MA in Community Development:
Recommendations for the University of Victoria

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Matt Broadbent completed his Master's in Public Administration at the
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BALTA supported Master's program in community development at the
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EXECUTIVE SUMMARY

The Community Economic Development, Cooperative and Non Profit and Voluntary sectors constitute a large and important part of the Canadian economy, each playing a vital role in strengthening Canadian communities. The challenges facing these sectors are becoming increasingly complex, and changing social, environmental and economic conditions have placed greater demands on practitioners and organizations within the Social Economy.

In response, various interests came together to develop a Master of Arts degree in Community Development at the University of Victoria (UVic), aiming to build the governance, leadership, analytic, and management capacity of practitioners in the Community Economic Development (CED), Cooperative and the Non Profit (NP) sectors. These interests, both internal and external to the University, have come together to form a program Steering Committee aimed at developing a detailed proposal for UVic, and to provide ongoing guidance for program development.

While the Steering Committee brought a wealth of knowledge to table, it was determined that further research was needed to explore various details regarding program delivery and design. Specifically, this study provides two key deliverables to help guide the discussion of the Steering Committee and propose recommendations for the ongoing development of this program. The first deliverable was to conduct a review of comparable programs in Canada and beyond, and the second was to elicit advice from practitioners on the needs and challenges of future students, organizations and the larger Social Economy. The following research questions were identified to guide the stakeholder consultations:

- *How can this program best serve the Social Economy and strengthen the CED, Cooperative and Non Profit Sectors?*
- *How should this program be designed to attract and retain a high quality flow of students from the Community Economic Development, Cooperative and Non Profit Sectors?*
- *How should the program be developed to meet the needs of organizations within the Social Economy?*

Since this study was conducted in parallel to the development of the proposal to the University, the research findings presented in this paper indirectly informed the submitted proposal. The recommendations presented to the Steering Committee relate to the more detailed phases of program design and towards ongoing considerations as the program evolves.

Methodology

There were three key research tasks that were conducted in this study. First was a review of programs in Canada that share similar features to the proposed program at UVic. This serves as a requirement of the University's guidelines for developing a new program, but also helps to inform program development from both a competitive and collaborative viewpoint. The second key deliverable for this study was to consult community stakeholders on the needs, challenges and competencies demanded from future students, organizations and the larger Social Economy. A series of interviews and a broader reaching survey were conducted to elicit their advice, allowing a balance of qualitative and quantitative feedback.

Key Research Findings

The review of comparable programs found that there are no existing graduate level programs in Canada that focus explicitly on building the capacity of practitioners in each of the CED, Cooperative and NP sectors. There are, however, seven graduate level programs that target one of the above sectors. A review of these programs indicates a diverse range of parameters relating to the structure, delivery, and overall design of these programs.

The survey and stakeholder interviews gained valuable information on several considerations for how this program should be designed. The results from each are presented alongside each other as they relate to several key design parameters, followed by a discussion in relation to the key research questions forming the basis of this study: How this program could best serve future students, their organizations and the larger Social Economy?

Recommendations

This paper provides recommendations to the Steering Committee on two separate phases of program development. First are recommendations for detailed program design. These are directed towards the phase of development between the submission of the proposal to the University in March 2009, and when the first courses are expected to begin in the summer of 2010.

- *Recommendation 1: Maintain a Balance between Theory and Practice*
- *Recommendation 2: Facilitate Work Exchanges and Placements*
- *Recommendation 3: Admissions - Allow for Concentrations based on Sector*
- *Recommendation 4: Explore the Potential for Institutional Funding Partners*

The following recommendations relate to the ongoing direction and governance of the proposed program. It is recommended that this program has been established and has

a solid footing before exploring these options, but that they are considered in the strategic vision and planning as the program evolves.

- *Recommendation 5: Exploring Increased Student Diversity*
- *Recommendation 6: Ensure Student Interests Remain Central*
- *Recommendation 7: Explore Potential Satellite Residencies*
- *Recommendation 8: Build Institutional Partners Nationally*
- *Recommendation 9: Build Institutional Partners Internationally*

This report provides a body of information that will be relevant to the Steering Committee on the upcoming phases of program development and long-term guidance for program governance.

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SECTION 1: INTRODUCTION

The Community Economic Development, Cooperative and Non Profit and Voluntary sectors constitute a large and important part of the Canadian economy, with each playing a vital role in strengthening Canadian communities.   The challenges facing these sectors are becoming increasingly complex, and changing social, environmental and economic conditions have placed greater demands on practitioners and organizations within the Social Economy.

In response, various interests came together to develop a Master of Arts degree in Community Development at the University of Victoria (UVic), aiming to build the governance, leadership, analytic, and management capacity of practitioners in the Community Economic Development (CED), Cooperative and the Non Profit (NP) sectors. The Canadian Centre for Community Renewal, the Centre for Non Profit Management, the BC Cooperative Association and the School of Public Administration have anchored a Program Steering Committee to develop a detailed proposal to the University. It was decided that further research was needed to explore details regarding program delivery and design.

To inform the development of this program, the following key research questions were identified to guide the discussion and propose recommendations for program delivery and design. The research questions are:

- *How can this program best serve the Social Economy and strengthen the CED, Cooperative and Non Profit Sectors?* The overarching goal for any University Program is to produce practitioners and scholars that will, to one extent or another, advance the health and welfare of a society and its citizens. This program is to be designed with the goal of strengthening the Social Economy, and in turn nurture the development of strong, healthy and resilient communities.

- *How should this program be designed to attract and retain a high quality flow of students from the Community Economic Development, Cooperative and Non Profit Sectors?* The needs of prospective students must be at the forefront when considering options for program design and delivery. This will ensure this program be in a position to attract the best talent and will promote the program from a marketing perspective.

- *How should the program be developed to meet the needs of organizations within the Social Economy?* A design feature going into this research project is that the program will be delivered on a part-time basis, and primarily at a distance using on-line capabilities. It is essential that the program be designed so that the home organizations of participating students are supportive, both with flexible work environments and possibly financially, as a student moves through the program.

To respond to these questions, two key research tasks were undertaken. First, a scan of similar and comparable academic programs was carried out to present the current academic landscape of Social Economy based education in Canada and beyond. Second, a series of stakeholder consultations and a broader targeting survey were conducted to gather input from a variety of practitioners and prospective students in the CED, Cooperative and Non Profit Sectors.

This study has been undertaken in parallel to the work and deliberations of the Steering Committee. The findings outlined in this report have helped inform the Steering Committee on the development of the program proposal to the University and will have ongoing relevance on curriculum design and future program support. This study concludes by offering recommendations to the Steering Committee on further considerations for program design.

This report is comprised of 9 key sections, including this introduction. Section 2 provides background into the proposed program. Section 3 provides an overview of the key contextual drivers motivating the development of this program. Section 4 presents the research methods used in this study. Section 5 reviews comparable graduate level programs in Canada and internationally. A detailed summary of key informant interviews and survey findings are presented in section 6. A discussion of the findings based on the key research questions is presented in section 7 and section 8 offers recommendations to the ongoing development of this program. Section 9 concludes.

SECTION 2: BACKGROUND

The overarching purpose of this report is to present recommendations into the development of a Master program relating to Community Development at the University of Victoria. The purpose of this section is to provide background information on two issues. First, an overview of the Social Economy in Canada is presented, the segment of the economy to which this program targets. Next, the initial stages of program development will be reviewed, leading to an explanation of why this study is relevant in the development of this program.

Section 2.1 - The Social Economy in Canada: An Overview

The motivation for this research project stems from a need to develop the capacity of practitioners and organizations in the Social Economy, specifically in the Community Economic Development (CED), Cooperative and Non Profit and Voluntary (NP) Sectors. The term "Social Economy" is not widely recognized in North America and perhaps outside of some academic circles, there is little theoretical understanding of the term (Restakis, 2006). Nonetheless, this terminology will be used throughout the paper in an effort to most accurately categorize the broad and unique elements of the CED, Cooperative and NP sectors. It is therefore necessary to present an overview of the Social Economy and its position amongst other institutions and organizational forms in the Canadian economy.

Positioning the Social Economy

There is no standard definition of the Social Economy and is therefore "prone to misleading interpretations that are either too inclusive on the one hand, or too restrictive on the other" (Restakis, 2006, p. 2). It is beyond the scope of this paper to define or categorize the Social Economy and its composing elements, and instead proceeds by using the underlying concept behind the term - the objective of inserting social goals into the heart of economic life[1]. To illustrate, the following diagram is borrowed from John Pearce's book "Social Enterprise in Anytown" (2003) to map the Social Economy in relation to other actors in the social and economic spectrum.

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[1] For a variety of definitions, both in a Canadian and international context, see the following paper from the Canadian Co-operative Association (n.d.) - *Operationalizing and Defining the Term Social Economy: National and International* Examples

Figure 1: Positioning the Social Economy

Three Systems of the Economy
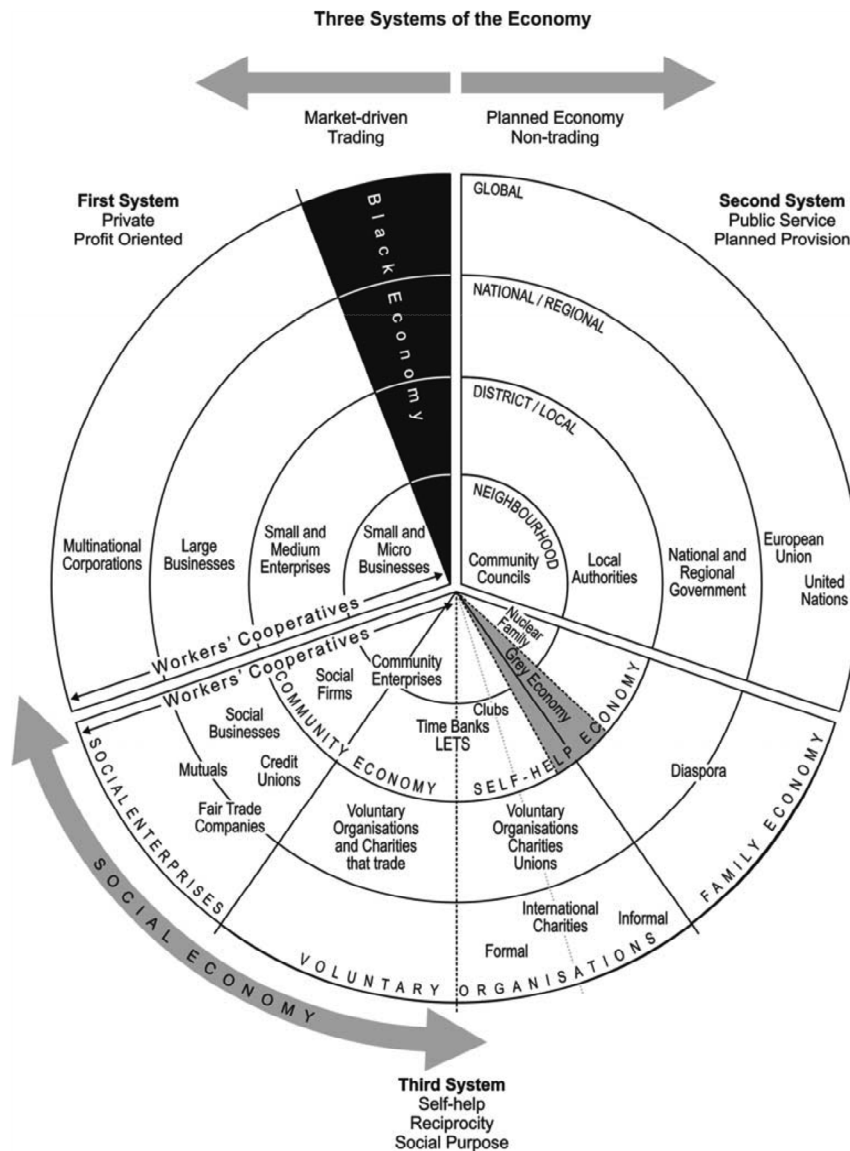
Diagram from Lewis, 2007 [Adapted from Pearce, 2003)

As illustrated above, the economic space between the private sector and the public sector is made up of individuals and organizations within the Third System. According to Pearce, "the Third System essentially makes up what is often referred to as "civil society", the institutions of the people through which the people organize themselves" (Pearce, 2003, p. 38). These institutions are motivated by factors beyond profit and shareholder benefit (in contrast to the First System), yet are controlled and operated independently from the state (in contrast to the

Second System).   Primarily within the Third System is the Social Economy, the segment of the economy comprised of organizations that engage in the trade of goods or services, but are primarily motivated by a community or socially minded purpose (Pearce, 2003)[2].

Traditions within the Social Economy

There are different ownership and management structures within the Social Economy, each with the goal of integrating a society or community's social and economic aims. Three related, yet distinct traditions have emerged through Steering Committee deliberations that form the basis of this research project and overall program development. These include the Community Economic Development Sector, the Cooperative Sector and the Non Profit and Voluntary Sector[3].

Community Economic Development Sector – Community Economic Development (CED) is a community based and directed approach that addresses economic, social and environmental challenges of that community. The basic concept behind CED is that it uses a comprehensive system of both social and economic initiatives "to create long-term new resources that enhance the locality as a place to live and work" (Perry and Lewis, n.d., para. 2). CED uses a broad array of techniques and social policy tools necessary to take a complete and encompassing approach to community development. Partnerships and collaboration of different sectors and organizations is essential to create a holistic CED approach, where non-profit, cooperative and other institutions network together to deal with their community's most pressing problems.

Cooperative Sector – Cooperatives are expressed in the Pearce diagram (as illustrated above) at the intersection between the first and third systems. As defined by the International Co-operative Alliance, a cooperative is "an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise" (BC Institute for Co-operative Studies [BCICS], n.d., para. 2). The cooperative sector in BC is comprised of 648 registered cooperatives, housing co-ops and credits unions accounting for over $28 billion in assets in 2004 (Restakis, 2006). One element that differentiates cooperatives from many other organizations within the social economy is that business outcomes are often central to the leadership and management practices of the

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[2] In his paper *Defining the Social Economy – The BC Context,* Restakis (2006) argues that the defining factor of the Social Economy is the principal of "reciprocity", meaning "that one economic agent (be it individual or organization) provides a service to another in the expectation that the receiver will reciprocate in like manner if not to themselves, then to others" (p. 10)

[3] To provide context, other organizations that comprise the Social Economy include "Cooperatives, credit unions, mutuals, trade unions, business associations, non-profits, charities, volunteer organizations, cultural organizations, religious organizations, and recreational groups of all types and orientations" (Restakis, 2006, p. 12)

cooperative, only profits are redistributed to its members or reinvested into the community[4].

Non Profit and Voluntary Sector – In the Pearce diagram above, the Non Profit and Voluntary Sector is represented by the majority of the social and economic space in the Third System. Non Profit and Voluntary Organizations (hereby referred to as Non Profit Organizations) are defined as organizations that are non-governmental, non-profit distributing (meaning that none of the profits are returned to the owners or directors), self-governing, voluntary and registered by some level of government (Statistics Canada, 2003, p. 8). The majority of Non Profit Organizations tend to be regionally focussed in Canada, with approximately 64% serving individual neighbourhoods, cities, towns or rural municipalities and 19% serving regions within a province (Statistics Canada, 2003, p. 16).

The economic impact of this sector is huge, where in BC alone, more than 20,000 registered Non Profit organizations account for $11 billion in revenue and employ more than 147,000 individuals. An additional 1.5 billion volunteers contribute an approximate 114 million hours of work annually to these organizations. While much of the funding comes from external granting (mostly from the provincial government), 60% of Non Profit Organizations earns income (primarily through the delivery of goods and services or membership fees) and 51% of Organizations are dependent (more than 50% of total revenue) on this earned income for revenue generation (Murray, 2006).

