



**Carleton**  
UNIVERSITY

Canada's Capital University

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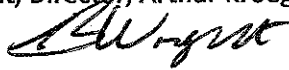
## MEMORANDUM

28 June 2016

To: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic)

Cc: Dr. André Plourde, Dean, Faculty of Public Affairs

Meredith Warner, Program Review Officer, Office of the Vice-Provost and Associate Vice-President (Academic)

From: Dr. Barry Wright, Director, Arthur Kroeger College of Public Affairs, Associate Dean, Faculty of Public Affairs 

Re: Update on B.PAPM. Action Plan

Periodic cyclical review for the bachelor's program in Public Affairs and Policy Management was completed in 2014. Carleton University's Committee on Quality Assurance confirmed the assessors' appraisal of the program as 'good quality with national presence.' (CUCQA Executive Summary and Final Assessment 22 October 2014). No report was required, but Carleton's IQAP (5.4) provides for the monitoring of Action Plans, and as indicated in your memorandum of 5 June 2014, updates have been requested in the form of two follow-up reports (June 2015 and June 2016) on the following identified issues: Provision of sufficient teaching resources, curriculum renewal, and impact of the addition to Kroeger College of the MPM and BGIInS programs on the responsibilities of the College Director and Administrator. The first report was submitted to your office on 21 July 2015 and I am pleased to submit this second one.

In response to the 2015 follow up report, the Carleton University Committee on Quality Assurance noted that implementation of a number of action items remain in progress and requested further update on the following matters (John Shepherd to Barry Wright, 24 August 2015):

-Teaching provision, and in particular, renewal of Memoranda of Understanding with the chairs and directors of the contributing units concerning their support for the BPAPM.

-Curricular renewal, including the introduction of accelerated pathways into SPPA and NPSIA graduate programs, the introduction of an experiential learning pilot for year one students in Winter Term 2016, refinement of the relationship between PAPM 3000 and PAPM 4908, and update of the seven current BPAPM specializations.

-Impact of the addition of the MPM and BGIInS programs on the responsibilities of the College Director and Administrator, CUCQA requested further consideration given to establishing a direct academic appointment of a public policy specialist to the College in support of the BPAPM program.

I respond and elaborate on these matters in turn below. I can confirm, as requested in your memo of 24 August 2015, that item #1 of the Action Plan (Governance and Resourcing) has been completed, and as will be evident from the matters elaborated below, College Council has played an active role in curricular renewal in particular (and convened on a regular basis with a record of agendas and minutes available on request). I can also confirm that no further action is contemplated to significantly expand BPAPM enrolment, which will remain a limited enrolment program, with significantly higher admission standards than required for most Carleton undergraduate degrees.

### **1. Review of Arrangements for the Provision of Teaching Resources**

Under the existing holding company resourcing model, the BPAPM program has no faculty establishment of its own. No faculty members are directly appointed to Kroeger College to teach BPAPM core courses or the required courses for the seven specializations. The BPAPM self-study and appraisal noted that this holding company model has resulted in satisfactory program delivery but that dedicated teaching resources and access to required courses for the degree were vulnerable to the planning priorities of the contributing units, and there was room for improvement of the longer term stability of provision of these essential supports from other units for the program.

I am pleased to report that in January 2016 Dean Flourde renewed arrangements with the contributing units in support of the BPAPM (SPPA, NPSIA, Journalism and Communication, Political Science providing the equivalent to 2.0 credits annually; Economics, the Sprott School of Business, Law/Legal Studies, and Social Work providing the equivalent to 1.0 credits annually). This support was based on 2002 agreements reached with those units by Dean Allan Maslove, which in turn received appropriate new faculty appointments in support of the BPAPM. The renewed agreements, or undertakings of ongoing support for the BPAPM, specify the nature of unit contributions in greater detail than the 2002 agreements, as indicated the following extract from them:

*“This teaching credit contribution may take one or both of the following forms:*

- 1. Deployment of your faculty or instructors to teach PAPM core courses.*
- 2. Deployment of your faculty or instructors to teach required courses for the BPAPM specializations (appropriate undergraduate courses designated with your unit’s prefix).*

*Teaching allocations to BPAPM are to be determined on an annual basis through consultation with the Director and Administrator of Kroeger College. Where possible, these allocations may take the form of multi-year commitments.*

*To deal with other aspects of program vulnerability identified in the QA periodic review and that CUCQA has requested to be addressed, the following three measures will be implemented:*

- 3. BPAPM students will be given the same registration status and access as your own in-program students, to those courses offered by your unit required for the BPAPM specializations and for completion of BPAPM degree requirements. (In some cases prerequisites have been waived for BPAPM students for some students and these past practices will continue).*
- 4. The Director and Administrator of Kroeger College will be consulted when there is cancellation, replacement or substantial changes contemplated for those courses offered by your unit, required for the BPAPM specializations or otherwise required for the completion of the BPAPM degree.*

5. *The Director and Administrator of Kroeger College will consult the Chairs and Directors of the units contributing to the BPAPM program when changes to the program (including core course and the specializations) that affect their units are being contemplated."*

## **2. Curricular Renewal**

Accelerated pathways from the BPAPM to SPPA and NPSIA were finalized and submitted in the 2015 curricular round. The NPSIA pathway follows the standard FGPR template closely. The SPPA pathway is more specifically tailored to the BPAPM with two elements, a pathway and a new version of their longstanding compressed completion option. With these provisions, a suitably qualified BPAPM candidate would be in a position to complete the requirements of the MPPA degree in two semesters which makes Carleton a more attractive option amongst Canadian graduate programs in the area of Public Administration.

