Teaching and Learning in Applied Politics Workshop

April 18, 2024, Richcraft Hall, Carleton University

Chaired by Alex Marland, Professor of Politics and
Jarislowsky Chair in Trust and Political Leadership, Acadia University

Overview

This workshop brought together several of Canada's leading scholars and educators in applied politics to build connections and explore avenues for collaboration and knowledge-sharing. The discussion started from the perspective that, across programs and institutions represented in the room, participants were all engaged in education activities that will contribute to better-skilled participants in Canadian civil society, public affairs, and public life. Participants were encouraged to consider ways that collaboration could enhance student experience and cross-promote programs.

This report provides a high-level summary of the key points raised during the session, including:

• brief summaries of the structure, activities, and aims of programs represented in the room
• a synthesis of key discussion points that highlighted common challenges and opportunities
• some areas for next steps for exploration.

A list of participants is included at the end of this summary report.

Participating Programs: Structure, Activities and Aims

Toronto Metropolitan University's Women in the House Program

Developed as a response to the under-representation of women in electoral politics, this program's mission is to empower young women in an immersive and innovative education program. This program is offered for course credit to upper-year undergraduate, graduate, and law students at Toronto Metropolitan University. Registration is capped and applicants must apply to register. The course uses an "embedded leader model", with all pedagogical content and activities co-designed & co-developed between a full-time faculty member and a practitioner. The course includes professional development workshops (for example, on how to deliver an elevator pitch or give a speech), and supports participants in building a professional network of female leaders in politics, business, and civil society through. Participants in the course take part in regular meetings and site visits where they can interact with women in leadership roles. An alumni and ambassador network also provides opportunities to connect across cohorts. The Women in the House Program will resume in 2025.

More information is available at: https://www.torontomu.ca/arts/women-in-the-house/

The Jarislowsky Network in Trust/Leadership

This is a new network of five research and teaching chairs hosted in five Canadian universities across the country – Vancouver Island University, University of Lethbridge, Trent University, Université du Québec à Trois Rivières (in collaboration with l'École Nationale d'Administration Publique), and Acadia University. Supported by a donation from Stephen Jarislowski, Founded out of a desire to improve leadership training in Canada, this network of chairs is intended to develop and disseminate knowledge and training on ethical politics and democratic governance. The chairs will pursue a range of projects and priorities at their respective universities. Proposed initiatives include creating a pan-Canadian certificate in democratic leadership, which would be offered as a blend of synchronous and asynchronous learning. Chairholders are tasked with developing a program of study that includes experiential learning for students interested in politics and public service. A key early priority for the network is to collect existing pedagogical materials relevant to the courses and certificates.

More information is available at:
- Vancouver Island University: https://research.viu.ca/dr-michael-mackenzie
- University of Lethbridge: https://www.ulethbridge.ca/future-student/graduate-studies/susan-dieleman
- Trent University: https://www.trentu.ca/artsci/jarislowsky-chair
- Université du Québec à Trois Rivières: https://neo.uqtr.ca/2023/12/07/stephane-paquin-se-joint-au-reseau-des-chaires-jarislowsky/
- Acadia University: https://polisci.acadiau.ca/news/news-reader/jarislowsky-chair-in-trust-and-political-leadership.html

Centre on Public Management and Policy, Odell House, University of Ottawa

The Centre acts as a focal point for the intersection of theory and practice in executive public service leadership. In addition to research activities, the Centre offers four certificate programs in leadership, including the Certificate Program in Public Sector Leadership and Governance. This professional development program is for mid-career executives who will be future senior leaders in the public sector. While the program is open to executives in other orders of government and even the private or voluntary sector, the large majority of participants continue to be federal public servants, generally at the Director or Director General level. The program offers a two-year certificate to build tacit knowledge, promote reflection and personal development, and deepen individual "leadership practice" for participants. The program is delivered in an executive education format of approximately 2 days per week, plus intensive study tours. Through a wide range of readings, guest conversations, case studies, institutional site visits, and more, participants begin with a "base camp" to establish a common understanding of Canada's system of governance and political institutions. Participants then build their capacity to use evidence for public governance and develop their understanding of emerging global issues and Canada's place in the world, all with a strong focus on effective leadership woven throughout. Participants also benefit from personalized coaching, mentoring, and opportunities for self-assessment.