While each sector has its unique strengths and challenges, it has been suggested by the Steering Committee that a consolidated Master's program combining these three streams will be more sustainable, offer a more rounded and global perspective of the Social Economy, and enable the School to take advantage of overlap between sectors (School of Public Administration, 2008). Therefore, representatives from each of these traditions, along with representatives from the University of Victoria, came together to form the Steering Committee for the development of this program[5]. The following subsection presents the initial stages of development for this program and the rationale for this research project.

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[4] Cooperative organizations exist in many different forms. For example, credit unions, as well as agricultural, consumer, housing, insurance and worker cooperatives, are all significant contributors to the Canadian economy. More information can be found at Canadian Co-operative Association (n.d.) *Canadian Co-op Sector Profiles*

[5] It is necessary to acknowledge that each of the sectors are highly dependent on one another and cannot necessarily be viewed as distinct. For example, a Community Development Corporation using a territorial and holistic CED approach will likely use an array of cooperative and nonprofit organizing structures to meet its goals.

Section 2.2 - Developing an MA Program: History, Project Rational and Next Steps

This subsection provides a background into the history of program development that has made this research project necessary. The rationale for this study will then be discussed, followed by the next steps of program development. The following diagram illustrates the phases of program development and how this research study contributes to the overall process.

Figure 2: Research Framework
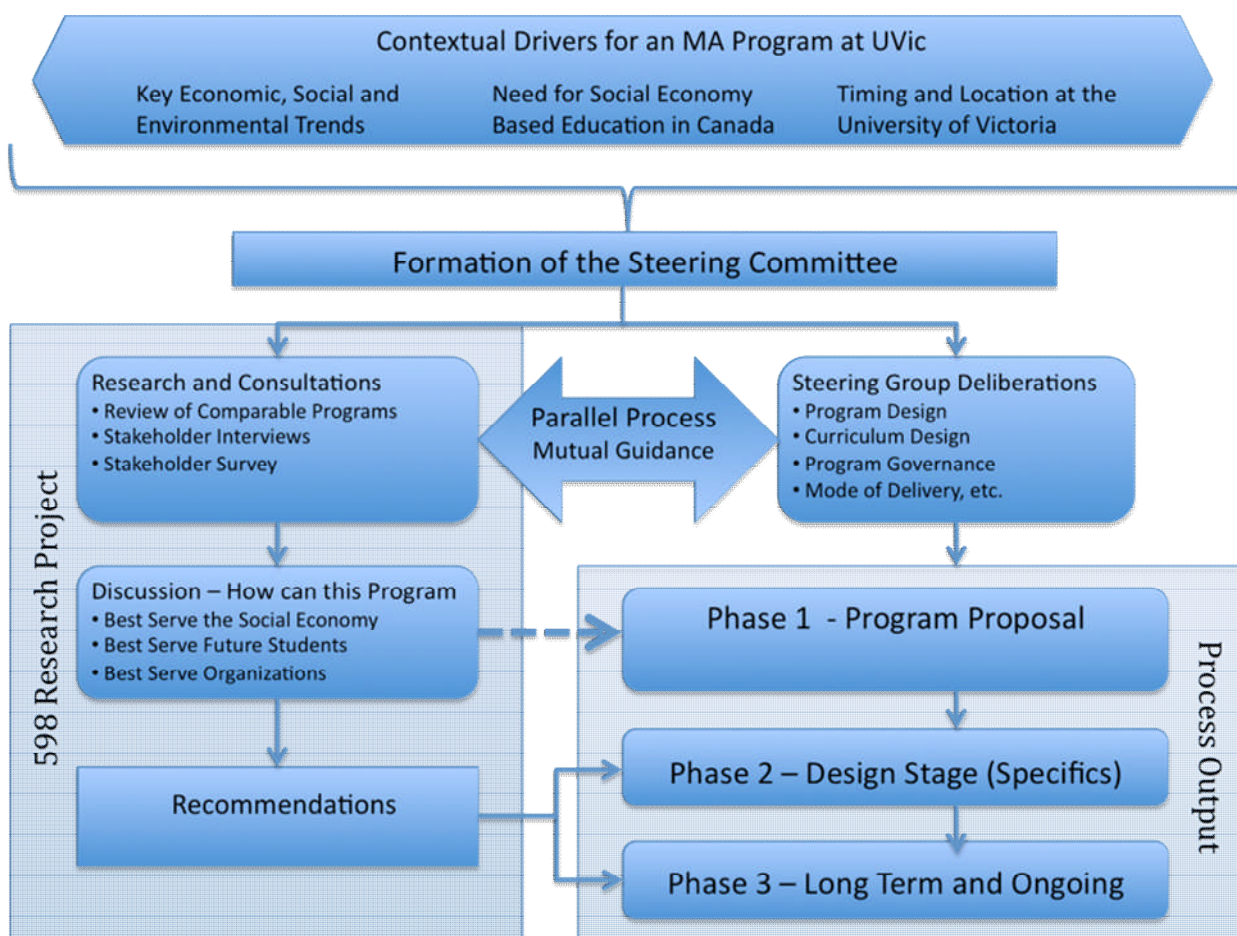
History - Formation of the Steering Committee

Over time, various people interested in building capacity in the Social Economy approached the School of Public Administration at the University of Victoria, each looking to support developing segments of the Social Economy. Following an unsuccessful attempt of developing a Master's level program in Community Economic Development at Royal Roads University, and through the urging of several external

parties to the University, the School of Public Administration assembled a Steering Committee to investigate the possibility of a new Master's Program at UVic. Among the key contributors to the Steering Committee were representatives[6] from the:

- *The Canadian Centre for Community Renewal[7]*
- *The Centre for Non Profit Management*
- *BC Cooperative Association*
- *BC Institute for Cooperative Studies, University of Victoria*
- *Office for Community-Based Research, University of Victoria*
- *School of Public Administration, University of Victoria*

Early rounds of discussion culminated in a Prospectus finalized on April 7, 2008 which outlines the concept for developing a MA degree in Community Development, and with the additional purpose of animating discussion among interested parties and eliciting advice on a developing a more detailed proposal (Prospectus is attached in Appendix A).

Project Rationale – This Study and Phase 1 of Program Development

The primary purpose of this research project is to elicit advice from practitioners beyond the aforementioned Steering Committee on how this program should be developed. While the Steering Committee brought a wealth of knowledge and experience to the table, it was determined that further research and external consultations were necessary to inform the parameters for program delivery and design. In order to attract high quality students, faculty and instructors, and ensure that graduates depart with the knowledge and skills demanded by the sector, it is important that the interests and needs of stakeholders are consulted.

As illustrated in Figure 2 on the previous page, the research conducted for this paper ran in concurrence with the deliberations and individual work done by the Steering Committee. This researcher was engaged with the Steering Committee through much of the process, and shared the results of this research as it became available. Since these research results informed the deliberations of the Steering Committee, the discussion section of this paper indirectly informed Phase 1 of program design, developing the official proposal to the University. Due to the synchronous undertakings of the Steering Committee work and this research project, time restraints demanded that the University Proposal was to be submitted prior to completion of this research paper.

For this reason, the recommendations from this report focus on the design phases that take place following submission of the official proposal. These relate to

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[6] Individuals on the Steering Committee each represent larger affiliations, including the BC/Alberta Social Economy Research Alliance (BALTA) and the Canadian Community Economic Development Network (CCEDNET)

[7] Formerly the Centre for Community Enterprise

recommendations for Phase 2, the specific elements of program design, and advice for Phase 3, the ongoing and long-term delivery of this program. These are presented in Section 8 of this paper.

Next Steps – Phase 2 and 3 of Program Development

Since the publication of this report will coincide with official proposal submission to the University, the recommendations from this report will target the "post-proposal" phases of program design and delivery. As was discussed above, Phase 1 of program development culminated in the submission of the program proposal to the University. The program proposal required that the general parameters of the program were set forward, including an overview of core and elective courses, the methods of course delivery, and an overview of the general learning outcomes required from students.

The proposal to the University lays the foundation for the proposed MA program, but many of the specifics, in particular the detailed design of courses and assignments, are developed once the proposal has received approval from the necessary University and governing bodies[8]. This stage of program design is represented by Phase 2 of program development. The proposal to the University was submitted in March 2009, with an aim to begin classes in May of 2010.

Phase 3 represents the ongoing and long term development of this program. This phase of development looks beyond the start date for this program, and instead explores options and presents recommendations into the long term evolution of an MA program at the University of Victoria.

The left hand side of Figure 2 (on p. 7) presents the research conducted in this study as it is organized in this paper. First, the contextual driving forces that make this program relevant are explored in Section 3. Later, the research findings are presented (Sections 5 and 6), along with a discussion of the findings in relation to the research questions of this study (Section 7). Finally, recommendations are provided in relation to Phases 2 and 3 of program development (Section 8).

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[8] The approval process begins with the Faculty of Human and Social Development, and proceeds through several planning and governing bodies at the University of Victoria. Once approved by the Board of Governors, the proposal is sent to the BC Ministry of Advanced Education for final acceptance. The review process is expected to take approximately 5 months before final approval.

SECTION 3: SETTING THE CONTEXT

Taking a step back, this section explores some of the key issues that brought the Steering Committee to the table in the first place. Setting the contextual drivers that guide the development of this program helps to frame why this program may have relevance for Canadians today.

This study identifies three primary contextual drivers that motivate the development of this program at UVic. First, section 3.1 provides a discussion into some of the primary social, economic and environmental challenges facing the next generation of practitioners in the Social Economy. This presents some insight into how the needs and roles of practitioners are evolving. Section 3.2 presents a discussion into why a Masters Program aimed at strengthening the Social Economy may be relevant for Canadians, looking specifically into how the current academic environment may not be adequate in its role of developing the Social Economy. Finally, section 3.3 explores the timing of this proposed program and how it relates to the goals and plans of the School of Public Administration, the University of Victoria and the BC Government. This contextual piece shows how UVic is well positioned to fill the academic void in Canada for Social Economy based education.

Section 3.1 - Sector Challenges: Global Trends and Community Action

Canadian communities are facing a complex and dynamic set of challenges. Increasingly, organizations within the Social Economy must adapt to social, economic and environmental changes that threaten the wellbeing of citizens and communities. This program looks to create leaders and managers of community and Social Economy based-organizations who can not only effectively manage and lead in the current social, economic and environmental landscape, but also able to forecast, innovate and/or adapt to the next generation of challenges facing communities. This subsection provides an overview of the broad trends and key driving forces that will change the manner in which the Social Economy will organize and operate.

All of the challenges below impact every segment of the economy and the Canadian population, but each are discussed in the context of how they will impact Canadian communities and the Social Economy. These challenges are presented to provide context into the issues facing the Social Economy, and also provides a broad platform for more specific feedback that emerges from the primary research that is presented in Section 6 of this paper[9].

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[9] These challenges are pulled from various documents that were reviewed throughout this research. Kates and Parris provide a good overview of key global trends for the *2003 Proceedings of National Academy of Science*. They classify 26 long-term global and regional trends that requires a transition where "a stabilizing world population meets its needs and reduces hunger and poverty while maintaining the planet's life support systems and living resources" (p. 8062)

Growing Income Disparities and Economic Uncertainty: Much of the Social Economy exists to aid and support those individuals at the social and economic margins of society. Fighting poverty is central to CED and constitutes a large portion of the work done by Nonprofit and Cooperative Organizations. In 2003, over 32,000 Non Profit organizations or institutions in Canada centered on activities to "promote the economic and social well-being of society" or the provision of "social services to a community or target population" (Statistics Canada, 2003, p.14). Cooperatives also provide goods and services, as well as employment, to the most impoverished members of Canadian communities. There are approximately 2,200 housing coops, 466 childcare coops, 589 workers and 150 health care cooperatives which enable and empower low income Canadians access to an income and their basic needs (Canadian Cooperative Association, 2008).

A greater burden will be put on the Social Economy as an increasing number of Canadians will come to rely on these services. Since 1980, there has been a growing disparity between Canada's richest and poorest individuals. While the median incomes have remained the same at approximately $41,000 (in 2005 constant dollars), the median income of the lowest quintile of income earners experienced a decrease of 20.6% to $15,375 while highest quintile increased by 16.4%, to $86,253 (Statistics Canada, 2008).

Global economic uncertainty emerging in the latter part of 2008 will also have a major impact on how the Social Economy organize to meet the needs of communities. Employment in Canada fell by 213,000 jobs between October 2008 and January 2009 (Statistics Canada Daily, Labour Force Survey, February 6 2009), and it is widely believed that Canada is entering an extended recession in coming months or years.

Both trends in growing income disparities and looming economic uncertainty put a great stress on the Canadian public, especially low income earners who will feel the brunt of an economic downturn. Since this already occupies much of what the Social Economy does, further stress will be put on CED, Cooperative and Nonprofit organizations to ensure the health and safety of low income Canadians.

Downloading of Services: In the late 1980's and 90's, the Federal and Provincial Governments restructured the way services were delivered in Canada. After years of running federal deficits and the emergence of a recession in the early 1990's, the Federal Government began to reduce transfer payments to the provinces (who bear the primary responsibility for the delivery of social services). Faced with reduced transfers and rising social costs due to the recession, provincial governments in turn reduced payments to local government and many social organizations, and encouraged them to assume greater responsibilities for services (Brock, n.d.)

Hall and Reed (1998) argue that the government takes two strategies when downloading services to the NP sector. They either decrease services, resulting in an increased demand of services being provided by NP organizations, or they contract out services directly to these organizations. When Government reduces services (and cuts funding), the Social Economy must respond by decreasing services, look for private funding, increase fees for service and/or increase business activities. When services are contracted out, organizations will respond by changing their focus to match government objectives. Either case results in increased competition for contracts and private giving, and there will be a competitive advantage to larger organizations, which have the resources to compete for contracts (Hall & Reed).

Government downsizing and downloading has given the Social Economy more responsibility in meeting the needs of citizens, but has also shifted the skill set of leaders and managers within these organizations. Limited finances and greater demands require greater efficiency in the sector, and raising funds from private donors or business activity becomes more of a competitive venture for organizations. In short, government downloads put a greater stress on the Social Economy to ensure the health and welfare of their citizens. More effective leadership and management in the sector is necessary to ensure these services, and also to transform communities so citizens become less dependent on services delivered by the Social Economy.

Aging Demographics: As is similar in all segments of the population, organizations within the Social Economy will soon confront a huge demographic and succession challenge. Born between 1946 and 1964, the "baby boom" generation makes up more than 30% of the Canadian population. With over 1.2 million people working in the NP Sector (Toupin & Plewes, 2007) and 155,000 in the Cooperative Sector (Government of Canada, 2006) in Canada, the Social Economy will not be immune to the demographic shift[10]. Toupin and Plewes (2007) argue that while "the boomer exodus will affect positions at all levels, the voluntary and nonprofit sector is especially vulnerable at the leadership level[11]" (p. 129). As these practitioners begin to step down from their management and leadership roles, they will need to find successors who can effectively take over the reigns of the organization.

In addition, these boomers will put unprecedented stresses on the housing market and health care system. In 2006, per capita government health care expenditures for seniors (aged 65 and older) exceeded the rest of the population by a multiple of five (Canadian Institute for Health Information, 2008). Appropriate housing will be another stress on society, as this population will demand greater accessibility and a greater level

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[10] As of 2007, there have been no broad national studies outlining the impacts of the leadership deficit on the NP sector in Canada (Toupin & Plewes, 2007). For perspective, a US study estimates that between 2006 and 2016, approximately 640,000 new senior managers will be needed in the NP sector, a 140% increase from current NP executives (Tierney, 2006)

[11] Toupin and Plewes (2007) define leadership as "paid employees in management positions within the organization" (p. 129)

of care as they become older. Organizations within the Social Economy already play a strong role in delivering services for the elderly[12]. While it is yet to be seen how the government and private sector react to these changing demographics, the Social Economy must be prepared to provide the services that are demanded from this population.

