

# FPA Voices

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**Carleton**  
UNIVERSITY

FACULTY OF  
**Public Affairs**

# Welcome to FPA Voices

## Message from our Dean

With many of the students gone for the summer and final exams finished, it's a perfect time to reflect on the past academic year.

To an outsider looking in, FPA may have looked like a Faculty full of the excitement of learning and discovery, of researchers asking insightful questions, and of a tight collaboration between faculty and students across disciplines.

They would be right.

This was a year full of events and discussions, research, and teaching.

None of this would have been possible without the hard work and creativity of our faculty and staff. We are very fortunate to have an exemplary team who make the Faculty of Public Affairs truly a special place to work and learn.



On that note, allow me to congratulate this year's winners of the FPA Excellence Awards:

*Research Excellence:* Cristina Rojas, Department of Political Science;

*Public Commentary Excellence:* Marc-André Gagnon, School of Public Policy and Administration;

*Teaching Excellence:*  
Stacy Douglas, Department of Law and Legal Studies;  
Mira Sucharov, Department of Political Science;  
Jeffrey Smith, Norman Paterson School of International Affairs; and

*Staff Excellence:* Donna Coghill, Institute of Political Economy.

In our next issue, we look forward to sharing stories about our 2015 graduates. Look for it at the beginning of June.

As always, if you have any questions or comments for us, you can contact us at [fpavoices@carleton.ca](mailto:fpavoices@carleton.ca).

All the best to you,



André Plourde  
Dean, Faculty of Public Affairs  
Carleton University

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# FPA People

## Marilyn Ginder and Tough Love

Marilyn Ginder got her first job at Carleton University in the summer of 1981. She was an undergraduate in biology, on her way to medical school. But what she thought was just a stop along the way became a new career path, as Marilyn continued to find interesting work on campus.

More than 30 years later, she serves as the administrator in the Institute of Criminology and Criminal Justice.

### **How did you land that first job at Carleton?**

My mother worked in the business office and they needed help with data entry. She told them I needed a summer job, so they brought me in. And she said, “Here’s your foot in the door. What you do with it is up to you.” So I started to look for opportunities.

### **Did your biology degree end up on a shelf?**

No, it helped me early on, when I applied for a permanent job in the Science Technology Centre. At that time, it was a machine and electronics shop that made scientific instruments to order for faculty members.

I was one of the few women there—there wasn’t even a women’s washroom—but my degree provided me with the background to understand what they were doing.

### **How did you make the most of the opportunity?**

I don’t like being bored. So I went to the bookkeeper and the purchaser and the manager and asked if they needed help. I looked for the jobs other people didn’t want to do and as people retired and left the department, I took over the bookkeeping, the purchasing, and the payroll. I expanded my skills. Sixteen years later, I was the administrator of the shop.

### **Why does it help students to hear that story?**

I tell them about it because you never know what opportunities are going to appear. I’m using my degree, but not in the way I originally intended to. So students may start in criminology and think they have to go to law school or be a police or corrections officer, but they can do so much more. University teaches you how to learn, comprehend, write, communicate, read, extrapolate, and apply yourself to different situations. I try to give them a bigger picture.



## What does your typical day in the Department of Criminology and Criminal Justice look like?

I'm usually dealing with budget issues, classroom issues, faculty/instructor questions, and assisting the Director, in addition to advising students. When students drop in, I usually print off their academic audit (a list of their degree requirements and which courses they have taken so far) and review it with them so that they can learn how to read it themselves. I encourage them to ask questions as we go along and we discuss what should or could happen in the next few months or the next year.

If they are on Academic Warning, we discuss where they can look for support. I always say that I am not here to judge them; they don't have to explain themselves to me, but they have to be self-aware and try to realize what is working for them and what is not. It's a very individual thing, because everyone is in a different place.

## It sounds like you use a "tough love" approach.


I try to be nurturing, but also give it to them straight. I find many students who come here don't know anything about how the university works or what's expected of them

administratively and academically. So when I talk to the first year class, I tell them that they are now responsible for themselves. 'I don't know' and 'no one told me' are not valid reasons for making a mistake. I say, 'You're on your own, but you're not alone.' That said, I help them stay on the path to graduation. I am here to give them what they need, not necessarily what they want.

## What keeps you motivated to continue helping students?

After my mom's funeral, people kept describing how helpful she was and I realized that was what I wanted people to say about me. And when I look back, almost all of the things I've enjoyed doing have been motivated by a desire to help others. So that's my passion.