More information is available at:

Wilson College of Leadership and Civic Engagement, McMaster University

The College offers a unique living-learning community for students in any faculty at McMaster University who are looking for an opportunity to meaningfully contribute to the complex social challenges facing Canada. The College enables students to add a Minor in Leadership and Civic Studies to their primary focus of study. If admitted to the College program, students must take at least six units in each of three thematic areas: Leadership in Action; Institutions, Governance and Civil Society; and Human Rights, Social Movements and Civic Action. A joint honours BA in Leadership and Civic Studies will be launching in the Fall of 2025 and will combine the College's approach to leadership education with a liberal arts education in subjects such as history, political science, philosophy, or anthropology. It is expected that this degree program will include a capstone practicum placement, in which faculty and students work with a community partner to develop a project relevant to civic engagement and leadership. As part of the vision of the College, the outreach and recruitment efforts prioritize underserviced schools and students from underrepresented groups at the post-secondary level. Student leadership will be integrated into the governance of the College.

More information is available at: https://wilsoncollege.mcmaster.ca/about-wilson-college/

Graduate Program in Political Management, Carleton University

The Clayton H. Riddell Graduate Program in Political Management was launched with its first cohort of students in September 2011. This was the first graduate and professional program in Canada whose mission is to prepare graduates for leadership roles in political management, recognizing that the professional practice of politics takes place both inside and outside of political offices. The Program attracts students from a wide range of political backgrounds and equips graduates to contribute to more constructive politics and well-informed policy decisions, whether in political offices, campaigns, public service, the voluntary or private sectors. Since 2012, more than 320 students have graduated from the program, holding a Master of Political Management (MPM) degree. Graduates go on to work in leadership roles in the public, private, and voluntary sectors. Students in the degree program complete a 5.0 Master's degree over one year of full-time intensive study or two years of part-time study. All teaching faculty in the program have professional experience in Canadian politics and governance, whether as former advisors, pollsters, party presidents, and more. Students complete an intensive course of study in ethics, Canadian political institutions, and communications skills, and have electives in public policy, prime ministerial leadership, marketing, political data, and more. All courses build the academic and tacit knowledge of students, focussing on competencies and assignments relevant to political workplaces. Students also engage in intensive work-integrated learning, completing a required practicum placement and analytical paper. Students also benefit from opportunities for mentorship, professional development, and professional networking, including engagement with a very active alumni network.

Courses in the MPM program are also available as professional development training for mid-career learners.

More information is available at: https://carleton.ca/politicalmanagement/

Master of Applied Politics, Wilfrid Laurier University

This program offers students a one-year Master's degree with both a coursework or major research project option. For the major research project, students can complete a policy analysis project, a public opinion research project, a major research paper, or a journal article. In addition to courses in applied policy analysis, political science, human rights, and public opinion research, students also benefit from workshops organized by the Practitioner-in-Residence, which lead to a "Certificate in Practical Politics". Topics for workshops include lobbying, program evaluation, writing a briefing note, and delivering advice to senior decision-makers. Students can also take part in community placements (for credit) in organizations such as the Region of Waterloo, City of Kitchener, and Ploughshares. In these placements, students work with an organization's research team to deliver research tasks, under the guidance of a resident researcher. With permission, students can also take elective courses in adjacent Master's programs at the University.

More information is available at: https://www.wlu.ca/programs/arts/graduate/applied-politics-map/index.html

Ontario Legislative Internship Program

The Ontario Legislative Internship Program was established in 1975 and now admits 20 interns each year through a competitive admissions process. Over the course of ten months, interns complete a placement in the Ontario legislature with each an Opposition and a governing party Member of Provincial Parliament. Interns may be involved in a range of parliamentary, but non-partisan, work including preparing Members for Question Period, Committee Meetings, and researching policy files. Interns also have the opportunity to engage in comparative study, traveling to legislatures in other provinces and territories, the Parliament of Canada, and the Parliament of the United Kingdom. Interns also complete an academic paper and take part in regular academic discussions. Outside of their placements and studies, interns also benefit from regular meetings with current and former leaders in politics, and the voluntary and private sectors.

More information is available at: https://www.olipinterns.ca/the-internship

The Bell Chair in Canadian Parliamentary Democracy, Carleton University

The aim of the Bell Chair is to diversify the study of Canadian political institutions and to promote the overall strength and diversity of Canadian political science. Housed in the Department of Political Science, the Chair hosts events and workshops and sponsors graduate student research. In January 2024, the Chair hosted the return of the Canadian Politics Graduate Student Conference, creating a unique opportunity for graduate students to present their research, build connections, and develop their competencies and confidence in academic conference settings. The current priorities of the Chair are to: develop new networks of people engaged in parliamentary studies; build peer networks amongst a new generation of parliamentary researchers; connect with a wider network of international researchers; and consider diversity and representation in legislatures.