A successful experiential learning pilot was delivered to first year BPAPM students in Winter Term 2016 (see attachment 1). BPAPM graduate John Nater, the recently elected MP for Perth-Wellington, made his office accessible to our students (see the recent issue of Faculty of Public Affairs Voices for details: <https://issuu.com/fpavoices/docs/voicesaprilmarch2016/8?e=18852512/34887238>) as did senior public servants and NGOs. Involvement in the pilot was voluntary and participating students received a certificate and a notation on their co-curricular record. The final report on the pilot and recommendations are attached to this report and the Kroeger College Council will consider the recommendations in due course.

On the matter of refining the relationship between PAPM 3000 (Policy Research) and PAPM 4908 (the required honours research essay), as detailed in last year's action plan update, Professor Jennifer Robson taught the PAPM 3000 course in 2014 and assisted the Director in overseeing PAPM 4908, which included information sessions for the HRE in the Fall Term and two focus groups on the HRE with senior BPAPM students in the Winter Term 2015. This enhanced coordination of the two courses and informed Professor Robson's Report on the BPAPM HRE. The Report (presented to and endorsed by the Kroeger College Council in April 2015 and available upon request) concluded that the required HRE sets the BPAPM students apart from most bachelor level graduates. Experience with independent advanced policy research makes our graduates "attractive to prospective employers as well as strong candidates for graduate programs that involve advanced research." Professor Robson continues to teach PAPM 3000 and we have implemented most of the Report's recommended near-term measures (adjusted interim deadlines and check-points and fine-tuned guidance offered to both students and supervisors, introduced interactive software to help prompt and pace students through the project). These near-term measures will be refined and electronic submissions introduced during the coming academic year. In 2017-18 the College Council will consider, in accordance with the recommendations of the Robson Report, medium term measures (a decision to retain a required HRE or develop a 1.0 credit alternative option that could be met by an additional 0.5 cr. 4000/5000 course and a 0.5 credit directed readings with technical report).

The major BPAPM curricular renewal initiative undertaken the past two years is the update and rationalization of the current seven BPAPM specializations. In Fall Term 2014 the Kroeger College Council endorsed a plan to develop the existing specializations into four broadly-cast specializations/majors with subsidiary concentrations. The ensuing process that has resulted in the

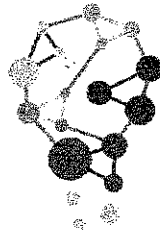
BPAPM specialization proposal which has been submitted as a major curricular change (track A2) in the current curriculum round. The proposal is described in detail in the attached Executive Summary (attachment 2) which will also accompany the proposal in the documentation for CUCQA. As noted in the summary, it is the result of the work of several College Council subcommittees and close consultation with the contributing units. The final proposal was endorsed by the Council in April 2016 and presented to the FPA Faculty Board which has delegated final approval of the proposal details to the Faculty Board Executive. Calendar entries have been entered into CourseLeaf and, subject to pending final approval at the Faculty level, we plan to submit the proposal to CUCQA, SCCASP and SAPC in time for their August meetings with the aim of having it ready for consideration by Senate in September.

### **3. Resourcing/Possible Direct Faculty Appointment to BPAPM**

As noted in our 2015 action plan update, substantive cross-appointments to the BPAPM program would indeed help ensure a more regular and predictable delivery of the core BPAPM programming (PAPM 1000, 2000, 3000 and 4000 courses). However, additional resources would need to be forthcoming to support any contemplated substantive cross-appointments because there would be a corresponding permanent reduction of teaching contributions to the home units of those faculty members. As noted last year, this matter has been considered and discussed at length between the Director and Dean of FPA. Dean Plourde confirms that no additional resources are available at the level of the Faculty to support substantive cross appoints to compensate contributing units for the corresponding loss of teaching resources to support their own programs. Moreover, structuring such a cross appointment within those units' annual contribution (see item 1 above) would reduce the flexibility Chairs and Directors currently enjoy in deploying faculty members in the annual negotiation of their unit's ongoing contribution to the BPAPM. It would potentially compromise the latitude enjoyed by those units in setting planning priorities possibly erode existing goodwill and the productive and cordial relations enjoyed currently with those units, essential for entry of our students in their courses and the success of a multidisciplinary program of this nature. While cross appointments on a 100/0% basis would not have a resourcing impact, it is essentially symbolic in an undergraduate context.