To prepare for these changing demographics, CED, Cooperatives and Non Profit organizations will have to reorganize, both in filling leadership vacancies and to meet the changes in services demanded by the older generation. This MA Program could act to refill the void left by outgoing management in these positions, at the same time as educating students on the challenges and implications to communities of an aging demographic.

Rising Energy Costs: Industry, transportation and modern day food production are all highly dependent on fuel and energy costs. Holdren estimates that the global energy consumption will rise by a factor of 2.46 by 2050 based on "business as usual" consumption patterns (from Homer-Dixon, 2007). While the demand for energy is going up, the world output of cheap oil is believed to be reaching its peak, rendering the cost of energy (and therefore many basic human needs) more expensive[13]. Driving to work, heating a home, and many other daily necessities are each dependent on energy prices. The cost and accessibility of food is one example that may have significant effects on Canadian communities. The food eaten by Canadians travels an average of 2429km from where it is grown and the price of oil accounts for approximately 20% of food costs (Perry & McNair, 2006).

Communities will need to adapt to rising costs of energy, especially relating to transportation and food production since they represent two basic needs in the modern lives of Canadians. Instead of a dependency on cars, and if local public transportation is unsatisfactory, commuters may look to alternative sources of transportation to be delivered by the Social Economy.[14] Food security is also an issue of concern and is partly driven by energy costs. A reliance on importing food not only threatens the livelihood of a community in the event of a political or environmental shock, but also if energy prices

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[12] In 2003, 11% of all Nonprofit and Voluntary organizations reported that they provide services specifically to the elderly (Statistics Canada, 2003, p. 15)

[13] Estimating global oil reserves are difficult and estimates are highly contentious. A widely used estimate (and criticized by many for being too optimistic) by the US Geological Survey calculated that the world has used approximately one third of easily recoverable (therefore cheap) oil (Homer-Dixon, 2007). A more conservative estimate by the Association for the Study of Peak Oil and Gas estimates that humankind has consumed half of its endowment of cheap oil (Homer-Dixon). A trend towards extracting more expensive oil reserves, such as the oil sands in Alberta, provides more tangible evidence of a trend towards higher energy costs

[14] For example, car and bike cooperatives are becoming a legitimate and attractive alternative in many urban regions. One model in Canada is the Co-operative Auto Network (CAN) based in the Vancouver Region. CAN serves over 3000 people with a fleet of 228 cars, trucks and vans. (Co-operative Auto Network, n.d.). Montreal is launching a bike share program in the Spring of 2009, rolling out 3,000 bikes at 300 stations around the city (BIXI, 2008).

drive up the cost of food. Communities could look to produce a larger proportion of their food locally and may look at the Social Economy to shepherd this transition.

Climate Change: According to the Intergovernmental Panel on Climate Change [IPCC], the "warming of the climate system is unequivocal, as is now evident from observations of increases in global average air and ocean temperatures, widespread melting of snow and ice and rising global average sea level" (IPCC, 2007, p. 30). Among other social and environmental factors, this will have a significant effect on ecosystems, water resources, food security, human health and where people choose to settle[15]. The rise in temperature is widely attributed to human activities and the release of greenhouse gases into the atmosphere (IPCC).

Communities will have two major responsibilities when responding to the impacts of climate change: Mitigating emissions and adapting to its physical and social repercussions. In an effort to curb emissions and slow the rate of climate change, communities will have to adhere to (or perhaps exceed) national and international emission standards. This could include initiatives such as instituting more efficient transportation strategies, developing local food production systems or a focus on alternative energy production. DeMarco writes that "environmental innovations often occur at the local level (e.g. recycling, pesticide restrictions, etc) and if this process of experimentation and innovation can be accelerated, then so to will its uptake into other levels of action and decision-making." (DeMarco, 2005, p. 15)

While the ultimate effects of climate change are uncertain, there will surely be significant social and economic implications for communities. High polluting industries may face closure, forcing communities to find alternate economic opportunities. Communities may also have to adapt to changing environmental conditions, such as a shift in farming conditions or fluctuating levels of clean water. As many of its inhabitants will be adversely affected by changing conditions, the Social Economy will need to adapt to the needs of communities.

The challenges outlined above present only a very brief overview of some of the macro issues that will likely have a profound impact on the organization of Canadian communities. Again, these trends were selected from the literature in order to set the context for the proceeding phases of research. The stakeholder consultations, and in particular the interview and discussion results discussed in Section 6, provide a more detailed look into what the challenges are from the perspective of practitioners in the Social Economy.

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[15] There is a wealth of literature attempting to measure the magnitude of climate change and the impact generated by humans. The results are varied and are not discussed in this paper, only a brief snapshot is provided.

Section 3.2 - The Need for Education: Bringing together the Sectors

Improving the management and leadership abilities of practitioners in the Social Economy will improve the capacity of how communities deal with the challenges identified above. This leads to another key driver for the development of this program, that there is a need and demand for graduate level education aimed at building the capacity of practitioners in this sector.

Measuring the demand for Social Economy based education, especially at the graduate level, is a challenging task that goes beyond the scope of this paper, but should be discussed in broad terms nonetheless. Assessing the demand for this particular program can take several forms. Would prospective graduate students and practitioners in the Social Economy want to engage in this program? Would organizations look to hire its graduates or encourage their employees to participate? On aggregate, is the Social Economy looking for better leadership and management to push forward sector, and is the current educational landscape equipped to meet these demands?

This study does not look to directly measure the demand from prospective students or employers, but instead seeks to gather their advice on how this program can best meet their needs[16]. This study also looks at the supply side of educational offerings, outlined in the review of comparable programs in section 5 of this paper.

Since this study does not provide a detailed analysis into the need and demand for the proposed program in Canada, this subsection highlights several indicators of the demand for the proposed program. The purpose of this is to help illustrate of why this program may have relevance for Canadians. The following themes have emerged from a review of literature and program development so far[17].

Impact of Graduate Level Programs on the Social Economy: To determine the need for graduate level education relating to the Social Economy, it is useful to refer to studies that gauge the impact of a graduate level program on the student, the organization or the cumulative effect on the Social Economy. As section 5 of this paper will indicate,

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[16] While evaluating the demand for such a program would likely be an informative endeavor, it was omitted for two reasons. First, an assessment of demand goes beyond the scope of this paper. This study was undertaken with the following research questions in mind: How can a Masters Program be designed and delivered to best serve the Social Economy, future students and organizations within the Social Economy (refer to Section 1 for a review of the research questions)? Secondly, a relevant market assessment is dependent on a clear set of parameters indicating what this program is looking to achieve. Beyond the limited parameters outlined in the prospectus (attached in appendix A), these parameters were not clearly defined prior to this study.

[17] These themes present interesting questions for further research, specifically: Analyzing the impact of other graduate programs on the Social Economy and the impact of bringing together the CED, Cooperative and NP sectors. While beyond the scope of this paper, these questions are explored further in the concluding section of this paper

education geared towards capacity building in the Social Economy is a relatively new field of graduate studies and is not yet well established in Canada. There are however, a few studies that have attempted to measure the effects of graduate programs in NP Management in the US and one study in Canada aimed specifically at building capacity of CED.

Relating to the NP sector, Fletcher (2005) surveys 400 alumni from 3 Master's level programs across the US. Based on 47 predetermined outcomes, it was concluded that graduates of these programs generally perceived their education had a positive impact on their professional lives.[18] Mirabella and Wish (1999) conducted a similar study, but instead examined the impact of Nonprofit Management education on the nonprofit community. They conducted 10 focus groups to measure the indirect impact that graduates of these programs had on their organizations. They found that alumni, employers and faculty members all observed the positive effects of graduates on the nonprofit community because of the management tools they had acquired. They also identified other positive outcomes from graduates, including "consulting positions, networking opportunities, and mentoring for alumni" (p. 335).

Markey and Roseland (2001) conducted a similar study from a CED perspective, looking specifically to "review and assess the role of Universities in building capacity for Community Economic Development" (p. v). They found that CED programs were well positioned to bridge community and scholarly demands. The community benefits from CED programs by building the capacity of its practitioners, by receiving technical assistance on community projects and through increased opportunities to network with academics or other practitioners. In turn, CED programs play an active role within the community, which enhances the profile of the University as a whole and allows students, instructors and researchers greater access to the community.

Markey and Roseland also found that a key benefit of CED programs to communities is praxis, the application of theory to practice. They found that CED programs play a key role in identifying and disseminating best practices in CED. They must balance the role of theory in the program, noting that "theory offers heuristic value in terms of explaining what is likely to happen, how it will happen, what the results will be, and how they will be measured" (p. 34). The balance between theory and practice is discussed in more detail in Section 8 of this paper.

Leadership Deficit and the Supply of Graduate Level Programs: The studies identified above indicate some positive impacts that Social Economy based education has on the community, but a key question is how the Canadian academic climate shaped to respond? One indicator that the supply of graduate programs has not kept up to its

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[18] Larson (2002) also surveyed alumni from 6 Nonprofit Management graduate and certificate programs, finding that they had garnered new skills and were "better able to contribute to their organizations, are more confident in their management abilities, and are better able to apply theory to practice" (Executive Summary).

demand is that there is a looming leadership deficit in the Social Economy. In relation to the nonprofit sector, Tierney argues

> "the projected leadership deficit results from both constrained supply and increasing demand. The key factors include the growing number of nonprofit organizations, the retirement of managers from the vast baby-boomer generation, movement of existing nonprofit managers into different roles within or outside the sector, and the growth in the size of nonprofits" (2006, p. 2).

While this study does not explicitly evaluate the demand for this particular program, section 5 of this paper finds that there are limited formal educational opportunities for professional capacity building in the Community Economic Development, Cooperative and Non Profit Sectors. A graduate program aimed at enhancing the leadership of practitioners would likely have positive effect on alleviating the deficit in Canada.

Brining Together the CED, Cooperative and NP Sectors: One parameter for program design that was identified prior to this research project (by the Steering Committee) was an argument for consolidating the three sectors under the broader umbrella of Community Development. The primary line of reasoning stems from the need that practitioners within the Social Economy must think holistically, would benefit from a variety of tools for community and social development and would build a platform for dialogue beyond just one tradition of practice. While little literature was found that suggests this to be true, this research looks to confirm the notion that merging the three sectors under one academic program would be beneficial to practitioners and organizations within the Social Economy.

Early Indicators of Program Demand: As was indicated in section 2.2 of this paper, this study was conducted in parallel to Steering Committee deliberations and the development of the program proposal to the University. Several indicators emerged that demonstrated a demand for this program from both prospective students and Social Economy based organizations. The first indicator, which will be discussed in more detail alongside the survey results, was that approximately half (n=107) of respondents indicated that within the next 5-10 years, they would be interested in taking a graduate level program relating to CED, Cooperatives or the NP sectors. Many (approximately 10-20) respondents also followed up with emails to this researcher with questions regarding when this program will commence. In addition, the majority of interview respondents were highly responsive to the news that this program is in consideration.

The second indicator of program demand was from Social Economy based institutions and organizations. The proposal to the University demands that letters of support be given from other institutions and community based groups. At the time that this study was published, 13 organizations outside of the University and 2 faculties and research centres within the University have already expressed support.

Included were the Canadian CED Network, VanCity and Coast Capital Credit Unions, the Vancouver Foundation, United Way of Greater Victoria, the BC Nonprofit Secretariat and Western Economic Diversification Canada, as well as several other prominent Social Economy based groups (School of Public Administration, 2009). Additional letters of support are expected in the coming months.

While, this study does not explicitly seek to assess whether an MA in Community Development is in demand in Canada, the four themes identified above help illustrate the need for this program in Canada and helps to further develop the drivers that have motivated the development of this program. The following section examines why the University of Victoria may be in a favourable position to deliver an MA program in Community Development.

Section 3.3 - Timing and Location at the University of Victoria

The two contextual drivers outlined above demonstrate that the needs and challenges of the Social Economy are evolving, and that a greater investment in academic programs may help to strengthen the sector. This subsection explores how the University of Victoria, and in particular the School of Public Administration, is uniquely positioned to administer and deliver a graduate program relating to the Social Economy.

First, the concept behind an MA in Community Development is strongly consistent with the goals and strategic vision of the School of Public Administration (SPA), the University of Victoria and the Government of British Columbia[19]. The SPA already has broad interests in public sector governance, spanning all levels of government, as well as the non-profit and consulting sectors (School of Public Administration, 2008). Already offering an undergraduate certificate in Non-Profit Management and research interests in alternative service delivery, policy development, multi-level and horizontal governance, strategic planning, organizational effectiveness, strategic human resources, leadership, performance measurement and citizen engagement (School of Public Administration), administration of an MA in Community Development seems to be a logical evolutionary stage for the SPA.

The aims of the proposed program are also consistent with the strategic vision of the University of Victoria. According to its Strategic Plan, *A Vision for the Future: Building on Strength* (2007), a leading goal of the University is to "establish UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of our region and our nation" (p. 35). This proposed program meets several key strategies outlined by the university to accomplish this goal (outlined in appendix B).

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[19] See Appendix B for an overview of the strategic linkages

In addition to aligning with University Goals, it is important to elaborate on the contribution and close partnership the Proposed Program has with the Office of Community-Based Research and the British Columbia Institute for Cooperative Studies (BCICS), both housed at the University of Victoria. Both research units have been involved as Steering Committee participants (as have faculty members from the Faculty of Business and Faculty of Education) and will continue be central to the proposed MA in Community Development. The continued development is in the best interests of these groups as its development is highly consistent with their respective vision and goals (outlined in appendix B).

Finally, this program is also consistent with the goals of the BC Government, who is the final approval body before a new program is accepted. Specifically, a Masters in Community Development helps to fulfill the BC Ministry of Advanced Education strategic goal described in *An Accountability Framework for British Columbia's Public Post-Secondary Education System (2003)* relating to "Economic and Social Development: to provide students with the skills and knowledge for the workforce and the economy, and to respond to critical shortages in the labour market" (p. 2). In addition, this program directly contributes to the goals of the BC Government/Non Profit initiative, which began in 2007 to strengthen the ties between the two sectors.

In short, the development of this program directly supports the goals and priorities of multiple interests, both at the University of Victoria and provincially[20]. The convergence of these interests provides a broad base of support for this program at UVic.

Given the dynamic challenges identified in this section, the resulting need for innovative, analytical and broadly skilled practitioners and the far-reaching support for the SPA, the timing of program development is ideal. The following sections of this paper will begin to investigate considerations on how this program should take shape. First, the research methodology used for this study will be presented, followed by the findings from the review of comparable academic programs and from the interview and survey phases of research.

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[20] Not to mention within the Social Economy as well. As noted in section 3.2, numerous organizations within the community have also expressed support.

SECTION 4: RESEARCH METHODOLOGY

The previous sections of this paper outlined the background and set the context for the development of an MA in Community Development at the University of Victoria. The primary purpose of this study is to provide recommendations to the program Steering Committee on specific features of program delivery and design. To accomplish this, three primary research tasks were undertaken: A review of comparable programs; interviews and a discussion group with key stakeholders; and a broader survey of prospective students, employers and other stakeholders. The following subsections present the methodology used for each of these tasks.