Plus, it's really nice when I see students actually succeed. I haven't missed a single convocation ceremony. I remember one student who really struggled academically. When he walked into the convocation ceremony, he stepped out of line to give me a big hug. Then later, his mom gave me a big hug, too. That's the fun stuff.

A woman with short brown hair, wearing a blue winter jacket and dark pants, stands on a grassy bank next to a river. She is looking towards the camera. In the background, there are bare trees and a bridge. A yellow caution tape with the word "CAUTION" printed repeatedly is strung across the river in front of her.

"I like watching the CSI shows like everyone else, but I don't know if I could handle a career in criminology. You're dealing with life or death situations. It seems scary to me."

# This is just the tip of the iceberg...



At the Faculty of Public Affairs, educating our students is just the tip of the iceberg. We also offer a wide range of professional courses that provide intensive learning experiences in areas such as:

- Vaccine Hesitancy: Combating a ‘Wicked’ Risk Communication Problem. May 13-14
- Policy Advocacy and Social Change. May 28-30
- Doing Fieldwork in Africa. June 6-7
- Strategic Communication Planning for Non-Profit Organizations. June 9-10
- Compelling Content and Digital Media Communications. June 24-26
- Telling Your Story with Data. June 26-28

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# Career Paths

Roberta Kramchynsky

**Name:** Roberta Kramchynsky

**Degree and Year:** Bachelor of Public Affairs and Policy Management/BPAPM (06), Carleton University

**Other Degree:** MBA, University of Ottawa

**Occupation:** Senior Consultant, Health & Life Sciences, Global Public Affairs, a national public affairs and government relations firm that enables our clients to navigate the public policy environment.

**What you love about your work.** The work is never the same because you're interacting with a system that's constantly changing. Whether we're analyzing a new regulatory package or following developments in Parliament, we're always looking to see how it affects our clients and the objectives they are working to achieve.

**The most challenging aspect of it.** The role of a lobbyist is changing within the public policy sphere. The rules and how they're interpreted have changed, creating some challenges for our industry. But I think that just creates a new opportunity to demonstrate our value and contribution to the public policy debate.

**How did your degree prepare you for this?** Government relations—lobbying—is a good fit for BPAPM graduates because this field requires you to understand the machinations behind how governments work. It's a specialized degree unlike any other in Canada that gives you a unique perspective on how to approach public policy questions from different angles to come up with the best outcomes.

On top of that, by being in Ottawa, we have connections to the public sector and are surrounded by government. That provides a great launching pad for students as they pursue their careers.



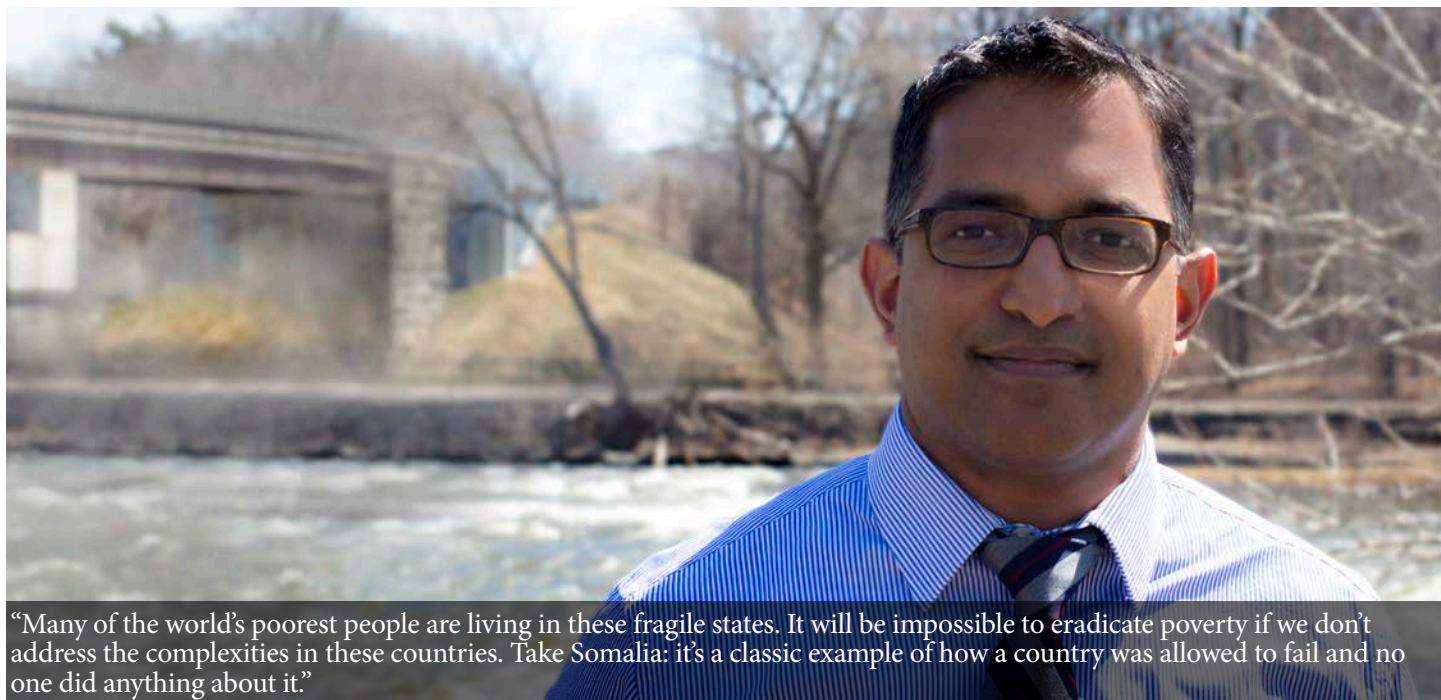
**What was your favourite class in BPAPM?** My favourite was the capstone seminar on public relations, which was a project start-to-finish with a community organization. I also loved the core BPAPM classes. The professors were fantastic and those core courses tied together the different disciplines BPAPM pulls from and helped you see the connections between the many facets of the public policy sphere.