In the 2014 and previous periodic review, external reviewers had suggested another more modest option: A substantive cross appointment with PAPM teaching and administrative responsibilities and status as Associate Director. Appointment of a faculty member from the School of Public Policy and Administration was indicated as an ideal fit for such a position. This possibility relates to item #7 in your 24 August 2015 memo, "Regarding consideration given to establishing a direct academic appointment to the College of a public policy specialist in support of the BPAPM program." This would provide very helpful support for the College Director, whose responsibilities now extends to three programs, and a public policy specialist as a dedicated BPAPM faculty appointment would be of undoubted value to our students. However, there is little appetite at the Faculty level for such an appointment and enrolments in the BPAPM have returned to levels experienced for most of the program's existence (after a couple of years of increased admissions with a slightly lower admissions threshold). In addition, a program director is in place for BGINs and a graduate program supervisor takes on some program director responsibilities in the MPM program which reduces the burden on the College Director significantly. We have concluded that there are sufficient resources directed to the management of these programs located in Kroeger College.

**Attachment 1**



KROEGER  
POLICY CONNECT  
2016

# Kroeger Policy Connect

Experiential Learning Pilot for the Bachelor of Public Affairs and  
Policy Management (B.PAPM): Winter 2016

Pilot Handbook

**Submitted to:**

Arthur Kroeger College of Public Affairs, Carleton University

**June 10, 2016**

**Kimiya Project Lab**

## Kimiya Project Lab

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## Table of Contents

Background .....	2
Key Messages .....	3
Kroeger Policy Connect: Approach, Model & Design.....	4
Student Feedback: Highlights & Feedback for Future Years.....	6
Recommendations.....	7
List of Appendices .....	8

## Background

Carleton University's Arthur Kroeger College of Public Affairs contracted Ottawa-based consulting group Kimiya Project Lab to design an experiential learning pilot to support first-year students in the Bachelor of Public Affairs and Policy Management (B.PAPM) in gaining a better understanding of applied public policy. The pilot would also allow students to explore their potential roles in the range of 'real-world' arenas in which policy studies unfold.

The inclusion of an experiential/applied-learning component in early years of the B.PAPM degree program aims to address a gap identified by students and alumni of the program in the 2014 Quality Assurance Review: a lack of exposure to, and opportunities to engage with, applied public policy for first-year students.

In response, Arthur Kroeger College and Kimiya Project Lab (Kimiya) developed *Kroeger Policy Connect 2016* – under the general direction of the College's administration: Dr. Barry Wright and Elaine Rouleau.

In an effort to design a program meaningful to students – congruent with current efforts at Carleton, fit for current market realities, true to experiential learning, and informed by personal experiences – insights and recommendations were gleaned from four major stakeholder groups between September 2015 and January 2016:

### **A) B.PAPM students**

Given B.PAPM students' role in identifying the gap this pilot sought to address, they were at the forefront of the pilot's design. Students were consulted primarily through online surveys and focus groups, developed for first-year students and upper-year students respectively.

Kimiya also engaged the Arthur Kroeger College Education Student's Society throughout the pilot's design to elicit feedback over the course of the project and to support greater student participation.

### **B) Carleton University community**

Kimiya consulted and worked with a number of offices at Carleton University, including the Carleton University Survey Centre, the Registrar's Office, the Office of the Vice-Provost and Associate Vice-President (Academic) with regards to quality assurance, and the Educational Development Centre.

### **C) B.PAPM Alumni**

Alumni also played a critical role in the pilot, both through the design phase with participation in focus groups and in implementation, where three former students opened their offices to current first-years for a workplace visit.

### **D) Experiential learning experts and practitioners**

Kimiya consulted Rex Fyles, International Practical Teaching Manager from the University of Ottawa, as well as Elizabeth Whitmore and Jean Christie – both of whom taught the fourth-year B.PAPM Capstone for students in the Development specialization.

## Key Messages

***Kroeger Policy Connect 2016 is designed to be an applied learning experience – where students play a leading role in their learning – in which the theoretical courses of first-year B.PAPM can be grounded.*** As students in their first year generally report a lack of understanding of the policy players beyond traditionally highly publicized institutions, the experience centered on student teams visiting policy professionals from a variety of organizations and institutions across Ottawa.

***Kimiya deliberately sought actors and spaces outside of elected officials and the public service*** to meet with B.PAPM students in order to help complicate their understanding of what it can mean to interact with public decision-making.

***Overwhelmingly, students and professionals both noted high satisfaction with the quality of interactions and experiences associated with Kroeger Policy Connect 2016.*** Students reported their first-year of B.PAPM improving as a result, and professionals were highly impressed with students' thoughtfulness, interest and engagement.