Section 4.1 - Review of Comparable Programs

The primary purpose of this phase of research is to identify graduate level programs in Canada that share similar features to the proposed program at UVic. Taking an inventory of comparable programs contributes to this research for several reasons. First and foremost, the *New Program Proposal Guidelines* (Faculty of Graduate Studies, 2007) at UVic require that similar programs be identified. Since this research is being conducted to inform all three phases of program development, including the construction of the proposal, the review of comparable programs is therefore directly linked to University requirements (refer to section 2.2 for an overview of the phases of development). Second, an understanding of similar programs is important from both a competitive and collaborative approach. In order to sustain enrollment and attract the top talent of both students and instructors, the proposed program must be able to differentiate itself from other Social Economy focused graduate programs. To do this, program developers and governors must examine the design and delivery mechanisms offered by other institutions. This will allow for a level of differentiation from what currently exists and provide a useful tool for the marketing of this program.

Mapping similar programs is also beneficial in terms of collaboration and network creation. A cooperative approach with other institutions has the opportunity to benefit both the University of Victoria, as well as to partnering institutions. For the purpose of exploring opportunities for network creation, a brief scan of related programs is also provided at the undergraduate level in Canada, as well as at the Graduate level internationally. The benefits of collaboration will be elaborated on in the following sections of this paper.

An Internet search was the primary method used to identify similar and relevant graduate programs in Canada and to provide a general overview of Social Economy development programs internationally. Using a broad definition for Community Development as an indicator of similar programs, this initially led to a large and diverse range of programs that are linked to developing management or leadership in the CED, Cooperative and Nonprofit Sectors. The initial search found 62 Canadian graduate level

programs with at least loose similarities to the proposed program at UVic[21]. Key informative interviews, a review of survey responses[22] and a review of course offerings at other institutions narrowed the field to seven graduate level programs that were deemed most comparable to the proposed offering at UVic. This includes 3 programs relating to CED, 3 relating to the Cooperative sector and 1 relating to the NP sector.

Key findings from the comparable program review are presented in Section 5.

Section 4.2 - Stakeholder Consultations

The primary purpose of the consultations was to gather input into program design and delivery from a variety of stakeholders from across the CED, Cooperative and Non Profit Sectors. The initial methodology for this study was to conduct a series of interviews to gather the perspectives of key stakeholders, but several program parameters required further study and demanded a wider reaching sample of respondents. For this reason, a survey was used alongside the interviews and allowed a balance between quantitative and qualitative findings.

Quantitative and Qualitative Methods

Balancing quantitative and qualitative research methods can be an informative tool for gathering a large sample of preferences based on a number of predetermined variables, but also gathering detailed information on context as well. Quantitative research "typically involve many cases and many variables in a predetermined and specific way" (O'Sullivan, Rassel & Berner, 2002, p. 38). In this study, the survey was used as a quantitative research tool to determine the preferences of respondents on certain design features, such as how the program should be delivered, certain skills to be learnt, as well as others that are outlined in Section 6. In contrast, qualitative methods "may include information on the unique features and the environment of each case" and since they often involve extensive fieldwork, fewer cases can be analyzed (O'Sullivan, Rassel & Berner, p. 38). The interviews and discussion group in this study presented qualitative findings to this research. Qualitative methods are used in this research to provide a narrative and fill in the details that the survey was unable to address.

Interviews and Discussion Group Methodology

Seventeen practitioners and key stakeholders from across the CED, Cooperative and Non Profit Sectors were consulted over the month of August 2008. The purpose of these consultations was to determine the needs, competencies and challenges facing practitioners and organizations within the Social Economy. Of these consultations,

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[21] A list of comparable programs is attached in Appendix C. The primary sources of information came from seven pieces of literature or databases that can also be found in the appendix

[22] Survey respondents who self-identified as "potential students" were asked to identify other institutional programs that they were considering. The methodology is discussed in Section 4.2

seven respondents participated through structured one-on-one interviews, six individuals participated in a group discussion session following the same interview/discussion format, and four individuals responded using a more condensed and informal line of questioning[23]. There were a relatively even proportion of respondents speaking from each of the CED, Cooperative and Non Profit and Voluntary Sector perspectives.

All of the interviewees and discussion participants were suggested by the Steering Committee as potential participants. The majority were invited to participate through a letter of invitation prepared by this researcher. The letter explained the purpose of the research and the expectation of participants in providing feedback. It is attached along with a guide of interview questions in Appendix D.

Survey Methodology

The survey was designed to collect responses from a wide range of practitioners in the CED, Cooperative and Non Profit and Voluntary Sectors. All survey respondents provided input into how this program could best serve the Social Economy, including the challenges one must be prepared to face and possible learning outcomes for students. Potential students and the employers of prospective students were then separated and asked questions of how the proposed program could best be designed to accommodate their interests, and their learning or organizational needs.

A web-based survey tool was used to distribute and summarize the survey responses. The survey was distributed to approximately 3,600 individuals connected with the Canadian Centre for Community Renewal, The Centre for Non Profit Management and the BC Cooperative Association. There were 217 respondents who fully completed the survey. The consent form and questionnaire are attached in appendix E.

Strengths and Weaknesses of the Methodology

One of the shortcomings in the administration of the interview and survey methods was that the sample of respondents was not random. Invitations to participate were distributed or recommended by the Steering Committee, and therefore cannot necessarily be generalized to the sector as a whole. Consequently, a dependence on the use of external contact lists for the survey, as well as time limitations, led to an uneven distribution of invitation letters to practitioners across the sectors. This resulted in an under-representation from the cooperative sector in the survey findings.

As addressed above, balancing qualitative and quantitative methods generally strengthened the overall methodology in this study and provided more depth to the findings. Using the interviews in partnership with the survey helps to address some

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[23] The structure of consultations depended on the location and time availability of respondents.

of the concerns of under-representation. There was a high level of participation from the cooperative sector in the interview and discussion phase of research, and the findings from which are presented alongside the survey findings in this report. Since the primary purpose of the survey was to gather input on preferences, and in part to confirm steering committee deliberations, it was determined that there was a sufficient response rate across sectors to inform this phase of research.

The following section presents the findings from the comparable program review and section 6 then presents the survey and interview findings. The survey and interview findings are discussed alongside each other in roughly the same order as they were presented to respondents.

SECTION 5: REVIEW OF COMPARABLE PROGRAMS

The purpose of this section is to provide an overview of other academic programs aimed at building capacity in the Community Economic Development, Cooperative and Non Profit and Voluntary Sectors. As discussed in Section 3, one of the key driving forces for the creation of this program at UVic is that there is a limited supply of Social Economy focused university education in Canada. While this paper does not explicitly evaluate the demand for education in these disciplines, this section presents an overview of the supply side of educational offerings, with particular emphasis at the graduate level.

An initial scan of other programs in Canada found that there are no other graduate level programs that explicitly target capacity building in all of the CED, Cooperative and Non Profit and Voluntary Sectors, which is the particular target audience for this proposed program. Instead, other institutions have chosen to design and market their programs around one of these three components of the Social Economy.

This section presents the key findings from the review of comparable programs. Section 5.1 looks at existing programs relating to Community Economic Development, followed by the Cooperative sector in section 5.2, the Non Profit sector in section 5.3 and a summary of programs in Canada in section 5.4. The focus of this overview is on comparable programs at the graduate level, but for the purposes of collaboration, marketing and network creation, the discussion extends to undergraduate offerings targeting these sectors. For the same reasoning, section 5.5 looks at comparable graduate level programs internationally. Finally, section 5.6 summarizes the comparable program review.

Section 5.1 - Community Economic Development Education in Canada

According to the Association of Universities and Colleges of Canada (AUCC), there are twenty-four graduate level certificate, diploma or degree programs in Development Economics in Canada housed at 17 universities (AUCC, n.d.) (see appendix C for a complete list)[24].   An initial review of the programs, as well as the interview and survey findings, identified the following three graduate level programs to be most comparable with the proposed program at UVic[25].

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[24] There are also several undergraduate programs linked to CED. The survey and interview process had two programs emerge as most directly linked to this proposed program. These were the Professional Certificate Program in CED at Simon Fraser University, and the Certificate Program in Community Economic and Social Development at Algoma University.

[25] The primary focus of the majority of these programs is on Global and International Development or Rural Development. While the remaining programs share many similar features of CED, these three programs are designed primarily with CED principles in mind. These programs were cross-

Cape Breton University – MBA in Community Economic Development

History and Objectives: The MBA program in CED at Cape Breton University (CBU) is Canada's only Master's level program in Community Economic Development. Established in 1997, the MBA in CED admits up to 20 students in an aim to "develop a new generation of leaders who have strong business management capabilities, well developed collaborative and interpersonal skills, and deep knowledge of accountability, social responsibility, and development issues and practices" (CBU, n.d., para. 3).

Program Delivery: CBU offers two options for program delivery in order to appeal to both working adults and traditional "weekday" students. Through the modular format, courses are delivered primarily through three intensive one-month July residencies in one of their Sydney, NS or Kingston, ON campuses, where students engage in independent study between residencies (CBU, n.d.). Along with a final research project, students are expected to finish the program in approximately 3 years through the modular delivery format. Another option is through a regular semester format, where students attend regular day classes between September and April. This requires a minimum of 12 months to complete degree requirements.

Simon Fraser University – Post-Baccalaureate Diploma in Sustainable Community Development

History and Objectives: The Centre for Sustainable Community Development (formally the Community Economic Development Centre that had been founded in 1989), offers a Post-Baccalaureate Diploma in Sustainable Community Development. The diploma is applicable to a wide range of occupational, professional and academic fields. By combining courses from several disciplines with "a specially designed core of study and opportunities for guided practice, the program provides unique perspectives on sustainable community development" (Simon Fraser University, 2008, para. 12).

Program Delivery: The Diploma program offers a high level of flexibility for the working student. All courses are offered twice annually, both on-line and in-person, and students may enroll into the program beginning at each school semester. The program requires a minimum of four terms of full time study (or a comparable workload for part-time learners).

Concordia University – Graduate Diploma in Sustainable Community Development

History and Objectives: The Graduate Diploma at Concordia University in Montreal "strives to further equip practitioners to take on the challenge of strengthening local

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referenced and consistent with the CED programs identified in the Royal Roads Proposal (2005) and Markey and Roseland (2001).

communities in an era of globalization and to participate in the process of progressive social change" (Concordia University, 2008, para. 1).

Program Delivery: This program serves both English and French speaking students by alternating their language of instruction annually. In order to accommodate the working student, courses are delivered over one extended weekend per month, enhanced by site visits and Internet communication. Students have the option of full time (12 months) or part time (24 months) to complete the program requirements.

The following subsection explores cooperative based education in Canadian universities.

Section 5.2 - Cooperative Education in Canada

According to a 2005 national survey by the BC Institute for Cooperative Studies (Lans, 2005), 44 Canadian Universities taught elements of cooperative business management and philosophy. Of these institutions, it was found that 19 Universities offered an undergraduate course with substantial discussion on cooperatives[26] and 11 institutions that offered courses on cooperatives at the graduate level[27]. The following 3 Universities offer a graduate level program specifically aimed at increasing the capacity of individuals working in the cooperative sector.

Université de Sherbrooke – Masters of Cooperative and Community Development Management[28]

History and Objectives: Founded in 1976, the Research and Education Institute for Cooperatives and Mutuals (IRECUS) at the Université de Sherbrooke has offered a Masters degree in Cooperative and Community Development Management for more than 25 years.   The program aims to develop practitioners already working in a co-operative or collective environment by teaching the knowledge and skills that are specific to co-operative organizations (Lans, 2005).

Program Delivery: The program is full time and requires twelve months to complete. Approximately 15-20 students enroll each year and each is required to participate in a work term consisting of 150 hours in a Cooperative organization.

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[26] Institutions that offered undergraduate courses in English were Mount St. Vincent, Simon Fraser University and the Universities of Alberta, British Columbia, Guelph, Lethbridge, Manitoba, Prince Edward Island, Saskatchewan, Wilfred Laurier, York. In French, courses were offered at the Université de Moncton, Sherbrooke, Laval, Université de Québec à Outaouais (UQO), UQ à Chicoutimi, UQ à Trois-Rivières, UQ à Rimouski, UQ en Abitibi-Temiscamingue and HEC-Montréal (Lans, 2005)
[27] Institutions that offered courses at the graduate level include Cape Breton, Saint Mary's, Guelph and York University, the Universities of Saskatchewan and Waterloo, and the Université de Sherbrooke, Laval, UQ à Montréal, UQ à Outaouais and UQ à Rimouski (Lans, 2005)
[28] Information gathered from Lans, 2005 and confirmed by the Université de Sherbrooke Program Overview (n.d.), written in French

Université de Québec à Montréal (UQAM) – MBA in Collective Enterprise[29]

History and Objectives: The Université de Québec à Montréal offers a part-time MBA program designed to "to meet the specific needs of administrators of co-operative businesses such as charitable organizations, benevolent associations, co-operatives, community and union associations, and various businesses in the parapublic or international cooperation field" (Lans, 2005, p. 35).

Program Delivery: Courses are delivered part time through one extended weekend per month (except in July) and requires approximately 2 years to complete. There is a minimum of 25 students required for the course to proceed[30].

St. Mary's University – Master's of Management – Cooperatives and Credit Unions

History and Objectives: St. Mary's has the only English speaking Master's level program with a primary focus on cooperative organizations. Established in 2003, the program is housed within the Business School at St. Mary's but is delivered independently from the rest of the Business School. All students are current managers of a cooperative organization who learn the knowledge and skills to run more effective cooperative organizations (Lans, 2005).

Program Delivery: The program is delivered part-time and online with a one-week on-campus orientation to begin the program, than proceeds online using the webCT correspondence tool. The program requires 3 years to complete plus time to complete a thesis project. During the second year of the program, students engage in a study tour to Spain or Italy to explore "integrative co-operative study in action" (St. Mary's University, n.d.).

It should also be noted that the University of Saskatchewan houses the Centre for the Study of Co-operatives. There is a strong tradition in cooperative research and education at the University of Saskatchewan and while there are no established graduate level programs focused solely on Cooperative education or the Social Economy, the College of Graduate Studies and Research does offer an Interdisciplinary Concentration in Cooperative Studies (University of Saskatchewan, 2007).

The following subsection explores graduate level opportunities in Non Profit education in Canada.

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[29] In addition to the MBA program, UQAM also offers a short (15 credit) Accelerated Graduate Program in Social Economy whose general objective is "to make it possible for inexperienced students to acquire knowledge—and for experienced students to increase their knowledge—in the social economy sector and thus develop a reflexive practice". (Lans, 2005, p. 35).
[30] This information was taken from the BCICS survey (Lans, 2005), but is also confirmed by the UQAM Program Overview(n.d.) (written in French)

Section 5.3 - Non Profit Education in Canada

According to Nenshi (2008), there are 754 Non Profit related courses being offered at 47 institutions across Canada. There are also 42 certificate programs, 4 bachelor's degree programs, 11 diploma programs and 1 master's degree program being offered. The limited amount of graduate level programs presents an interesting feature for NP education when compared to NP program offerings internationally. International offerings are discussed in Section 5.5.

York University – MBA Specialization in Non-Profit Management and Leadership

History and Objectives: In 1993, the Schulich School of Business expanded their MBA program to offer a specialization in Non-Profit Management and Leadership. The goal of the program is to "develop strong, creative, flexible and visionary leaders who are capable of enhancing the quality of community life, and building and fostering civil society around the world." (York University, n.d., para. 3). The program is currently the only graduate level program in Canada that aims to develop stronger managers and leaders in the Non-Profit Sector.

Program Delivery: Students must first complete the core courses for the MBA program at Schulich before enrolling in four (of a possible five) courses necessary for specialization. To accommodate the needs of working students, the school of Business offers several options for courses delivery. This includes a full or part-time option, as well as evening, weekend or regular weekday courses. The program requires a minimum of eight to sixteen months of full time study to complete, depending on academic and work experience.

The following subsection presents a summary of the above findings.