More information is available at: https://carleton.ca/polisci/our-research/research-centres-and-initiatives/chair-in-canadian-parliamentary-democracy/

Summaries of Breakout Discussions: Common challenges and opportunities

Group A: Collaboration on Online Courses and Remote Delivery

Participants noted that there had been a growing interest in and familiarity with online courses, particularly for non-traditional learners (such as mature students, distance learners, and mid-career students working full-time). There was agreement that, given the specialized nature of applied politics and leadership, online options have the possibility to increase the reach beyond university campuses. At the same time, participants noted that students often express an interest in online classes when asked, but in practice register for in-person options even when online sections of the same course are offered. No one model of delivery will meet all student demands, and online courses often benefit from creative and innovative approaches to pedagogy, perhaps more so than in-person classes.

Participants discussed two primary models for online courses: 1) a more collaborative form of delivery involving multiple instructors; and 2) a more self-guided approach to online readings, exercises, and evaluations. The second model may, however, be more prone to issues of academic integrity. Still, self-guided learning can have strengths. At Open Acadia, for example, online courses run as asynchronous courses with continuous intake, making it possible for learners to start when they are ready, instead of according to academic dates.

Participants shared online education strategies that they have found effective, such as: breaking content into shorter videos and audio recordings; integrating guest speakers; reinforcing learning by offering overlapping content in multiple formats; and, asking for and responding to students' preferences in how they want to learn.

Participants identified the following questions for further discussion and potential follow-up:

➔ Can we create online courses at one university that are shared or recognized at other universities? To facilitate cross-campus recognition of courses, is it more effective to

pursue a "bottom-up" approach (in which interested individual faculty develop an agreement) or a "top-down" approach (in which university leadership engages in a formal institution-to-institution agreement)?

➔ Among participants working to develop online courses, are there opportunities for guest lecturers from other programs represented at this workshop?

➔ To the extent that some programs represented in this workshop are all teaching with the same introductory textbook, could participants collaborate on pedagogy as a group, with each person working in their area of expertise?

Group B: Collaboration on Workshops and Guest Speakers

Participants noted that online platforms have made it easier and less costly to organize guest speakers, both in and outside of scheduled class meetings. One key challenge, identified by participants, was in coordinating across courses and programs, in selecting and profiling external guests with different areas of expertise. On this topic, there was discussion of involving students to conduct environmental scans of recent guest talks, and including external resources (such as LinkedIn), to identify potential topics, organizations, and individual speakers. This kind of review exercise can help to broaden diversity and ensure coverage of emerging issues. However, it was also noted that, when such efforts involve reconciliation and Indigenous organizations, communities, or students, academic units should work to first establish relationships of trust. Finally, participants noted that promoting public lectures and similar events or highlighting noteworthy guest speakers may require specialized efforts on social media that traditional academics do not have. Here participants agreed on the value of working with communications specialists.

Participants identified the following questions for further discussion and potential follow-up:

➔ Could an annual, national conference provide a forum for students to experience other programs? Modeled on the conference that used to precede the Manion Lecture in partnership with the Canada School of Public Service, could a new national conference also serve as an opportunity to bring together scholars, students, and practitioners?

➔ Could workshops and micro-credentials help to address important skills gaps in the practice of politics and public management? Would there be interest in workshops on, for example, leadership competencies, political operations, or project management?

➔ Could units do more to coordinate and share information about invitations to guest speakers, particularly when significant travel is involved? Could they collaborate, internally and with nearby universities or other organizations, to develop a program of events that maximizes the speakers' time?

Group C: Collaboration on Cross-promotion and Outreach

One major obstacle to attracting students to programs, even specialized programs that promote civic engagement and leadership, is lack of awareness. Common recruitment and promotional efforts, such as alumni networking and online advertising to targeted groups (by demographics,

interests, and/or geography) can be challenging to evaluate for impact. Participants agreed that when students are making decisions on academic programs, word of mouth can have a powerful influence on their perceptions and choices, particularly at the graduate level. Since some of the programs represented in the conversation may be trying to reach the same prospective students, there may be efficiencies in working together to share information about each other's programs and course offerings. Participants also explored the idea of more intensive collaboration, such as a pan-Canadian summer program in applied politics, with courses taught by a network of faculty across different organizations. This may help to raise student's awareness of and readiness for, study in a full degree program.