***Kroeger Policy Connect is timely as experiential, applied and practical learning experience are increasingly valued within academic institutions and among university students.*** As many campuses are being encouraged to adapt programs to include more hands-on components, a program such as *Kroeger Policy Connect 2016* could serve as an example for other programs and also lend both Arthur Kroeger College and Carleton University a competitive advantage.

***There are strong ties between applied learning and students' professional growth and development. Building students' confidence to engage with professionals can be a simple yet effective way to develop their skills and enhance general understanding of potential paths for public careers.*** Kimiya achieved this by introducing students to the 'informational interview' – more commonly found on American university campuses – and tasking them with conducting one through *Kroeger Policy Connect*.

***Early and ongoing student engagement is central to the success of Kroeger Policy Connect, particularly in cultivating a value-added experience for students and eliciting student participation.*** Student engagement informed pilot learning objectives and a model for experiential learning that reflected student-identified gaps and preferences.

***Eight months would provide the required lead-time for planning and engagement for potential future-year implementation.*** Important next steps:

- *Select dates as soon as possible, with materials and broad details fleshed out with AKCESS, and communicated to first-year students in September.* Student registration should take place in the Fall term, with the important dates noted in the course calendar. Lack of advance notice affected participation considerably, as students had other commitments.
- *Generate excitement and student interest among first-years early in the next academic year and take advantage of peer-to-peer marketing.* Students and past participants are the College's most valuable allies, and will be the most successful in promoting this experience to their peers.



## Kroeger Policy Connect: Approach, Model & Design

*Kroeger Policy Connect 2016* was designed to be a three-part experience for first-year B.PAPM students centered on visits to policy-related workplaces. Students registered in advance, communicating broad policy-related interests used by Kimiya to guide workplace assignments. Teams of two to four students were formed, visiting public affairs professionals to learn about the ways they engage with public processes and/or issues to drive the changes they seek. In total, 21 students participated in *Kroeger Policy Connect 2016*.

While the pilot's development and design were key components of the initiative, the collaborative approach that sought open and extensive engagement with stakeholders was instrumental in creating a valuable experience. This approach informed the pilot learning objectives, listed below:

1. Expose students to the diversity of actors, institutions and processes relevant to public policy;
2. Inform students of the various methods/opportunities through which they can envision, pursue and effect policy change;
3. Facilitate students' foundational professional development; and,
4. Challenge students to take a leadership role in their own learning process.

Objectives were met through the three components of the initiative: a drop-in information session; a workplace visit; and, a debrief session.

### **Part One: Drop-in Information Session (March 2 and 3, 2016)**

Students attended a 'drop-in' information session at Arthur Kroeger College to learn the workplace with which they were 'matched' and meet their student teammates. They were also guided on how to best prepare for visits to professional settings.

This session was largely informal, whereby the facilitator (Alicia Dobson, Kimiya Project Lab) met with each student, provided them with the required information and guidance, and created an open environment for students to ask questions and have concerns addressed. Students asked about various preparation methods (i.e. researching workplaces, scanning relevant media headlines, and preparing questions in advance) and professional decorum. Students also asked clarifying questions about how the workplace visit would unfold.

Following this session, student teams were introduced via email to professionals. Students were tasked with making and confirming all logistical arrangements (timing, place, preparation, etc.). While some students were matched with offices based on stated preference, others were set up deliberately in spaces they may not have necessarily aligned with their interests. Pushing boundaries, navigating unfamiliarity, and working through discomfort are important elements of experiential learning.

### **Part Two: Workplace Visit (March 9, 2016)**

The following week, student teams visited the workplace of their assigned professional. Representing all major sectors, participating groups included the Canadian Alliance of Student Associations; Immigration, Refugees and Citizenship Canada; the offices of Members of Parliament; Every Canadian Counts Coalition; FemNorthNet of the Canadian Research Institute for the

Advancement of Women; and United Way Ottawa. Workplace visits lasted one and a half to three hours.

It is important to note the process of 'recruiting' workplaces was not driven by wide asks – rather, Kimiya actively and strategically sought engaging professionals who expressed strong interest in connecting with students. Professionals who do not fit this profile would be harmful to learning outcomes. In selecting offices, Kimiya wanted to ensure:

**This was *not* a lecture-style visit, and rather incorporated practical and experiential elements.** Professionals were asked to prepare for visits with colleagues and consider potential activities such as a workplace tour, interactive 'show-and-tell' of a particular project, and/or informational interview. They were also asked to engage students meaningfully in a conversation on their issue area[s] of focus and how they generally operate in the public realm.

**Students would be in an environment conducive to learning.** Through our work, networks and research, we sought passionate individuals who wanted to share their experiences with students curious about, but uncertain of, work in public realm.

**A flavour of the range of actors, institutions, and issues comprising the public realm – and affecting or affected by public policy – would be represented.** This would complicate and challenge the students' views on what it means to have a career in policy – a notion which, at the outset of the engagement process, seemed limited to electoral politics and the public service.