Section 5.4 - Summary of Canadian Graduate Level Programs

This section provides a summary of several key design components of the seven programs listed above. These specific design parameters identified in the table below were topics of discussion among the Steering Committee. They were chosen to offer a comparative glance to what is being offered at other institutions.

Figure 3: Graduate Programs in Canada

University - Program	Program Content	Program Delivery	Length	Work Term	Cost	Students
Cape Breton University (CBU) – MBA in Community Economic Development	• 13 Required • 2 Electives • Research Essay/Case Study • Specialist Options	• July Residencies • August to Dec. Online	3+ Years Average	None	$11,840	Limited to 20 students
Simon Fraser University (SFU) – Post Baccalaureate Diploma in Sustainable Community Development	• 4 Core Courses • 4-5 Electives • Practicum Project	• Both online and in-class • Start any semester • Full or part time	Minimum 4 semester of full time study	Internship	$6,000	Information not found
Concordia University – Graduate Diploma in Community Economic Development	• 5 Core Courses • 2 Elective • Practical Project	• Extended Weekends enhanced by on-line • Full or part time	One or Two years	None	$3,000 (QC Res.) or $6,600	Information not found
Université de Sherbrooke – Master's of Cooperative and Community Development Management	• 12 Required • No Electives • Case Study • Work term in a Co-op	• Full time • On Campus	One year	Work Term in a Co-op org	Between $1,680 and $4,650	15-20 students
Université du Québec à Montréal (UQAM)– MBA in Collective Enterprise	• 15 Courses	• Part-time • One extended weekend per month	2 year average	None	Approx $4,500	Minimum 25
St. Mary's University – Masters of Management – Co-operatives and Credit Unions	• 12 Core Courses • Study tour to Italy or Spain	• Part-time • Online	3.5 years	None	Approx $27,500	Approx 10
York University – MBA Specialization in Non-Profit Management and Leadership	• MBA core courses • 4 electives in NP Mgmt • Optional work placement	• On-campus • Weekend, evening or weekday • Full or part time	8-16 months full time	Work Term for enhanced diploma option	$22,000 to $55,000	Approx 25

The implications of the current educational landscape in Canada will be discussed in more detail in the discussion and recommendations sections of this paper. The table above provides an overview of comparable programs to help illustrate options for program design, and to help inform decision making as it relates to both competitive and collaborative opportunities for this program.

Section 5.5 - International Programs

The Social Economy has been increasing over the past several decades in Canada as well as in every other part of the world. This growth has been accompanied by a concomitant growth in the number of education and training programs that prepare current and future managers to lead these organizations (Benchmarking Nonprofit Organizations and Philanthropy Educational Programs [BENPHE], n.d.b). Academic institutions have responded to the need for better leadership and management within these organizations, especially at the graduate level. The following briefly details the level of graduate level training internationally.

United States: Graduate Programs aimed at building capacity of the US Social Economy are primarily in the fields of Nonprofit Management and Philanthropic studies. A mapping project at Seton Hall University (Nonprofit Management Education Database) indicates that there are 189 graduate level Nonprofit Management programs in the US, with 157 being concentrations within MBA, MPA or Social work programs[31]. This has been marked by a dramatic growth in recent years, when only 17 graduate level programs existed in 1990 (O'Neill, 2007). This is in contrast to the Canadian educational landscape where only one University offering a concentration in Non Profit Management exists at the Schulich School of Business at York University.

The CED and Cooperative streams of Social Economy based education take a less prominent role in the US (than the NP sector), with few significant programs emerging from the program review. One exception is at the University of Southern New Hampshire (SNH) which houses North America's longest running CED program. SNH has been providing CED education for over two decades and offers both domestic and internationally based Master's and PhD programs (SNH University, 2008)[32].

Europe: European universities have long and varied traditions and approaches to community development. The "Social Economy" is a popular term for educational programs in France and Spain, "Social Cooperatives" in Italy and "Charities" in the UK (BENPHE, n.d.b). A multi institutional study of European universities have conducted a mapping study of "Nonprofit and Philanthropy Education Programs" (BENPHE, n.d.a)[33]

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[31] Concentration is defined by Mirabella as having 3 or more courses in Non Profit Management as part of another degree (Mirabella, 2007)

[32] SNHU's programs are delivered from several locations, including New Hampshire, California, Southeast Asia and several locations within Africa

[33] Broadly defined and includes social economy and cooperative programs.

which indicates that there is approximately 140 graduate certificate, Master's or PhD equivalent programs in European institutions aimed at strengthening the Social Economy.

Africa, Latin America, Asia and the Pacific: Social Economy based graduate programs in these regions focus on the needs of their local communities and demonstrates specific regional differences. Nancy Neantam of the Chantier de l'Économie Sociale in Québec argues that part of the social functioning of many developing societies requires that individuals or groups of individuals must take it upon themselves to deliver services that are traditionally provided by the government in the Western World (Neantam, 2006). The Social Economy in these regions therefore must provide a greater range of services than does the Canadian Social Economy. According to Mirabella et al (2007), Africa is home to more than 50 NP related academic programs, Asia and the Pacific 36, and Latin America 10 (115-119S). Understanding and perhaps partnering with universities in these regions may present interesting and innovative development opportunities for the University of Victoria.

The purpose of this subsection is to provide an overview of Social Economy programs internationally. Further implications to program development at UVic will be discussed in the following sections of this paper.

Section 5.6 - Summary

The University of Victoria has the opportunity to host an MA program that is unique amongst its North American counterparts. This review suggests that no other institution offers a Masters level program that explicitly aims at developing the skills and knowledge to manage and lead in all of the Community Economic Development, Cooperative and Nonprofit Sectors.

The information in this section provides an overview of the academic landscape for Social Economy based education in Canada and beyond. Having an understanding of comparable programs is important for the Steering Committee and those that are involved in both the short and long term development of this program. Identifying similar programs is a necessary starting point from both a competitive and cooperative standpoint, so the proposed program can differentiate from similar programs so that it does not compete for students and instructors, and also to collaborate with institutions both in Canada and beyond. Both of these points will be elaborated on in the recommendations section of this paper.

The following section presents the findings from the survey and interviews phases of research.

SECTION 6: STAKEHOLDER CONSULTATIONS

The purpose of this section is to report the findings from the survey and stakeholder interviews. Both research tools were designed to gather input on similar parameters for the design of an MA program at the University of Victoria. Specifically, they were used to gather input on the:

- Challenges facing Organizations within the Social Economy
- Skills and Knowledge required from Practitioners
- Program Participants for a Masters Level Program
- Structure of Residencies and Online Learning
- Structure of Work Placements and Study Tour
- Name of the Program

The survey and interview/discussion group findings (hereby referred to as "interview" findings) provide a balance between quantitative and qualitative information, and therefore are presented alongside each other in the following subsections. Section 6.1 provides a profile of respondents, and sections 6.2 to 6.7 provide the findings as they relate to the parameters identified above. Section 6.8 provides a summary of the findings and concludes. A fuller discussion on the implications of these findings follows in the next section. Both the interview guide and survey questionnaire can be found in appendix D and E, respectively.

Section 6.1 - Profile of Respondents

Survey Respondents

The primary purpose of the survey was to collect information on the preferences of potential students and future employers. Approximately 3,600 people engaged in the CED, Cooperative and NP sectors were sent an invitation to access the survey online. The following provides a profile of the 217 respondents who had completed the survey.

As indicated in Figure 4 below, 47% of all respondents had self-identified with the Community Economic Development sector, 16% self-identified with the Co-operative sector and 70% with the Non-Profit or Voluntary sector. More than a third of respondents had self-identified with more than one of the sectors.

Figure 4: Sector of Interest

Table 3 - In terms of your interests or expertise, which of the following sectors do you most identify with? If you strongly self-identify with more than one, please select all that apply (n=213)		
	N	**%**
Community Economic Development	101	47
Co-operative Sector	33	16
Non-Profit or Voluntary Sector	149	70
None of the Above	8	4
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

In order to isolate the objectives and needs of both potential students and employers, a filter was necessary to separate the data. To achieve this, respondents were asked to indicate whether it was likely that they would take a Graduate Program relating to CED, Co-operatives or the Non-Profit/Voluntary Sector in the next 5-10 years. Of a possible 230 respondents, 48 (21%) indicated that they were "Very Likely" and 59 (26%) responded that they were "Somewhat Likely" to pursue graduate education in these fields. For the purposes of analysis, these survey respondents will hereby be identified as "Potential Students".

Of the remaining respondents, 60 (50%) indicated that they would like to provide input from the perspective of an employer of future students of this program. These respondents will be referred to as "Employers"[34]. The remaining respondents were limited to questions relating to the challenges and learning needs of the sector (outlined in section 6.2 and 6.3, respectively).

Potential Student Demographics: The typical survey respondent who self-identified as a "Potential Student" had the following traits[35]:
- Ranges across all age groups but were primarily between the ages of 45-54
- Holds an undergraduate degree
- Has been working in the Social Economy for more than 10 years
- Holds a Director or Project/Program Officer role in their organization
- 89% of respondents were Canadian with approximately three quarters from BC.

Employer Demographics: The typical survey respondent who self-identified as an "Employer" had the following traits[36]:
- Primarily between the ages of 45-64
- Holds an Undergraduate or Master's Degree

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[34] "Potential students" were also later given the opportunity to respond to questions from the perspective of an employer, brining the total number of "employer" respondents to 100
[35] For a more detailed overview of "Potential Students", see tables 10-14 in Appendix F
[36] For a more detailed overview of "Employers", see table 24-28 in Appendix F

- Has been working in the sector for more than 10 years and in a Director role in their organization
- 90% of respondents were Canadian, with approximately 60% from BC.

Interview and Discussion Respondents

In comparison to the survey respondents, the majority of interview and discussion respondents were senior managers within their organizations, and there was an even representation across the CED, Cooperative and NP sectors. Approximately 30 practitioners from the CED, Cooperative and NP sectors were sent a letter of invitation to participate in an interview or discussion group[37]. Of the 17 who participated, 7 respondents participated through structured one-on-one interviews[38], 6 individuals participated in a group discussion session following a similar format to the interviews, and 4 individuals responded using a more condensed and informal line of questioning.

Section 6.2 - Organizational and Sector Challenges

Both survey and interview respondents were asked to identify the main challenges facing their organizations, both now and in the future. The questions were designed to inform the learning outcomes that should be taught in the MA program, thereby preparing future graduates to understand or overcome these challenges in the workplace. The survey findings present a glance of the larger themes that emerged and the frequency in which they were responded. The interview findings provide a more detailed narrative on a broader range of responses.

Survey Findings

Respondents were asked to indicate the top three challenges that limit the outcomes or effectiveness of community based organizations. In total, 679 open-ended responses were collected and themed[39]. While the responses were largely interconnected, there were several themes that emerged. Figure 5 below illustrates the main themes and the frequency in which they were responded.

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[37] The letter of invitation for the interview and discussion group can be found in appendix D

[38] Interview questions can be found in appendix D. Five of these structured interviews were conducted in person and two were conducted by phone

[39] This survey question proved to be an awkward vehicle to capture the challenges facing practitioners. It was reasoned that this question should be left open-ended so that respondents were not restricted in their responses. Consequently, responses were often brief and varied in theme. It is believed that the groupings identified below present the general themes that emerged, and compliment the more detailed feedback gathered from the interview process.

Figure 5: Sector Challenges
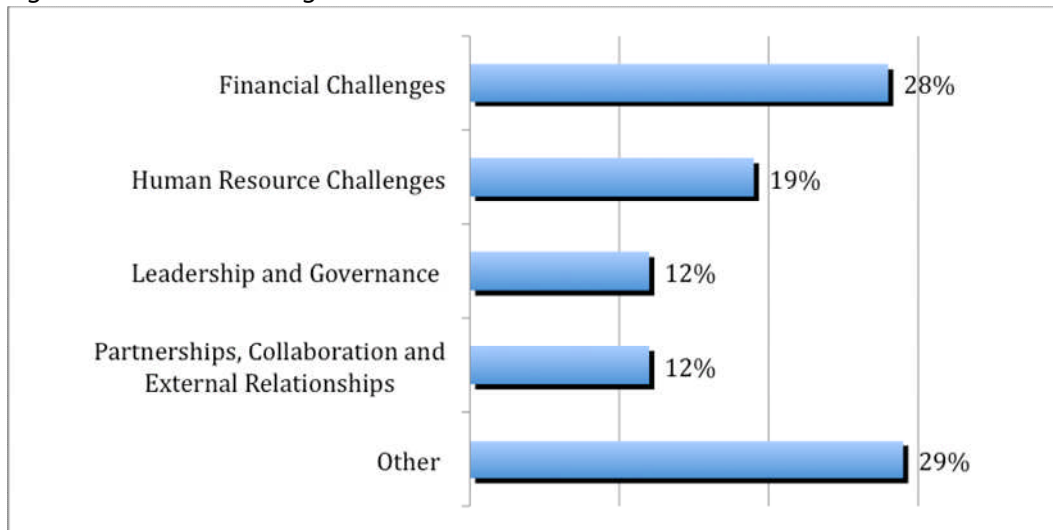
Financial Challenges: The leading challenges cited by respondents were directly related to financing and funding of community-based organizations. Challenges relating to funding levels and funding stability accounted for approximately 28% of all responses, while a large proportion of the remaining responses were closely and directly relating to financial challenges[40].

Human Resource (HR) Challenges: Challenges around recruitment and retention of staff and volunteers, training and development, and issues of succession were the second most commonly cited challenge facing community-based organizations.

Leadership and Governance: Inadequate governance and leadership in community-based organizations was another commonly cited challenge. This included challenges with board governance, leadership and management within the organization, as well as challenges around strategic vision and planning.

Partnerships, Collaboration and External Relationships: Other common responses dealt with challenges around developing partnerships, building communication networks and working with the government, the private sector and other organizations within the Social Economy. Included were challenges surrounding funding relationships with the government and other NP groups, including the need for reporting, evaluation and demonstrating accountability[41].

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[40] Subsets that are directly related to financial challenges include Human Resource Challenges, Challenges in developing Business and Enterprise Models, and Training and Development.
[41] The responses falling under "other" were broad ranging, including challenges around business and enterprise models, challenges receiving support from members of the community, and comments around the "attitude" of many practitioners working in the sector. Many responses were too brief or too ambiguous to theme.

Interview Findings

The challenges emerging from the interviews are discussed below based on the themes that surfaced from the survey findings. One additional theme that emerged from the interviews was challenges that are external to the organization and are more macro level issues to the Social Economy. It must be noted that many of the challenges below are inter-related, but each conveyed a unique perspective of the barriers to successful leadership and management in the Social Economy.

Financial Challenges

Lack of Stable and Core Funding: Funding uncertainty was the most frequently cited challenge to the internal functions of Social Economy based organizations. When these organizations depend on outside funders (as opposed to a model where an organization engages in direct market activity to raise revenue), a level of funding uncertainty limits organizational capacity and long-run sustainability. One interview participant notes that "organizations can't hire someone because of the instability, therefore there is too much reliance on contract work" so organizations do not get tied into long-term HR obligations. A key drawback of contract work is that organizations have less incentive to invest in training and development for their workers since much of the work is contracted out to external parties.

Lack of Business Know-how: One challenge within the NP sector is that many organizations lack "the conception of how to develop and integrate a business model" into their operations. Instead of relying on funding from the government or a third party donor, some nonprofits may benefit (by more stable or increased funding levels) by delivering goods or services on the open market. To do this, practitioners will need to understand different business and financing options, and if appropriate, how to implement and operate these market-based tools.

Human Resource Challenges

Labour Market Shortage/Retirement Wave: Another common challenge cited during interviews was the retirement wave that is affecting all segments of the population. Organizations within the Social Economy will have a hard time filling these roles, especially at the leadership level of their organizations. Prospective replacements for retiring workers may opt for more competitive wages with the private and public sectors. One respondent also believes that "the younger generation is much less willing to sacrifice their life-work balance than the older generation, and will spend more time away from the workplace". This may result in a negative shift in productivity, which will put further demands on the labour market for high quality practitioners.