**Strategy to success:** Finding a way to turn my interest in policy into the work that I do has been key to my success so far – but hard work, continuous learning and a bit of luck have all contributed in a major way.



# Field Notes

Our Monthly Profile of an FPA Researcher: Yiagadeesen (Teddy) Samy



Samy is an Associate Professor in the Norman Paterson School of International Affairs (NPSIA) and the co-author of the annual *Fragile States* report as part of the *Country Indicators for Foreign Policy* (CIFP) project with NPSIA Professor David Carment and NPSIA Fellow Simon Langlois-Bertrand.

**The Objective:** To use several indicators to identify the most fragile or failing countries around the world and pinpoint the areas where intervention is most needed.

**The Methodology:** NPSIA researchers scan and capture global data on all of the world’s countries. They consider three main components: authority, legitimacy, capacity. For instance, countries such as Afghanistan and Pakistan are considered fragile mostly due to weak authority structures. In the case of several Middle Eastern countries, the fragility largely comes from a lack of legitimacy. And with African nations, it is often a lack of capacity or resources.

The project also considers six clusters of performance within profile countries: governance, economics,

security and crime, human development, demography, and environment, with a cross-cutting theme of gender.

**The Findings:** The 2014 *Country Indicators for Foreign Policy* project provided a global fragility ranking for 197 countries based on 2013 data.

According to the report, the top five “are countries that we would typically characterize as being trapped in fragility, not only because of their poor rankings but also due to their persistently high fragility scores over an extended period of time.”

The project is unique in that it has historical data on fragility extending back to the 1980s. In considering the data, researchers found that it takes years for a country to transition from instability to resilience. And while a country like Somalia seems “trapped” in fragility, others—such as Mozambique and Bangladesh—are becoming more resilient over time.

**Continued on page 8...**



# Events

## Across our Faculty

Law and Legal Studies: “Regulating Judges: Expanding the Horizons”: JurisTalk Seminar.  
May 5 | [More information here](#)

Political Science: “The Most Productive Parliament? Australia’s Hung Parliament and Julia Gillard’s Minority Government in Comparative Westminster Perspective”: Bell Chair in Canadian Parliamentary Democracy Lecture featuring Rodney Smith of the University of Sydney.  
May 7 | [More information here](#)

African Studies: “African Women on Philanthropy, Change & Power”, hosted with the Faculty of Arts and Social Sciences.  
May 28 | [Contact Stephen Lewis Foundation for details](#)

FPA: Convocation Ceremonies.  
June 9 and 10 | [More information here](#)

FPA: “Indigenous Legal Perspectives as Policy and Research Foundation”: Katherine A.H. Graham Lecture on Aboriginal Policy featuring Val Napoleon of the University of Victoria.  
June 11 | [More information here](#)

[Faculty Units, submit your events here](#)

## FPA Professional Institute

- **Vaccine Hesitancy: Combating a ‘Wicked’ Risk Communication Problem.** May 13-14
- **Policy Advocacy and Social Change.** May 28-30
- **Doing Fieldwork in Africa.** June 6-7
- **Strategic Communication Planning for Non-Profit Organizations.** June 9-10
- **Compelling Content and Digital Media Communications.** June 24-26
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[More information here](#)

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# FPA Voices

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