Ultimately, who was approached, how they were approached, and the instructions provided to professionals (Annex O) were critically important to ensure the pilot met intended objectives and contributed to a successful experience for students. This is evidenced by stories students shared with us:

At the office of Every Canadian Counts Coalition – a coalition committed to improving services for Canadians living with long-term disabilities – students met key members of the organization, learned about their unique approach to policy change, and actively participated in a dynamic Board meeting led by Dr. William Cowie.

United Way Ottawa took students on a virtual tour of their United for Refugees Project – a multi-disciplinary and multi-organization community response to helping Syrian families settle in Ottawa. Staff walked students through all major project pieces such as media analysis, and public affairs strategy development.

The Office of Romeo Saganash invited students to tour the office, meet with the Member of Parliament, and attend Question Period where the Member of Parliament took the floor and Mauril Bélanger was made Honorary Speaker of the House for the day.

### **Part Three: Debrief (March 10, 2016)**

Finally, students met the following evening at Arthur Kroeger College for a debrief on their experiences, facilitated by Alicia Dobson and Layla Farhat of Kimiya Project Lab. Ten students participated, grounding their learning in their first year of coursework, unpacking the workplace visits while also providing extensive and honest feedback on the pilot.

While participation of the debrief exceeded Kimiya's projection (25% of students), only 50% of students registered for workplace visits attended. This programmatic element will need to be further developed should Arthur Kroeger College continue with *Kroeger Policy Connect* as debriefs are a critical element of experiential learning.

Kimiya solicited student insights, including surprises, lessons learned, and assumptions challenged about public organizations and issues, affirming the success of *Kroeger Policy Connect 2016* in meeting the developed learning objectives. Dinner was provided and certificates of participation were issued to students. Kimiya also received feedback to inform how Arthur Kroeger College could approach experiential learning more fully for first-years moving forward (Annex K), enhanced with the results of a post-debrief survey (Annex L).

## Student Feedback: Highlights & Feedback for Future Years

Student reactions to, and experiences with, *Kroeger Policy Connect* were gleaned largely from the debrief and post-pilot survey (sent via Survey Monkey).

Ten students participated in the debrief and eleven students completed the post-debrief survey, which was sent to all 21 registered participants (Annex K & L).

As indicated in the post-pilot survey, students felt, as a result of the pilot:

- They have a better understanding of what public policy looks like in the 'real world';
- They learned about a new way groups and/or individuals work with, affect, or respond to policy public policy; and,
- Their first year experience in PAPM improved.

Additionally, 100% of survey respondents indicated they would recommend *Kroeger Policy Connect* to a friend.

When asked about their most significant takeaway from *Kroeger Policy Connect 2016*, survey respondents provided a variety of insights, including:

- "I got a chance to explore a side of policy that I hadn't even previously considered. Seeing a grassroots-styled non-profit and its working was interesting, but the most significant takeaway would be the way this organization interacts with the public, the private sector, and the government";
- "Kroeger Policy Connect 2016 solidified my decision for my specialization. I was one of the three students at Amnesty International and talking to the professionals there really made me sure of my decision of choosing Human Rights as my specialization"
- "Networking with professionals is less intimidating than I thought, and after this experience, I would be more than comfortable approaching professionals and networking myself"; and,
- "I now know what I can do with a B.PAPM degree".

Students also had valuable suggestions on ways to enhance *Kroeger Policy Connect* in future years:

- Provide students the option to attend multiple workplaces visits, each representing a different sector and/or actor;

- Provide different timeframes/days for workplaces visits to accommodate varying schedules;
- Spend more time with professionals;
- Include an interactive policy simulation session across the wider participating group; and,
- Include a more formal preparatory session (i.e. how to network, how to engage with professionals, etc.).

## Recommendations

**A practical/experiential learning initiative should be incorporated into the first year of the B.PAPM program.** Overwhelmingly, students have reported high satisfaction with *Kroeger Policy Connect 2016*, noting it has improved their first-year B.PAPM experience. Further, students have a better understanding of the scope of public policy as a result of their participation.

**Retain and build on the model established for *Kroeger Policy Connect 2016*, and place process and approach at the forefront of this initiative.** Merely replicating the model developed for the pilot will not result in all of the positive outcomes – engagement and collaboration with students will be central to building value for students and incentivizing participation.

**Enhance the debrief.** An effective debrief of students’ workplace experience is an important component of experiential learning. It is also the most challenging component for which to elicit student participation. In addition to facilitators, professionals could also be invited to attend in order to enhance student learning and provide an opportunity to build new relationships and make new connections.

**Include a brief programming component specifically on how to engage with professionals, build a network, and draw on it for growth and development.** Center this conversation on the informational interview.

**Maintain *Kroeger Policy Connect*’s existing branding, design and content.** Kimiya worked with communications and marketing experts to develop collaterals in line with current trends and the pilot’s broader strategic objectives. For example, branding for *Kroeger Policy Connect 2016* is deliberately set apart from the branding of Arthur Kroeger College and the wider Carleton community, as to illustrate the uniqueness of the opportunity, which students expressed as highly valued.