Hamster Wheel Syndrome: The nature of community work is quite fast paced because organizations are dealing with complex issues and insufficient human resources. One

respondent noted that "there are bright people in the sector but there is a lack of time to be reflective and integrative" of their practice. Instead practitioners are working hard just to keep up and are restrained from innovation, creativity and other measures to progress the work of their organization.

Leadership and Governance Challenges

Governance Challenges: Another challenge exists within the governance structure of organizations. One respondent cited that there is often a diverse range of players on a board whose background and expertise may not complement each other. This creates challenges gaining consensus on the governance or strategic direction of an organization. Also, there are many cases where an outside agency, funder or recipient holds the quality of service or the organizational vision. This holds especially true for nonprofit organizations that rely on funding from the government or outside funding body. These organizations, which are often born within the community to address local issues, may need to shift their priorities to match the demands of their funding partners. Community based organizations may be urged to disconnect from their true organizational vision in order to qualify for outside funding.

Silo'd Thinking: Another key challenge identified by several respondents was that community-based leaders and organizations do not think holistically. One respondent noted that practitioners often have a "very narrow lens, and when they do look at the bigger picture, they are turned off and run from the complexities of their work". Practitioners need to blend the social, environmental and economic issues and not look at each individually within their own silo. In a dialogue at the University of Victoria, VanCity CEO Tamara Vrooman argued that the younger generation of leaders tend to break out of linear thinking and that they see "social justice and environmental sustainability as the same thing" (2009), while older generations of leaders tend to see them as distinct.

Partnerships, Collaboration and External Relationships

Increased accountability and reporting: Crucially linked to organizational funding, several respondents indicated that there are more and more organizations competing for a fixed amount of funding. In response, funders want to ensure that money is being spent effectively, efficiently and have demanded that an organization demonstrate accountability. This has led to increased time dedicated to evaluation and reporting, and also on accomplishing small and simpler projects in order to show concrete deliverables to funding partners.

Competition within the Sector: Another challenge cited by respondents is that the Social Economy has to change in order to be effective and sustainable. There are an increasing amount of non-profit organizations vying for a fixed amount of funding. Many of these organizations perform a similar function and would benefit by more mergers and

collaboration amongst the sector, but most organizations tend to oppose giving up their own agendas and control of their own organizations. Vrooman (2009) states that in the Cooperative Sector, the number one reason why two organizations merge results from the retirement of a CEO and the organization needs to re-think their strategic direction. The governing bodies of organizations must look beyond their own agendas and work towards greater collaboration within the sector.

<u>External Challenges</u>

Ecological Challenges: Several interview respondents identified climate change and energy scarcity as key challenges facing the Social Economy. These challenges will affect the economic and social fabric of communities and will require a significant change of practice from all facets of society, including organizations within the Social Economy. Section 3 of this paper presents these challenges in more detail but as one respondent suggests, there is "a huge learning curve on this because a lot of people in this sector did not deal with these challenges in the beginning".

Increased Demand for Services Delivered by the Social Economy: Nearly all the respondents cited an increasing need for work done by the Social Economy as a key challenge to their organizations. Much of this stems from an offloading of services that were traditionally delivered by the government (see section 3.1). Another reason stems from ecological trends and the need to "green things up" across all sectors. Many Social Economy based organizations are leading the way for environmental and ecological "solutions" to current and future challenges. As a result, there will be a huge demand from public and private sector employees for knowledge on these ecological trends, and they will turn to the Social Economy to teach them.

Lack of Awareness of what the Sector has to Offer: Another key challenge raised by several respondents is that the public and private sectors, and even organizations within the Social Economy, are not aware of the strengths and possibilities that Social Economy organizations can offer. Practitioners within the Social Economy are often too modest and need to be more open and vocal about their values and successes.

There were 5 main themes that came out of the survey and interview findings. Financial challenges; Human Resource challenges; Leadership and Governance challenges; challenges around building Partnerships, Collaboration and External Relationships; and larger External Challenges all emerged as key concerns from practitioners across the CED, Cooperative and NP sectors. Understanding these challenges should provide insight into the design of curricular and learning objectives of an MA program. The following subsection seeks to gain input on the specific needs of leaders and managers in the Social Economy.

Section 6.3 - Skills, Knowledge and Learning Outcomes

The purpose of this subsection is to gather input from respondents into the skills and knowledge that should be considered when designing courses and general program outcomes. Again, the survey and interview findings offer a balance between quantitative and qualitative feedback. The interview results offer more detailed suggestions to the skills and knowledge areas that should be considered, and the survey work presents an indication of where certain skills and knowledge areas rank in terms of importance.

Survey Findings

Respondents were asked to provide a ranking to a list of general skills and knowledge that they were looking to gain to become more effective in their work[42]. The purpose of this question is to inform the desired learning outcomes for students, and to test the differences in priority areas across the three sectors. The five highest ranked skills and knowledge areas are listed by sector and by Student/Employer perspective in Figure 6 below, using the average rank to determine overall ranking[43].

Figure 6: Desired Learning Outcomes

Table 37: Which of the following skills or knowledge are you looking to gain to become a more effective leader or practitioner within the community? (n=203)						
	CED	**Coops**	**Non Profits**	**Potential Students**	**Employers**	**All**
First	Strategic Planning	Strategic Planning	Financial Management	Financial Management	Strategic Planning	Financial Management
Second	Financial Management	Financial Management	Fundraising	Fundraising	Financial Management	Strategic Planning
Third	Theories of Community Change	Mobilizing Citizens	Theories of Community Change	Strategic Planning	Project Design & Management	Theories of Community Change
Forth	Project Design & Management	Public Policy Process	Project Design & Management	Theories of Community Change	Fundraising	Fundraising
Fifth	Mobilizing Citizens	Theories of Community Change	Strategic Planning	Social Innovation	Human Resources	Project Design & Management

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[42] The list of skills and knowledge areas was drawn from literature, Steering Group correspondence, and from the interview findings

[43] The complete ranking is listed in appendix G. One limitation should be noted. In an effort to keep the number of options available to respondents to a practical and user friendly number, the skills and knowledge areas listed in the survey were very broad in scope. This permitted an overview of the general preferences of respondents but may lack many of the specific details that would be helpful in program design. The interview findings that follow provide a more detailed discussion into the skills and knowledge areas demanded from the sector.

These findings suggest that respondents from across the CED, Cooperative and NP sectors are looking to gain similar skills and knowledge to further their work within the community. Specifically, strategic planning, financial management and theories of community change all ranked in the top five for each group of respondents. The differences between "potential students" and "employers" were minimal among the highest ranks as well.

While there were many similarities across the sectors, determining where the preferences diverged may be helpful when designing core and elective courses. The following table indicates the level of variance between the CED, Cooperative and Non Profit Sectors, as well as between future Students and Employers as indicated using the filter outlined in Section 6.1.

Figure 7: Variance in Learning Outcomes

Cross Sector Variance		Student/Employer Variance	
Highest	Lowest	Highest	Lowest
The Organization of International SE Practice	Theories of Community Change and Revitalization	Information Technology Skills	Key Trends Affecting Communities
Understanding the Private & Public Sectors	Financial Management	The Organization of International SE Practice	Training and Educating
Human Resource Management	Community Based Research Skills	Project Design and Management	Understanding the Private & Public Sectors

The variance results indicate that respondents from different sectors (CED, Cooperative or NP sectors) placed different value weightings on certain skills and knowledge areas. These results indicate that respondents from the CED sector are, in general, looking to gain a greater understanding of how the Social Economy is organized internationally, that respondents from the Cooperative sector want to gain a better understanding of the private and public sectors, and that respondents from the NP sector want to be better in HR Management. The table above also helps differentiates the areas where students placed a higher value than did the remaining respondents.

<u>Interview Findings</u>

The survey findings identified above provide a preference ranking for certain skills and knowledge areas, but given that the ranking options were prescribed and were broad in scope, the findings may not offer the level of detail that will be necessary for course and program development. The interview findings offer a more constructive level of feedback into the skills and knowledge areas that are demanded by the sector.

The interview and discussion participants referenced skills and knowledge areas that develop the capacity of a practitioner in four learning and knowledge domains: Personal Development; Leading and Managing in the Organization; Leading and Managing Externally; and Understanding global trends and the Social Economy[44].   Respondents also identify several more general outcomes that they would like to see emerge from an MA program.

The diagram below illustrates the interconnectedness of the four learning domains. Each one is shown as a subset of a larger domain, to show that developing knowledge and skills at a personal level for example, likely has a positive effect on ones ability to lead and manage at the organizational level.

Figure 8: Learning Domains
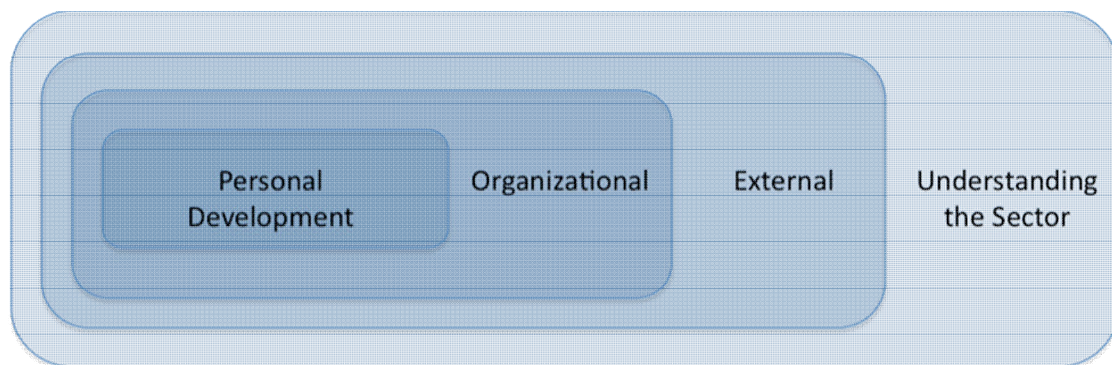
Personal Development

Leadership Skills and Capacity: Developing leadership skills should be central to the program. It was acknowledged that effective leadership brings a large and varied skill set, but broadly speaking, it is important that this program develop "analytical and nimble leaders who are not stuck in one paradigm of thought". One respondent believes that these sectors need more "strategic thinkers who are generalists, not afraid to try new things and are able to generate excitement and momentum in their work. Not ones who are not stuck in cynicism and negativity".

Dealing with Complexity: Another key challenge to organizations within the Social Economy is that their work is becomingly increasingly complex. Balancing social, economic and ecological goals in a constantly changing and uncertain environment requires practitioners with "the ability to manage and lead through these complexities, and practitioners need complex thinking skills to do so".

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[44] These groupings were based on groupings used by Naheed Nenshi in *The State of Non Profit Education in Canada* (2008).

Innovative and Creative Thinking: Several respondents cited that it is important that the next generation of leaders in this sector must become more innovative. Many of the complex challenges identified in the previous subsection will require creative and innovative solutions from leaders in the Social Economy. Respondents cited that as problems become more complex for communities, practitioners will have to devise new ways to meet these evolving challenges and find new ways of working collaboratively with public, private and other organizations within the Social Economy, as well as with the community. One respondent cites that creative thinking is especially needed at the governing level of organizations, noting that "boards can be stifling, strategic plans can be too restricting, and we need to promote a shift in the way that community work is done"[45].

Leading and Managing in the Organization

Business/Financial Skills: It was generally agreed among all interview respondents that financial and business skills were essential for effective management. These skills ranged from the ability to simply manage a budget to having an understanding of how to develop and manage a business enterprise so that funds can be raised independently from outside funding partners. One respondent noted that "if working in the Social Economy, managers must have an ability to bridge the hard finance skills with a social analysis and softer skills".

Strategic Planning: A necessary skill for successful community organization leadership is the ability to manage idea generation and strategic plan follow through. Graduates must have the ability to convey the vision and goals of the organization and be able to implement the programs or process to push forward this vision[46].

Leading and Managing Externally

Training, Educating and Facilitating Skills: These skills are very important for practitioners so that the sector gains more momentum and recognition as an efficient and effective part of the economy. One respondent, speaking from the cooperative perspective of community development, would like to see "practitioners within the sector to be able to promote the efficiencies and effectiveness of cooperative practice". Also, as identified in the previous subsection, practitioners in the Social Economy will be asked to educate the private and public sectors on ecological issues and environmental "solutions". While organizations in the Social Economy are often deeply rooted in environmental issues, empowering these practitioners to teach and educate others will be an important skill as environmental sustainability becomes more prominent among the public and private sectors.

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[45] Other Personal Development Skills or Knowledge that were cited, but not elaborated on include: Critical Thinking/Analytical Abilities, Research Abilities and Self-Leadership/Confidence
[46] Other Organizational Management Skills or Knowledge that were cited, but not elaborated on include: Program and Process Design Skills, Board Governance and Group Dynamics

Understanding and Working with Government/Policy Process: Another valuable competency for successful organizations in the Social Economy is to be able to understand government and be able to undertake policy change. This involves creating better relationships with government and as one respondent from the CED Sector notes, "figuring out how (the CED Sector) can help government so they can become sympathetic partners with community organizations". A lot of the work done in the Social Economy complements the work done by the government, including redistributing money to low-income earners and environmental protection (in terms of regulating public goods and externalities). The Government and the Social Economy must get on the same page with these issues, and this requires that practitioners in the Social Economy understands how government and regulative policies are created or changed.

Engaging and Mobilizing Citizens/Organizing Activism and Understanding Movement Building: It was suggested that this program should give learners the knowledge and understanding to create the change that they want to see in their communities and beyond. This goes beyond an understanding of the policy process, but also how to engage others in building social movements. One respondent cited what the feminist and union movement did 20 years ago called "assertiveness training", where they taught others how to take over a union and how to get elected to the leadership. Graduates from this program should be able to look at the social and economic systems in their community with a critical eye, and when needed, organize others to pursue positive changes.

Working with the Private Sector: Several respondents indicated the importance of working with the private sector. In part, this is to enable working partnerships, but also to promote the need for corporate responsibility. One respondent cites that many of the social, environmental and economic issues that are central to the work of the Social Economy stem from inefficiencies in the private sector and the inability for government to enact and enforce regulations. To stop many social, environmental and economic problems at the source, it is necessary that the private, public and Social Economy have the same goals in mind and work cooperatively to achieve them.

Understanding Global Trends and the Social Economy

Ecological Lens: Several respondents cited that leaders within this sector must not only look to resolve social and economic issues in communities, but must also understand and be responsible within an ecological context as well. One the primary challenges cited by respondents was that the future generation of leaders within the Social Economy is going to have to deal with ecological concerns, including climate change, increasing energy costs and other issues that are discussed in Section 3.1. One of the respondents frames this challenge by saying that "practitioners in this sector now have a

socio-economic lens but what is really needed is a socio-economic-ecological lens" to address challenges facing communities.

Better Understanding of the Sector: Organizations within the Social Economy need to have a better understanding of how they fit within the larger picture, and not only their organizations or the issues that they face. One respondent cites that practitioners need to be able to "frame the realities of their work from both the front line service level, but also need to understand the systemic issues". This includes understanding the roots of the social and economic issues that emerge in communities, and also to understand the systems and methods that are in place to undergo change. One respondent also cites that "practitioners need to know where there is room for partnerships with the public and private sectors and where tensions exist".[47]

Program Outcomes

Beyond learning outcomes for the students, respondents cited the following outcomes that they would want to emerge from this program. These outcomes go beyond the specific skills and knowledge areas that graduates should acquire, and instead provide recommendations into broader outcomes that this program should offer. These include:

Practice Oriented Learning: Generally, all of the respondents indicated that this program must be practical and apply directly to the work of the student. Working on real life projects will help develop some of the practical skills needed and will teach individuals that they can be competent leaders in the sector. One respondent noted that "working on real life practical projects (through coursework), and building up small successes will shorten the time before students can feel they will make an impact" and before they can confidently step into a management and/or leadership role.

