations programs; Explore possibility of a small placement program, perhaps through collaboration with the existing Criminology placement program; Explore possibility of further integrating GDCR with existing MA programs; |
| | NPSIA | Examine opportunities for coordinating between units on classes such as methodology, health, gender, ethics, policy, statistics, and development – especially for PhD programs; Restructure programs to try and solve enrolment bottleneck problems; Investigate improvements on recruitment strategies with current students; Build links to the B.PAPM and other possible undergraduate feeder programs; Improve degree retention with undergraduate programs, especially the B.PAPM; Continue to operate the MIPIS program in collaboration with Civil and Environmental Engineering; |
| | Political Economy | Explore the possibility of a 50/50 cross-appointment with another FPA unit to replace a recent retirement; |
| | Political Management | Offer 3000- and 4000-level undergraduate courses in Political Management; |
| | Political Science | Consider the future of the BA in Global Politics in light of the developments around the Bachelor of Global Studies; Develop a new core course in the MA program to build student community and to differentiate the program |

Unit-level Initiatives that Overlap with Multiple Priority Areas

| Priorities | Unit | Initiative |
|------------|----------------------------|---|
| A, B, C | EURUS | Develop multimedia outreach, including virtual research seminars, webinars, podcasts, and policy memos |
| A, C | Economics | Explore the possibility of making the new CMFE-sponsored, Summer-session courses in “Central Banking” and “Fiscal Policy in Canada” available through CUOL |
| A, D | NPSIA | Have developed a preliminary plan for an executive MA program that involves distance learning – in conjunction with investigating web-based technologies, will re-examine these options in light of apparent continued demand for such courses; |
| | Political Management | Explore opportunities for part-time, distance, executive-level learning |
| A, E | EURUS | In coordination with other FPA units, explore options for enhanced opportunities for linking classrooms; |
| | | Consider innovative program delivery methods (e.g., part-time and other formats) |
| B, C | African Studies | Develop a forum for active interaction between Ottawa-based policy-making organizations and senior undergraduate and graduate classes; |
| | EURUS | With other FPA units, explore relations with Central Asia, in particular in partnership with the Aga Khan Foundation and the Centre for Global Pluralism; |
| | Journalism & Communication | Create a Media Industries Research Centre as a central source/depository for media industry information, including current and past ownership, revenue and profitability, audience numbers, etc.; |

| Priorities | Unit | Initiative |
|------------|-----------------------|---|
| B, C | NPSIA | Create flexible research centres that can link several related but independent projects (these centres need to have low fixed costs, but a capacity to ramp up to facilitate projects with more extensive funding); |
| | Social Work | Build on existing strengths in faculty and student research, including through assisting contribution to Research Day |
| B, D | Economics | Develop a project/environmental evaluation/assessment credential available to undergraduate Economics students |
| B, E | Economics | Develop specializations in International Economic Policy and in Global Development for the proposed BGINS program; Develop an appropriate MA Economics specialization for the proposed collaborative Master's program in Data Science; Develop a minor in Health and Environmental Policy for the new BHSc program; Develop a new 5000-level course in Health Economics for the new M.Sc. Health: Science, Technology and Policy program to enable the offering of a specialization in Health and Environmental Economic Policy; Develop a Concentration in Behavioural Analysis for the BA Economics Honours program that includes selected courses in Psychology and new courses in behavioural and experimental economics; |
| | EURUS | In coordination with other FPA units, explore options for developing study opportunities in Europe for students enrolled in programs across the Faculty; |
| | Kroeger | Make greater effort to demonstrate the pertinence of theoretical understanding and critical reflection to the broad policy and political environment, especially in the early years of the B.PAPM program; |
| | Law and Legal Studies | Translate the EDC guidelines for community-oriented teaching into the language and culture of the Department – promote community-engaged teaching practices and develop for-credit opportunities for students to participate in community projects; Consider adding a community service-learning course to the curriculum; Consider intern research projects with students attached to journals, initiatives, and conferences housed in the Department; |
| | Political Economy | Explore the possibility of creating a Diploma in Community Organizing or Social Change which would build upon our existing links to NGOs and community organizations in the Ottawa area; |
| | Social Work | Develop interdisciplinary programs and initiatives that can offer students and faculty learning and research opportunities beyond the School |
| C, D | NPSIA | Create a Canada-US Relations Research Centre; Create a report for federal government departments; "Adopt a Country" initiative; |
| | Political Science | Create a research centre on the Study of Prime Ministers |
| C, E | African Studies | Draw on central services to do the website and advertise programs; |
| | Economics | Develop a Post-Baccalaureate Diploma in Economics in replacement of the Department's existing qualifying-year program; |

| Priorities | Unit | Initiative |
|------------|-----------------------|---|
| C, E | Law and Legal Studies | With Student Recruitment, develop better advertising strategies that highlight distinctive features of the undergraduate program in Law; |
| | NPSIA | Coordinate and motivate faculty to obtain more funding from Tri-Council and other sources; Create a higher output profile for our research through improved dissemination in policy circles, working paper series, and by structuring some course requirements to encourage publication of student research; |
| | SPPA | Strengthen individual and collective faculty research, including assessing opportunities for the research centres |