**Utilize the same timeframe for the initiative.** Middle of Winter term, shortly after Reading Week is an ideal time to host *Kroeger Policy Connect*. Students thought this provided adequate time to build confidence over their first year to participate. Further, Arthur Kroeger College could benefit greatly by leveraging resources offered by the Faculty of Public Affairs Research Month.

**As much as possible, entrust and empower students to drive not only the initiative itself, but also the experience.** For example, encourage students to liaise directly with professionals, and remind them of details/etiquette through clear, open communications and without judgment.

## List of Appendices

- Annex A: Carleton University Survey Centre Questions and Results – First-Year Students
- Annex B: Carleton University Survey Centre Questions and Results – Upper-Year Students
- Annex C: Carleton University Survey Centre – List of Skills Identified as Useful by Upper-Year Students
- Annex D: Comments, Ideas or Suggestions Identified by Upper-Year Students
- Annex E: Focus Group Guide – First-Year Students
- Annex F: Focus Group Guide – Upper-Year Students
- Annex G: Focus Group Guide – Alumni
- Annex H: Focus Group Results – First-Year Students
- Annex I: Focus Group Results – Upper-Year Students
- Annex J: Focus Group Results – Alumni
- Annex K: Post-Event Debrief Results
- Annex L: Post-Event Survey Results
- Annex M: Student Participants
- Annex N: Professional Participants
- Annex O: Invitation/Instructions to Professionals
- Annex P: Poster

**Executive Summary of Proposed Major Curricular Changes BPAPM Specializations June 2016**Rationale:

Periodic cyclical review for the BPAPM program was completed in 2014 and the Carleton University Committee on Quality Assurance confirmed the assessors' appraisal of the program as 'good quality with national presence.' No report was required, but Carleton's IQAP monitors action plans and the main curricular renewal priority identified in the BPAPM action plan was review and update of the program's seven specializations (a major curriculum change, track A2). The specializations have existed in their current form, apart from periodic minor course updates, since the inception of the program 15 years ago. As noted below, new policy areas have become prominent and new programs have emerged at Carleton which overlap and potentially compete with some of the current specializations. At the same time, the BPAPM is widely recognized as one of Carleton's premier undergraduate degrees. Our high-achieving students take pride in its unique limited enrolment features, distinct 'branding,' and many also identify strongly with their specializations.

The proposed curricular changes aims for a renewal that strikes the right balance between preserving the core elements of the current specializations and necessary updating. It seeks to build on our successes and enhance our 'brand' by further sharpening the policy focus of specialization identities and clarifying their presentation. This will enhance the program's appeal to new prospective high-achieving students and minimize confusion with other Carleton programming (eg., BGIInS, Human Rights). The change will result in more efficient program delivery and better realize program learning objectives, notably through the reduction of the number of specialization/major capstone seminars that will enable their more consistent delivery. The proposed change will help to ensure the program's continuing relevance to current policy interests and issues, from the perspective of students, contributing faculty, graduate programs and policy professionals.

Curriculum Development Process to Date:

The Kroeger College Council began a review of the BPAPM specializations in 2013-14, with proposed new arrangement partially completed by three Council subcommittees in 2014-15, and wrapped up by two Council subcommittees the current academic year. The extended period required for this project can be attributed to the complexity of the curricular change for a program organized on a multidisciplinary holding company model: the BPAPM does not have its own faculty, nor does it offer the courses that make up the specializations (beyond the core PAM 1000, 2000, 3000, 4000 and 4908 courses required by all in-program students). Contributing faculty, and all the courses that make up the specializations, are drawn from units in the Faculty of Public Affairs (plus the Sprott School of Business and a few courses from FASS units).<sup>1</sup> Thus, changes to the BPAPM specializations affect the contributing units and changes to their courses affect our specializations. The College Council includes representatives of all the contributing FPA units, and the Council subcommittees were composed of faculty colleagues from contributing units with expertise in the specializations.<sup>2</sup>

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<sup>1</sup> The contributions of FPA units and the Sprott School are governed by 2002 agreements, renewed in January 2016 entailing 2.0 credit annual equivalent contributions from Political Science, Journalism & Communication, SPPA and NPSIA, annual 1.0 credit equivalent contributions from Economics, Law/Legal Studies, Social Work and the Sprott School.