Develop and Study the Sector: A program on community development and the Social Economy will help develop and legitimize the work that is being done in the sector. One respondent cites that this kind of program could be a place where the bigger theoretical and practical discussions could take place and really put the "ideas behind the work, streamline ideas and practice, and further legitimize the sector on a national and international stage".

Diversify Skill Sets: It is important that this program teaches a varied skill set. One respondent cites that "people need more diverse skills other than just caring, for example, they need to be entrepreneurial while not losing sight of the issues". Also, due to the complexity of the work and lack of resources, workers cannot afford to specialize in one aspect of the work (for example finance or communications) and will often have to take on multiple and varied responsibilities.

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[47] Other Skills and Knowledge needed to gain a better understanding of the Social Economy that were cited, but not elaborated on included a better Understanding of Future Trends

Understanding all aspects of Community Development and the Social Economy: Several interview respondents also cited the importance that practitioners gain a broad understanding of the Social Economy, and not only in the specific tradition in which they currently work (whether it be the Non Profit, Cooperative or CED sector). It was also cited that graduates should gain a clear understanding of how to start up a social or community enterprise, and how to raise revenue for community minded purposes. Having a broader understanding of the Social Economy will also permit graduates to have greater flexibility and job mobility after graduation, since they will have a more diverse knowledge and skill set than otherwise.

Ensuring that the Degree has Value: One concern raised by several respondents was that an MA degree may not have much value when seeking employment. One respondent suggests that employers will continue to place more value on experience and knowledge of a particular community, rather than any university based certification. Several other respondents were very concerned about the costs associated with participation in this program. They suggested that the resources were too tight for organizations to fully compensate the time and expenses a student must undertake while engaged in this program. Program developers must be aware of this challenge and work to ensure that graduates are sought after in the marketplace and that the MA degree has value amongst prospective employers.

The survey and interview findings present some of the key skills and knowledge areas that should be considered in the various stages of program design. The survey findings offer some insight into the preferences of practitioners across the CED, Cooperative and NP sectors, while the interview findings provide more detail into potential learning outcomes. After receiving input into the challenges and learning needs of practitioners within the Social Economy, respondents were then asked to provide input into the target participants for this program.

Section 6.4 - Program Participants

The previous two subsections present findings that will primarily inform the first research question of this paper: How can this program be designed to best serve the Social Economy? Understanding the challenges facing the sector and the skills and knowledge needed from its practitioners will be valuable in course and program design. The following subsections lean more towards informing the second and third research questions proposed in the introductory section of this paper: How can this program be designed to attract and retain top level students, and how can it be designed to meet the needs of organizations within the Social Economy?

The survey was structured so the responses from potential students and employers could be isolated, and their responses are collected and discussed separately in the following pages of this report. The interview findings present a discussion that is

primarily from the organizational point of view, but also takes into account the needs and demands from future students.

The purpose of this subsection is to determine the target population for which this program should be designed. The learning outcomes and course design, as well as how the program will be delivered, are each dependent on the students who choose to take part in a Masters level program.

Survey Findings

Student Responses - Respondents were asked what their desired primary focus of study would be in the proposed program. The responses were in line with the student demographics that are outlined in section 6.2, which asks respondents which sector they most strongly self-identify with. See Figure 9 below for results.

Figure 9: Focus of Studies – Potential Students

Table 19: Which of the following would you want to be the primary focus of your studies? (n=101)		
	N	**%**
Community Economic Development	36	36
Co-operative Sector	10	10
Non Profit and Voluntary Sector	41	41
All of the Above	28	28
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Responses from table 20 of the survey (see appendix F) indicate that 95% of all respondents would be interested or very interested in learning about all three sectors listed above.

Employer Responses – As shown in Figure 10 below, future employers were asked which of the sectors they would want their staff, successor or co-workers to be the primary focus of their studies.

Figure 10: Focus of Studies - Employers

Table 32: Which of the following would you want to be the primary focus of study for your staff, successor or co-worker? (n=100)		
	N	**%**
Community Economic Development	39	39
Co-operative Sector	10	10
Non-Profit and Voluntary Sector	44	44
All of the Above	25	25

As noted in table 33 (see appendix F), 91% of all respondents would be interested or very interested in all three sectors.

Interview Findings

Respondents generally indicated that this program would attract both individuals who are mid-career but also those who are finishing their undergraduate degrees or those who are seeking a change in career. One respondent indicated that a group of potential participants will be "social workers who are hitting their head against the wall" and want the tools to make a greater impact on their communities. Another respondent believes that many of the participants will be younger students (in their early 20's) who are "idealists and activists, and will probably come from an environmental studies and social work background".

Other respondents believe that this program will attract individuals from the private and public sectors, and will act as an alternative to MBA and MPA programs. This program has potential to be good for "business students who have a heart, and care more than just the bottom line". In addition, it could be good for people within the public system because people who enter the public sector "generally want to do something that is good but their job role limits them from doing that (because they are often limited by bureaucracies and to the politics of the day)".

The survey and interview findings present different perspectives into potential program participants. The survey provides input into the learning interests of a broad range of potential students and employers across the CED, Cooperative and NP sectors. While the survey was primarily distributed to practitioners already working or involved in the Social Economy, the interview findings suggest that people working outside of the Social Economy be potential participants.

The target participants of any program will strongly influence the features of any academic program, especially how it is delivered. The following subsection looks more deeply into the nature of the residential and online components of this program.

Section 6.5 - Residencies and Online Learning

A key parameter to be informed by this research is to provide recommendations into how this program should be delivered. It had been predetermined by the Steering Committee that the program will use a mix of online learning and residencies, where students come together in person for a number of days for face-to-face learning.

The purpose of this subsection is to gather input into the length and timing of the residential periods, and how the online learning should be structured. Since a

residential period would likely require a working student to be absent from work, employers were also asked to provide input into how the residencies should be structured to best accommodate their needs. Employers were not asked to provide input into the structure of the online component.

Survey Findings

Students – Potential students showed a slight preference for *Two residencies of 7-10 days per year* (35%) over *One 2-3 week residency period per year* (29%) and *Six extended weekends per year* (21%). When asked which months an on-campus residency would be best, July (56%), August (45%) and January (40%) were most cited most often[48].

When asked which models for online learning were preferred, 40% preferred *Infrequently scheduled class conference calls (2-3 per term) supplemented by email or web postings*, 32% preferred to have *Regularly scheduled class conference calls* and 28% preferred to have *Online courses delivered solely through email or web postings*.

Employers – When employers were asked about structuring residencies, there was an almost even distribution amongst the three models of residencies identified above[49]. July (59%), August (52%) and January (32%) would best meet their organizational needs.

Interview Findings

When asked whether the program should be delivered on-line, residentially or a combination of the two, it was generally agreed that a mix would be most effective. Residencies were deemed necessary because debate and exposure to different peers is important for development and that "there is real value in relationship building" with other students and instructors. One respondent who had experienced a mix model delivery system at Royal Roads University cites that the residency period also strengthens the online component that follows because relationships are formed with other students with whom one later works with interactively.

One key concern for respondents was that the University must make this program widely accessible for practitioners across the country. They recognized the proposed program to be unique in Canada, and should therefore be made available to practitioners outside of Victoria or British Columbia. This makes the online component of the program very important, and as one respondent points out, it becomes increasingly important "if there is an international and/or rural focus to the program". Online learning also has the added benefit of developing the information technology and writing skills of participants through online correspondence.

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[48] It should be noted that some indicated the summer months were the worst because of family commitments (children are not at school)

[49] See Table 29 in appendix F for more detail

One respondent also raised the idea of providing an extension program, increasing access for the residency component of the program by holding the residential sessions in other regions. This is especially important if the program develops "community partners", because it is an impactful learning experience if several members of the same community take the program jointly, increasing the opportunity to work collaboratively for the development of their community. This often cannot be achieved if only one person from a community takes the training.

Several respondents indicated that a limitation to an on-campus residency would be that too much information would be packed into a limited timeframe. Short, high-intensive residencies may not be conducive to a high impact learning experience, and that designers of the residential component should be aware of this challenge.

The survey findings present the preferences of respondents to several predetermined options for the residential and online components of an MA program. The interview findings again present a narrative to the multiple-choice format of the survey questionnaire, and also offer ideas into other models of delivery. Additional components affecting program delivery are explored in the following subsection.

Section 6.6 - Work Placements and Study Tour

Another consideration for the design of an MA program is whether students should engage in a work placement in a CED, Cooperative or NP organization. The University of Victoria has a strong tradition providing placements for students, including a history of allowing for placements in the Master of Public Administration and Master of Business Administration programs.

This subsection presents a summary of the preferences of survey and interview respondents on the need for work placements. Again, the survey findings present both the student and employer perspective, and also the student perspective on including an international component to the program. The interview findings also present a discussion on how a final research paper or thesis could compliment a work placement.

Survey Findings

Students – More than a third (39%) of respondents were not interested in a four-month work placement as a means to supplement their work experience. While 27% indicated that they were interested in a work term, many indicated that it depended on various factors, including whether they could granted time off, the type of placement and if it would be a meaningful experience.

When asked how much interest they would have in a 2-3 week "study tour" to another country, about half (52%) responded that they would be "very interested" and nearly a

quarter (23%) would have "some interest". Other responses depended largely with associated costs and level of time commitment.

Employers - When asked if their organization would benefit if one of their staff members took advantage of a work placement as part of the MA program, 51% indicated that it would be beneficial and 24% indicated that it would not. Other responses depended on the nature of the placement, whether they would be receiving a student or losing a worker for the four-month period and what the placement would return to the organization.

Interview Findings

Key informant interviews and discussions brought about different views towards an internship or work placement as a part of the program. Several respondents agreed that since a large proportion of the participants will already be working in community-based organizations, they would not be able to incorporate a work placement into their studies. One alternative raised by a respondent is that working students apply their coursework to work within their organization, which is getting past case studies and "getting practical". Similarly, one respondent suggested that an internship could instead be in the form of a consultancy with another organization. It would have to be flexible for the student, but this model would expose a student to another organization, perhaps within another sector, develop a relationship and cooperation between organizations, and will yield a relevant and practical document for another organization.

There was also a consensus that a thesis or final report will be necessary to demonstrate the skills and knowledge learnt throughout the program, and that this report should be an applied and practical document that will be of benefit to an organization or cause within the Social Economy. This will also help strengthen the sector, as it will develop a centre of information that the sector can draw on.

Whether this program offers a work placement, and the structure this placement takes, will likely be a selling point for many prospective students. The final parameter that was investigated in this research will also affect the demand for this program from a marketing perspective, determining what this program should be called.

Section 6.7 - Nomenclature

The final parameter that was researched related to the name of the program. Choosing a program name that captures the interest of both future students and employers is important for the recruitment of students and instructors, and to make the degree more valuable amongst organizations within the Social Economy.

Both survey and interview participants were presented four possible names and were asked which resonated most with them. Again, the survey findings present a

quantitative view of the preferences of practitioners, while the interview findings present a commentary to some of the advantages and drawbacks to the proposed names.

Survey Respondents

Prior to this study, the naming of this program was a point of discussion and debate amongst the Steering Committee. The following table indicates the responses from both Students and Employers to a question regarding this issue.

Figure 11: Program Naming

Table 8: Which of the following program names resonates most with you in relation to your interests or desired field of study? (n=186)		
	n	**%**
MA in Community Entrepreneurship and Development	56	30
MA in Community Development and the Social Economy	84	45
MA in Civil Society	14	8
MA in Community Development	64	34
None of the Above	17	9
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Nomenclature preferences were similar amongst both students and employers, (favouring _MA in Community Development and the Social Economy_ with 47% and 43% respectively). A commentary on program nomenclature from the interviews and discussion group is provided below.

Interview Findings

A program name must be able to frame the program objectives and must be marketable to future students, as well as their employers. A major challenge in determining the program name stems from the fact that there is no similar program in North America and therefore no standard nomenclature.

Four possible program names have been identified by Steering Committee members and through informal discussions with key stakeholders. These options were tested to gauge resonance amongst key informants. While there was no clear consensus amongst respondents, this section provides a commentary, complementing the quantitative analysis discussed in the survey results above.

MA in Entrepreneurship and Community Development

Advantages: One advantage to this name is that it implies innovation and change. The use of the word "entrepreneurship" has the potential to attract young and ambitious students who may choose this program as an alternative to business school. One respondent points out that since CED and Cooperatives will be central to this program, it is a good idea to reflect the economy and the word "entrepreneurship" does that effectively.

Disadvantages: Two respondents were concerned by the term "entrepreneurship" since it implies that communities need to enterprise themselves, and that the current funding environment does not yet necessitate that. Developing an enterprise is only one means for financing the work, but it does not mean that government and private donours should not be investing. Organizations within the Social Economy need to build relationships with funding partners, and it is not always suitable for organizations to be completely self-sufficient in terming of funding. The word entrepreneurship resonated poorly with one respondent, believing it signals the notion that "You want me to do <u>What</u> in addition to what I'm doing already?", which may not be the message that this program wants to convey.

MA in Community Development and the Social Economy

Advantages: A couple respondents argued that the concept of the Social Economy should be brought to the front. It was believed that the term is an important concept that will really push forward the sector. It was suggested that the term "Social Economy" provides a broader frame of reference than "community development", and would perhaps be a greater draw to individuals wanting to see a shift in the economic and social systems that currently exist.

Disadvantages: Several of the respondents were against this title because of the term "Social Economy". One argued that there is too much ambiguity in the term, and too much debate in Canada on what the term Social Economy really means. For this reason, this respondent sees no benefit in using the term. Another respondent already believes that the term has been discarded by lots of people already working in the Non Profit sector. This respondent believed that when the Federal Government promoted the term (during Paul Martin's leadership), the term didn't resonate with many practitioners in the NP sector and has now become "old news".

MA in Civil Society

Advantages: A couple of the interview participants responded positively to this title. One cited that the term civil society "has legitimacy due to the longevity of the term", arguing that the term is widely used and understood both in Canada and internationally. Another argument was made that it puts the purpose of the program front and centre, because a "civil society" is the underlying purpose and goal.

Disadvantages: The majority of respondents generally agreed that this title is not an accurate description to what this program should represent. One respondent cited that this name is too academic for practitioners in the Nonprofit sector, and that it does not convey a focus on management and community development (which this respondent though should be central to this program).

<u>*MA in Community Development*</u>

Advantages: Several respondents indicated that it was important that the name be simple and easily understood beyond people already working in the sector. One respondent indicated that this one was the "easiest and coolest" of the options, meaning that this title would be most broadly understood by people both in the Social Economy and in the public and private sectors. It was also cited that this term is "a broad umbrella that captures a lot of what these organizations do", suggesting that the term will be accepted widely by the sector and few organizations will feel excluded by the language used.

Disadvantages: Several respondents suggested that this title "does not do justice to the complexity of the issues that the community sector is engaged in", and that the term "community development" is too narrow and vague for what this program should accomplish. One respondent indicated that this term presents the notion that the program would not be about leading transformative change in a community. Instead of developing leaders who will challenge the existing economic and social systems, "community development" refers to keeping the systems the same, but the program would develop graduates who would develop the community more efficiently.

<u>Other Comments</u>

Several of the respondents wanted to incorporate the word "leadership" into the program title. The options that were tested made one respondent think about theory, and that this program should be focused on practice and affecting change. It was argued that the word "leadership" exhibits the applied nature of the program.