Participants identified the following questions for further discussion and potential follow-up:

➔ Could faculty collaborate to develop and deliver an online inter-university summer program on applied politics?
➔ Could programs in applied politics agree to disseminate information about each other's programs or even redirect applicants to adjacent programs that might be better suited to their needs?
➔ Should admissions committees and leadership take more proactive steps to engage not only with prospective applicants but also with the faculty who provide recommendations for successful applicants? For example, could admissions leaders communicate their thanks to those faculty at other universities as a way to encourage continued referrals?

Group D: Collaboration on Public Outreach and Community Engagement

Not dissimilar to identifying and inviting guest speakers, academics often rely on their own networks and knowledge when pursuing public outreach and community engagement. However, efforts to widen the audience to include community members can increase a program's public profile, help to attract more prominent speakers, and generate new opportunities for further engagement. Programs with applied policy and politics courses can also build community engagement into their pedagogy, creating opportunities for students to collaborate with local organizations on specific projects that create learning for the students and value for the community partner.

➔ Could faculty collaborate to host public engagement events that would include students from other universities as well as community organizations and practitioners?
➔ Could participants in this workshop continue to look for opportunities to collaborate on public events and engagement? Could that begin with an email mailing list of participants to share information on planned events?

Other Key Points and Other Potential Areas for Exploration

Over the course of the day, the conversation highlighted other horizontal issues for consideration, sometimes emerging as cross-cutting themes across the programs represented or across the structured portions of the workshop agenda. These are briefly summarized below:

The false dichotomy of 'academic' vs 'applied': While the various programs represented in this workshop are pursuing this in different ways, the workshop highlighted the extent to which there is scope for involving practitioners in post-secondary education, as course designers, teachers, and guest speakers. The discussion also emphasized the importance of including real-world applicability and "soft skills" into even traditional academic courses so that students benefit from both the intellectually challenging aspects of traditional university instruction and are also better prepared for work after leaving their program.

Work-integrated learning or experiential learning may be an aspect of education that students now expect. Programs can encourage this learning, both in the above-mentioned approach to course design and delivery and in facilitating and recognizing internships or other placements for credit, as well as mentorships or personalized coaching. Most programs that currently offer placements for credit tend to start by negotiating agreements with potential host organizations and then place students into those positions. A program that instead responds to individual student preferences may find this is a more labour-intensive process, especially when supporting students to be active agents in their own mentorship or placement search and networking, but the skills developed in the process for students can be important.

In the wider field of applied politics, there appears to be demand for more non-degree learning options. Professional development programs can be intensive, multi-year courses of learning, but could also be structured as shorter-term workshops, "boot camps" and even micro-credentials. Variety in the form of learning and training may be especially useful to people already in the workforce, or when cyclical political events like elections create new cohorts of political leaders, advisors, and others.

Sustainability, diversity, and accessibility: Many participants raised the issue of the costs of education in applied politics as an important factor. The activities pursued by many programs are high value (such as field trips, site visits, study tours, and public events) but can also come at substantial costs that individual learners and students cannot afford on their own. The pressure to fundraise is significant when there is no established source of sustainable funding. At the same time, cost pressures can deter students and other learners from marginalized communities and groups that are traditionally under-represented in higher education and in Canadian politics and public administration. Ensuring sustainable funding is important for program quality, but it is also important for diversity and inclusion in applied politics education.

Other areas for potential collaboration:

1. Developing shareable promotional materials directing students to the range of applied politics programs, starting with those represented in this workshop.
2. Developing joint courses, course materials, and guides available across institutions.
3. Opening more campus events to students and faculty at other universities.
4. Forum or conference that replicates the policy-making process, led by practitioners in the field.
5. Organizing a national conference to educate NGOs on political skills, and political and government processes, drawing on expertise in existing programs.

6. Training by Carleton MPM faculty for teaching professors from other parts of the country who want to learn some of the tacit skills and knowledge the program offers.
7. Developing a shared repository of resources and materials relating to applied politics (materials, outlines, lectures, legacy projects) to be curated by the Jarislowsky Chair network.
8. Collaborating on a Mock Parliament Course culminating in a day in a legislature. Each institution could create its own with its own course credit, but coordinate for a shared day on site in a legislature.
9. Contributing to the ongoing conversation about trust in democratic institutions, by, for example, collaborating with pollsters on public opinion research for dissemination and discussion.
10. Connecting with colleges that have Indigenous Public Administration/Governance programs.