<sup>2</sup> International and Development (+ Human Rights) subcommittee: David Mendeloff, Vince Kazmierski (2014&15) Lisa Mills, Laura MacDonald (2014). Public Policy and Administration (+Social Policy) subcommittee: Betina Kuzmarov, Marc-Andre Gagnon, Therese Jennisen, Inger Weibust

The 2013-14 Council review noted that the current array of specializations is in part historical legacy (Public Policy and Administration grew out of the old Bachelor of Public Administration, Human Rights was developed before a separate Human Rights degree program emerged, the existing array of policy areas reflects the policy expertise and interests existing at Carleton in the late 1990's). It was also noted that the specializations are varied in character, some narrowly-casted (CITP), while others broadly so (PPA), and there is some overlap (Development and Human Rights; PPA and Social Policy). Finally, the program faces a practical challenge reflected in established patterns of student specialization choices and demand. Our students commit to their specialization at the end of year one. A considerable variation in the number of students between specializations results from their choices which makes it difficult to run separate capstone seminars for each specialization. Since 2010 International Studies has been consistently the largest specialization, with the number of students in year 4 ranging from 16-26, for Development 7-16 students in year 4, Human Rights 5-14, PPA 3-7, Social Policy 1-12, SPOPA 2-9, and CITP 2-8<sup>3</sup>

In 2014-15 the Council commenced a project to update, rationalize and consolidate existing specializations, while also making it possible to offer new policy areas of interest (environmental and security issues were quickly identified). It was agreed that these aims might be realized by moving from current 7 varied to 4 broadly-cast specializations, with two or more subsidiary 'policy streams' in each. This model would enable us to retain key elements of all the existing specializations, open the door to new policy areas, while efficiencies would be found by way of shared specialization components, overlapping required courses common to the broad specialization areas. Four capstone seminars would be offered enabling students to have a more consistent experience regardless of specialization. Work on updating the current *International Studies* and *Development Studies* specializations was largely completed in Winter Term 2015. Major curricular changes in Journalism and Communication and SPPA (COMM to COMS, MPA to MPPA) delayed work on updating the CITP, SPOPA, PPA and Social Policy to this past academic year.

Council subcommittees completed outlines of the new *Public Policy and Administration* and *Communication and Policy Studies* specializations in April (the results of the 2015 and 2016 Council subcommittees were presented to Faculty of Public Affairs Faculty Board on 11 April and to College Council on 20 April). Both boards approved the proposed specialization structure and the key specialization requirements (delegating approval of curricular details, when complete, to the Faculty Board Executive in the case of the Faculty Board, and to the Director and College Administrator in the case of the College Council). Final curricular details have been resolved in consultation with the Chairs/Directors and Administrators of the main units affected (including coordination around the development of replacement INAF 4000 level courses for the International Policy Studies and Development Policy Studies specializations and a replacement PADM 4000 level course for the Public Policy and Administration specialization/major). In the Director's 26 April meeting with the Quality Assurance Office it was recommended that the term 'major' be used instead of specialization and that the subsidiary policy 'streams' within the majors be called 'concentrations' to reflect more consistent

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(2016), Phil Ryan, Susan Braedley, Vadna Bhatia (2015). Communication (CITP, SPOPA) subcommittee: Andre Turcotte, Chris Dorman, Nick Rowe, David Coletto (2015), Betina Kuzmarov, Marc Hanvelt, Kirsten Kozolanka (2016)

<sup>3</sup> Since 2010 International Studies has been consistently the largest specialization, with the number of students in year 4 ranging from 16-26, for Development 7-16 students in year 4, Human Rights 5-14, PPA 3-7, Social Policy 1-12, SPOPA 2-9, and CITP 2-8

usage of such terms across undergraduate programming. The terms specialization and major, and the subsidiary policy concentration and streams can be understood as interchangeable here.<sup>4</sup>

#### Summary of the BPAPM Specialization/Majors Changes:

The curriculum change proposal modifies the three strongest and broader current specializations (International, Development and Public Policy and Administration), and adds a new specialization/major in Communication and Policy Studies which assimilates the current separate Communication and Information Technology and Strategic Public Opinion specializations. The four other current specializations do not disappear but become subsidiary concentrations (CITP, SPOPA, Social Policy, Human Rights) within this new array of 4 specializations or majors (Social Policy becomes a concentration within Public Policy and Administration, Human Rights within Development Policy Studies). Two new policy concentrations have been added in the form of Environmental and Sustainable Energy Policy (within Public Policy and Administration) and Security and Intelligence (within International Policy Studies). There are no changes to the program core or to the credit weight allocated to the specializations/majors. The subsidiary concentrations have a credit weight of 3.0 -3.5 credits within the specialization or major.

As noted, the proposed changes represent an updating and rationalizing consolidation of the existing specializations, a modest 'evolution' rather than a reinvention or radical transformation. All the current specialization areas are accommodated by way of flexible broadly-cast specializations. The broadest and most robust of the existing BPAPM specializations (*International Policy Studies, Development Policy Studies and Public Policy and Administration*) are retained and adjusted to accommodate smaller related ones (*Human Rights and Social Policy*). SPOPA and CITP are recognized as discrete areas of study/expertise and become policy concentrations (Communication Technologies and Regulation, Strategic Public Opinion) under the umbrella of a new *Communication and Policy Studies* specialization. New policy areas are recognized with the Security and Intelligence and the Environmental and Sustainable Energy concentrations added to the International and PPA specializations respectively. The subsidiary policy concentrations are expected to be acknowledged on the degree along with the specialization, ensuring continued visibility for the existing specializations that are folded into the new broadened retained or consolidated specializations eg., BPAPM with a specialization in Public Policy and Administration (Social Policy), 'Communication and Policy Advocacy (Strategic Public Opinion).' The proposal aims to have a neutral impact on the programming of the contributing units. The unique BPAPM brand risks being eroded because of inertia stemming from the complexity of coordinating and orchestrating curricular change with contributing units for a program organized on a holding company model. To return to the rationale presented at the outset of this executive summary, updating and sharpening the identity of the BPAPM relative to other programs at Carleton and other Canadian universities by way of this initiative will help keep this signature Carleton undergraduate program vibrant, relevant and attractive.

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<sup>4</sup> There is preference in FPA for retaining the term specialization, to distinguish interdisciplinary undergraduate degrees like the BPAPM and BGIInS from the BA. There is agreement about the term concentration as the appropriate term for a subsidiary policy 'stream,' so long as it is accepted that the credit weight of the subsidiary concentrations can vary slightly between the proposed specializations/majors and be less than the usual 4 credits found in many program concentrations (eg., Political Science has 3.5 credit concentrations). The final details of the Calendar change have been worked out through close consultations with the contributing units (in preparation for their sign-offs), and is currently being entered on CourseLeaf to be reviewed within FPA and considered for approval by FPA Faculty Board Executive. Once these Faculty level processes are completed (July), the proposal will go to CUCQA, SCCASP, SAPC and Senate. If the proposal is approved before the end of the current curricular round (September), the change would take effect for new students entering the BPAPM in 2017-18 (a transition and communication plan is submitted with the proposal).



## **Overview:**

### **1. Communication and Policy Studies:**

Combines common requirements of current CTP and SPOPA specializations plus:

Communication Technologies and Regulation Concentration: Policies concerned with publishing, broadcasting, telecommunications, internet, information systems; impact of digital and other technological transformations; regulatory regimes and rights (expression, access and privacy).

Strategic Public Opinion Concentration: Communication practices, policy advocacy and persuasion, strategic communication, polling and opinion research, political campaigns and market intelligence.

### **2. Development Policy Studies:**

Retains core elements of the current Development Studies specialization plus:

Rights and Human Development Concentration: International and comparative national/regional social, political development issues and human rights.

Global Economic Relations Concentration: The economic and related political dimensions of globalization and development challenges, the local impact of international economic policies (eg., trade, finance and monetary).

### **3. International Policy Studies:**

Retains core elements of the current International Studies specialization plus:

International Relations and Conflict Concentration: International responses to, and management of, problems related to international peace and conflict.

Security and Intelligence Concentration: Responses to terrorism, international and national security policies, intelligence and threat assessments, defence policy, and the political and legal implications of these policies.

### **4. Public Policy and Administration:**

Retains core elements of the current PPA specialization plus:

Social Policy Concentration: Policies concerned with social welfare and income security, health, and education.

Economic Policy Concentration: Policies concerned with the public operations and activities under federal, provincial and municipal jurisdictions, related fiscal and taxation issues, relations between public and private sectors.

**Environmental & Sustainable Energy Policy Concentration:** Local, regional, national and international environmental and energy policies, protection of environments and integrity of air, water, land, flora and fauna, managing energy demands and sustainable alternative sources.

**Important Curricular Notes:**

**No changes to program core and credit weight allocations to specializations/majors** eg.,

Year 1: Common requirements; specialization must be declared by conclusion of Winter Term (15 May)

Year 2: 1.0 credits in specialization completed

Year 3: 3.0 credits in specialization completed

Year 4: PAPM 4000, 4908 + 2.5 specialization credits completed

Free Electives: 4 credits-- 1.0 each year

(Language requirements for the BPAPM unchanged including additional requirement for International Studies specialization. We will work with the Quality Assurance Office, in a subsequent curricular round, to update)

Major CGPA: 4 credits (from PAPM core courses) + 6.5 credits (from specialization courses) -unchanged

Specialization/Major: 6.5 credits completed in specialization courses offered by contributing units + PAPM 4000 and 4908--8 credits -unchanged

**Subsidiary concentrations have been added to the specializations/majors in this proposal:**

Within 8.0 credits in each specialization:

-3.0 credits are to be completed in either concentration in the Communication and Policy Studies specialization

-3.5 credits are to be completed in either concentration in the Development Policy Studies specialization

-3.5 credits are to be completed in either concentration in the International Policy Studies specialization

-3.5 credits are to be completed in one of three concentrations in the Public Policy and Administration specialization

All other credits specified within the specialization/major are shared by students in that specialization regardless of concentration.

The concentrations are subsidiary and directly connected to the specialization and a concentration attached to one specialization cannot be completed by students who are in another specialization