Acknowledgements

This workshop took place on the unceded and traditional lands of the Algonquin Peoples. We are grateful to have the opportunity to learn on these lands.

Thank you to student rapporteurs, Michelle Chiu and Lydia Houck, both of the Graduate Program in Political Management at Carleton.

Workshop Participants

Don Abelson (McMaster University) is Academic Director, Wilson College of Leadership and Civic Engagement, and Professor, Political Science, McMaster University. Before joining McMaster in October 2023, he was the Inaugural Director, Brian Mulroney Institute of Government, Steven K. Hudson Chair in Canada-US Relations, and Professor, Political Science, St. Francis Xavier University. He has also served as Director, Canada-US Institute, Director, Centre for American Studies, and Chair, Political Science, University of Western Ontario, where he spent 25 years teaching and conducting research.

Jeni Armstrong (Carleton University) is an instructor in Political Management. With more than two decades of hands-on experience, she served as Prime Minister Justin Trudeau's lead speechwriter — including during his time in Opposition — and as director of communications to former finance minister Bill Morneau. During her time on Parliament Hill, Jeni "held the pen" on four federal budgets and two winning political platforms. Her work experience also includes many years in the private sector, both as head of her own communications consultancy and as a communications and media specialist for Restaurants Canada, Canada's national restaurant and foodservice industry association.

Stephen Azzi (Carleton University) is a Professor in Political Management. His research focuses on prime ministerial leadership in Canada, Canada–US relations, and Canadian economic and cultural nationalism. He previously worked as an aide to four members of Parliament. In the

Department of National Defence, he served as a speechwriter for the minister, as a policy analyst on Canada's international policy review, and as an intelligence officer responsible for analyzing Islamist terrorism in Asia. From 2005 to 2011, he was an associate professor at Laurentian University, where he taught U.S. history and foreign policy. At Carleton, he has taught in the Political Management program, the Norman Paterson School of International Affairs, the School of Canadian Studies, the Department of History, the Department of Political Science, and the School of Journalism and Communication. He is a senior fellow at the Bill Graham Centre for Contemporary International History at the University of Toronto.

Cris de Clercy (Trent University) is a Professor of Political Studies and Jarislowsky Chair in Trust and Political Leadership. Her research focuses on leader-follower relationships influenced by information and power dynamics. As well, she studies election law, parties, federalism, women's political participation, and Canadian politics. Recent publications include: "The Relationships Among Character, Identification-Based Trust, and Perceptions of Effectiveness in Political Leadership During the COVID-19 Pandemic" (Seijts, de Clercy, Miller, *Journal of Applied Behavioural Science*, 2022); and "The Recruitment of Star Candidates in Local Election Campaigns" in Marland and Giasson (eds.) *Inside the Local Campaign* (UBC Press, 2022). Her new book is titled *Trafficking in Uncertainty: How Leaders Move Citizens Toward Deep Change* (McGill-Queen's University Press, forthcoming).

Peter Constantinou (York University) is an Associate Professor of Public Policy and Administration. His research focuses on political acuity and the relationships between the civil service and elected officials; the preparation of briefing materials as part of the policy development process; and government relations, with a focus on how the private, not-for-profit, and broader public sectors develop and implement strategies, stakeholder relations. He is a long-time public servant who has worked at the federal and provincial levels of government and in the college and university sector. He has recently completed studies of political acuity in the Ontario Public Sector and in the municipal sector and serves as the current Academic Director of the Ontario Legislature Internship Programme.

Jonathan Malloy (Carleton University) is a Professor of Political Science and the Honourable Dick and Ruth Bell Chair in Canadian Parliamentary Democracy, where he also serves as Associate Dean (Research and Graduate) in the Faculty of Public Affairs. His teaching and research focus on Canadian political institutions and Ontario politics, and he has published five books and over twenty-five articles and chapters. His latest book is *The Paradox of Parliament*. He is a past president of the Canadian Study of Parliament Group and served for six years as chair of his department. Educated at the University of Waterloo, Queen's University, and the University of Toronto, he has been a Fulbright chair at Duke University and a visiting scholar at the Australian National University.

Alex Marland (Acadia) is a Professor of Politics and Jarislowsky Chair in Trust and Political Leadership. His research focuses on what goes on in the backrooms of Canadian politics and is trusted by politicians and political advisors to share their stories in an even-handed manner. He is the author or lead editor of over a dozen books including *Brand Command: Canadian Politics and Democracy in the Age of Message Control* (UBC Press, 2016) and *Whipped: Party Discipline in Canada* (UBC Press, 2020). He is currently co-writing a monograph on party

loyalty in Canada, with Jared Wesley and Mireille Lalancette, and is initiating a new book series on political leadership and trust in Canadian politics.

Stéphane Paquin (Ecole Nationale d'administration Publique) is a Professor of Public Policy and International Political Economy and Jarislowsky Chair in Trust and Political Leadership at UQTR. He has written and co-edited over 35 books and scientific journals, as well as published hundreds of articles on international and comparative political economy, state reform and social democracy, the international policy of the federated states, and comparative work on Quebec, particularly with the Nordic countries. He has been a Canada Research Chair in International Political Economy and a Fulbright Distinguished Chair in Quebec studies at the State University of New York

Andrea Perella (Wilfrid Laurier University) is an Associate Professor in Political Science. His research focuses on political behaviour; participation; electoral politics; political communication; public opinion of public health; and Canadian, Ontario, and Quebec politics. Prior to joining Laurier, he was a postdoctoral fellow at the Canada Research Chair in Electoral Studies and held a limited-term assignment at Concordia University in Montreal.

Tracey Raney (Toronto Metropolitan University) is a Professor in Politics and Public Administration and a member of the Yeates School of Graduate Studies. She previously served as the Graduate Program Director of the MA in Public Policy and Administration Her research focuses on questions of identity, representation, and leadership on topics including Canadian national identity, sub-national political identities in Canada, women's political representation (Canada and Ontario), gender-based violence in politics, and sexual misconduct in legislatures. She co-teaches the Women in the House program with Peggy Nash, Senior Advisor to the Dean of Arts.

Natasha Rascanin (Ottawa University) is a member of the Centre on Public Management and Policy. She joined the University of Ottawa Centre on Public Management and Policy in 2021, after more than thirty years in the federal public service where she held progressively more senior positions within the Department of Finance, Canada Border Services Agency, the Privy Council Office (Intergovernmental Affairs), and Infrastructure Canada. She finished her public service career as the Assistant Deputy Minister for Transformation at Transport Canada, where she led the internal modernization of the department, as well as the horizontal Oceans Protection Plan, with a strong focus on Indigenous reconciliation.

Jennifer Robson (Carleton) is Program Director, Practicum Coordinator, and Associate Professor in Political Management. Prior to joining Carleton, Jennifer worked in the Government of Canada, in both political and public service roles, and spent nearly a decade in the voluntary sector, holding senior roles in policy development and research. Her research focuses on Canadian social policy including family benefits, education savings, poverty in Canada, wealth inequality, tax policy, and the financial lives of low- and modest-income persons. She was a member of the Royal Society of Canada's COVID Task Force, a member of the Epayroll Advisory Group to the Canada Revenue Agency and she was a member of the Advisory Panel on Tax Expenditures to Canada's Minister of Finance. She is a past fellow of the Public Policy Forum and a current Research Advisor to the Institute for Research on Public Policy.

Michael Wernick (Ottawa University) is the Jarislowsky Chair in Public Sector Management. With 28 years as an executive in the federal public service, including 17 years in the community of Deputy Ministers, and three as Clerk of the Privy Council, Michael is one of Canada's most experienced and influential public sector leaders. He appeared frequently at Parliamentary Committees, participated in dozens of intergovernmental and international meetings, and spoke at many conferences. Michael worked closely with three Prime Ministers and seven Ministers and attended close to 300 meetings of Cabinet and its committees. He was the key public servant at the Privy Council Office in three transitions of Prime Minister. His most recent book is titled *Governing Canada: A Guide to the Tradecraft of Politics* (UBC Press 2021).

Paul Wilson (Carleton University) is an Associate Professor in Political Management and Associate Dean at the Faculty of Public Affairs. He joined the Riddell Graduate Program in Political Management with over a decade of experience as a senior political advisor both in government and opposition. He served as director of policy in the Office of the Prime Minister of Canada from 2009 to 2011, with responsibility as acting chief of staff to the Prime Minister during the 2011 election campaign. From 2006 to 2009 he worked as director of policy for the Minister of Human Resources and Skills Development Canada, the President of Treasury Board, and the Minister of Justice. After completing his PhD in early modern English history (Queen's 1994) he worked with the Leader of the Reform Party and Canadian Alliance, serving as director of research in the Office of the Leader of the Opposition from 1997 to 2001.