There was also some sensitivity to the use of the term "Social Economy" due to the fact that it is not a widely used term . It was indicated that this may or may not be a problem, and that the development of this program might present a good opportunity to develop and promote the term.

Lastly, there was a discussion about using the term "sustainability". One respondent indicates that there is currently only one Master's degree in sustainability being offered in North America[50]. This respondent was not necessarily arguing that this program should be a degree in sustainability, but it should reflect the triple-bottom-line values

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[50] This is the MA Program in Sustainability at Arizona State University

(environmental, economic and social equity) of sustainable development. The term "sustainability" is a more conventional term than the options listed above and will give graduates a "legitimacy to work in the conventional sector as an expert (in Community Development, the Social Economy or however this program is framed)". They can get hired because they have the skills and knowledge of social and environmental issues that the public and private sectors are looking for. In addition, this program is in a good position to focus on sustainable development because the program will be interdisciplinary in nature, and it will give students something that they cannot do within one faculty.

A name that accurately frames the goals and outcomes of this program is an important feature of program design. This survey results present an overview of the preferences of a broad sample of stakeholders from across the CED, Cooperative and NP sectors. The interview findings complement the survey data by providing a narrative into each of the proposed options. The following subsection provides a summary of the survey and interview findings.

Section 6.8 - Summary

The survey and interview findings present valuable information to the Steering Committee on various design features for an MA in Community Development at UVic. Input was gathered from a broad sample of practitioners from across the CED, Cooperative and NP sectors, and both quantitative and qualitative information was gathered for analysis. This subsection summarizes the findings from these consultations and presents some direct implications to program design. More detailed implications are discussed in sections 7 and 8 of this paper.

Respondents in both the interviews and survey were asked an open-ended question to determine the key challenges facing them and their organization. There were 5 primary themes that emerged: Financial challenges; Human Resource challenges; Leadership and Governance challenges; Partnerships, Collaboration and challenges forging External Relationships; and larger External Challenges. It will be useful for program developers to refer to these findings when designing learning outcomes for students to ensure graduates are better prepared to deal with these issues.

Respondents then provided informative feedback on the specific skills, competencies and knowledge that they would like to see emerge from this program. The interview question was open-ended and responses were themed under four learning and knowledge domains: Personal Development; Leading and Managing in the Organization; Leading and Managing Externally; and Understanding global trends and the Social Economy. While the interview responses only provide a qualitative view on possible learning outcomes, the survey findings provide a ranking of prescribed outcomes based on level of importance to practitioners in the Social Economy.

After respondents provided input into some of the desired outcomes that they would like to see stem from this program, they were then asked to indicate who would participate as students. The survey and interview findings suggest that practitioners of varying levels of experience, and across the CED, Cooperative and NP sectors (as well as in the private and public sectors), would all be potential students. The results also clearly indicate that the students would be interested in learning about each of the CED, Cooperative and NP sectors, and not just one particular segment of the three.

The target participants of this program will have a major effect on how the program will be delivered. The interview findings suggest that a large proportion of students will be mid-career and would need to participate on a part-time basis. A mix of on-line and residential learning was a clear preference among respondents, who also expressed that the program should be accessible to students across Canada and potentially internationally. The survey results suggest that one or two residencies in the summer months would be preferable for students and employers, supplemented by online learning.

Respondents also provided feedback on the inclusion of a work placement in the programs curriculum. While there were several suggestions amongst interview respondents to the potential benefits of a work placement, there was general agreement that since many of students will be working while undertaking their studies, a mandatory work placement would not be feasible. Instead, it was suggested that much of the course content and project work could be designed so a student can apply their course work to the work in which they are engaged in the community. These sentiments are echoed among the survey respondents. The survey findings also suggest an interest in learning about the Social Economy internationally, with many respondents interested in an option for an international study tour.

The final parameter that was tested was to gauge the resonance of possible program names. The survey findings suggested a preference to *MA in Community Development and the Social Economy* over *MA in Community Development* and *MA in Community Entrepreneurship and Development.* The interview findings present a narrative to the survey findings, presenting a discussion on various advantages and disadvantages to each name. There was no clear consensus regarding the naming of the program but several respondents suggested that ultimately, the name of the program should reflect the goals and objectives of the program.

More detailed implications of the findings are weaved throughout the following two sections of this paper. The next section presents a discussion of the research findings in relation to the research questions for this study, and section 8 presents recommendations for the next steps of program development.

SECTION 7: DISCUSSION

The purpose of this section is to relate the research findings back to the key research questions outlined earlier in this paper. Specifically, these were:

- *How can this program best serve the Social Economy and strengthen the Community Development Sector?*
- *How should this program be designed to attract and retain a high quality flow of students from the Community Economic Development, Cooperative and Non Profit Sectors?*
- *How should this program be developed to meet the needs of organizations within the Social Economy?*

The diagram below illustrates the relationship between these questions. Even if this program delivers all the required skills and knowledge to lead and manage in their communities, it will still come up short if the needs of future students and organizations are not addressed. The interests and barriers of students must be at the forefront of program design so that the right candidates will be drawn to participate. It is equally as important that organizations are supplied with graduates who have the knowledge and skills needed to advance organizational objectives, but also that students have the support, both in flexibility and possibly financially, as they engage in their education.

Figure 12: Designing a Program
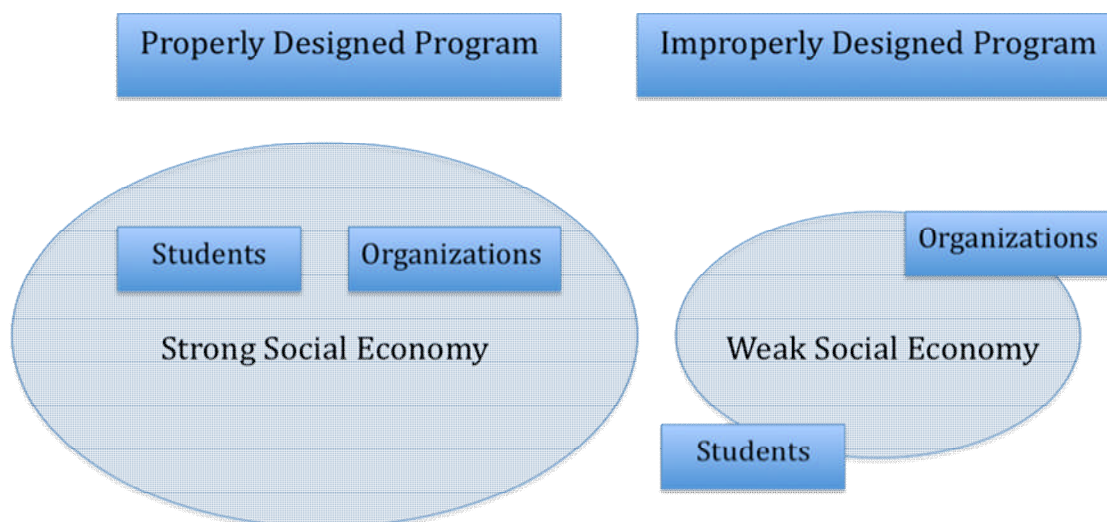
In short, students, organizations and the larger Social Economy's needs must be served if this program will have any relevance. The following discussion explores some specific considerations for each of the research questions.

How can this program best serve the Social Economy and strengthen the Community Development Sector?

Results from the review of comparable programs found that there are just a few graduate level programs aimed specifically at developing any of the CED, Cooperative or Non Profit Sectors. The interview and survey results, as well as a review of the literature, found that practitioners in these sectors are facing a dynamic and complex set of challenges and that there is a looming leadership deficit that needs to be filled.

For these reasons, the primary deliverable for this research project is to determine how this program should be designed to most effectively strengthen these sectors and the Social Economy. The following key themes emerged from the research:

Developing the Capacity of Practitioners within the Social Economy

This is the clear and primary motivation for the development of this program. Stronger leaders and managers, with the skills and knowledge demanded by the sector, will have direct and positive implications on the work done by the Social Economy.

A large portion of this study was to determine those needs that are being demanded by the Social Economy. First, the interview and discussion group findings offer a broad spectrum of skills and knowledge that they would like to see gained from an MA program at UVic. These fell into four outcome groupings: Personal Development; Leading and Managing in the Organization; Leading and Managing Externally; and Understanding Global Trends and the Social Economy. A ranking of importance was determined using the survey, with strategic planning, financial management and theories of community change ranking highly among practitioners in each of the CED, Cooperative and NP sectors (See Section 6.3 for more detail).

In addition, the survey and interview respondents presented valuable information on the challenges facing practitioners and organizations within the Social Economy. Educating students to confront these challenges have implicit learning outcomes, which need to be identified and built into the program by course and curriculum developers. There were 5 main themes that came out of both the survey and interview findings. Financial challenges; Human Resource challenges; Leadership and Governance challenges; challenges around building Partnerships, Collaboration and External Relationships; and larger External Challenges (See Section 6.2 for more detail).

The challenges and learning outcomes identified in the research were quite varied. This is perhaps reflective of combining the diverse nature of the CED, Cooperative and NP sectors all under one umbrella, but more likely it is a reflection of the complex and diverse nature of the work done in the Social Economy. Interview and survey respondents demanded skills and knowledge that lead to more effective management in the internal environment of an organization, and also for leading and managing in the

outside environment. This included the need to collaborate and form partnerships; enhance a student's ability to educate others on various issues; and how to mobilize citizens to achieve change.

Also reflective of the complex challenges and needs of working in the Social Economy, respondents indicated that students should enhance their practical skills demanded from their work, but also gain a firmer grasp on the theoretical context, where their work fits into the larger picture, and how to apply this theoretical knowledge to be more effective practitioners in the Social Economy.

Balancing theory and practice will be a challenge for program developers and for ongoing governance, but as Markey and Roseland (2001) suggest (regarding CED programs, but also applicable to this program), community and Social Economy based programs are well positioned to bridge theory and practice. With students already engaged in the community, there is an opportunity to apply their coursework to their work, engage in community-based research (which is discussed further in the following section) and present a conduit for instructors and faculty to be more engaged in the community.

As suggested above, this research helps to identify some of the key skills and knowledge areas needed to build the capacity of future program graduates. Some of the key challenges and priority areas are also identified, further enabling program developers to meet the needs of the sector. While designing these skills and knowledge areas into the program is the primary means to develop the capacity of practitioners and strengthen the Social Economy, the following themes were also gathered from this research.

Consolidating the CED, Cooperative and Non Profit Sectors under One Program

As suggested from the onset of this study (and outlined in the Prospectus in appendix A), this research confirms the idea of consolidating the three streams under one umbrella. More than 90% of all survey respondents indicated that they would have an interest in learning about each of these sectors, with 28% of potential students indicating that they would want an equal proportion of program content devoted to each sector. The interview findings also suggest that students should gain an understanding of each of these sectors, but also that content be devoted to understanding both the private and public sectors, and how to influence these groups in promoting positive social, economic and environmental change. Exposing students to concepts and tools in each of the CED, Cooperative and NP sectors should strengthen the Social Economy by providing a broader skill set to graduates.

Grooming Relationships, Partnerships and Networks

In addition to providing graduates with a greater understanding of different organizing structures, a consolidation of sectors will also bring together practitioners from across the Social Economy. In a sector that depends, or perhaps more accurately, is defined by cooperation, strengthening the Social Economy relies on Cooperatives, Non Profits and CED organizations working together to reach the same goals. Not only will students from different backgrounds be working together on in-course projects and have the opportunity to carry these relationships to the workplace, consolidating the sectors also presents the opportunity to streamline practice between the sectors.

Streamlining practice will be an important outcome of this program. As indicated throughout the research, increased competition for funding and services has been a key challenge that has limited the effectiveness of the Social Economy. This program has the opportunity to disseminate ideas on best practices (while making sure that the strengths and diversity of individual communities are not lost), with the goal of having more collaboration and networking across the Social Economy.

School acts as a Research Hub

In addition to acting as a hub where relationships and networks are created, this program (and the School of Public Administration [SPA] where it will be housed) has the opportunity to act as a key hub for Social Economy based research. Already housing the Centre for Non Profit Management, the Office of Community-Based Research the BC Institute for Cooperative Studies and a variety of related academic programs[51], the University of Victoria is in a favourable situation to take an enhanced research role on CED, Cooperative, Nonprofit, the public and private sectors, and the interaction between them all.

With the Canadian Centre for Community Renewal, BC Cooperative Association and the BC-Alberta Social Economy Research Hub being strongly represented in the design and ongoing support of this program, consolidating the three sectors under the one program will strengthen Social Economy Research in Canada through cooperation, collaboration, and the sharing of resources and knowledge. In addition, with such a limited supply of institutions offering graduate level education aimed at the Social Economy, this program should have the ability to draw a high quality base of faculty and researchers.

While serving to strengthen the Social Economy, the primary driver of this program should be to develop practitioners who can both manage and lead people and

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[51] In addition to the SPA and Business School at UVic, the Faculty of Education offers a M.Ed (Leadership Studies) in Community Leadership and Adult Education for Social, Cultural, and Environmental Change and the Sociology, and an interdisciplinary minor in Social Justice (starting in Sept. 2009). Both programs offer similar features to the proposed program.

organizations to create a stronger and healthier society. This program should supply the skills and knowledge needed to do so, but can also satisfy the needs of the Social Economy by providing a high level of research, and to encourage cooperation and collaboration between the diverse range of actors inhabiting this field of work.

How should this program be designed to attract and retain a high quality flow of students in the Community Economic Development, Cooperative and Non Profit Sectors?

While meeting the demands of the larger Social Economy is necessary for this program to have an effective impact on society, it will be irrelevant if the program cannot attract talented and engaged practitioners to partake. For this reason, this study looked to determine how this program could be designed to best satisfy the needs of potential students. The key themes are discussed below.

Satisfy the Learning Demands of Students

One of the primary means to reach out to prospective students is to offer them the opportunity to gain the skills, competencies and knowledge that embraces their interests and enhances their ability to perform their work. The only method in this study that looked specifically at the learning demands of potential students was within the survey. Figure 6 in this paper (p. 38) identifies the preferred learning outcomes of students based on a pre-determined list of possible skills and knowledge areas. In order of highest ranking, they were: Financial Management, Fundraising, Strategic Planning, Theories of Community Change and Social Innovation.

Other survey questions also helped inform the desired learning areas of students. The vast majority (95%) indicated that they would be interested or very interested in learning about each of the CED, Cooperative and NP sectors. Also, when asked whether they would be interested in participating in a 2-3 week "study tour" to another country, 75% indicated that they would be interested or very interested. While there are many factors that may influence a student's interest in a study tour, one could infer from these findings that prospective students are looking to learn about the Social Economy internationally.

Satisfy Delivery Requirements

While meeting the educational interests and needs of future students is essential for creating a relevant program, a suitable channel for program delivery is equally important. The comparable program review offers a variety of models on how similar programs are delivered, ranging from full-time "traditional" courses being offered during the workweek, extended weekend courses, or courses delivered almost exclusively online.

To identify the optimal model of delivery for this program, developers need to have an understanding of the target student demographic after which this program is to be modeled. The survey and interview findings suggest that there will be a wide spectrum of individuals who would have an interest in participating in a Social Economy based program. It was suggested that there will be interest from young and ambitious people coming straight from an undergraduate degree, as well as practitioners already working in senior executive positions, holding a Master's degree and has significant experience in the Social Economy. It was also suggested that practitioners across the public and private sectors would have an interest in participating.

While a wide range of potential students were identified, the most common demographic from both the survey and interviews were practitioners already working in the Social Economy and looking to upgrade their skills and knowledge. The other parameters for program delivery largely reflect this demographic. The interview participants stressed the importance of having a mixed model for delivery, where the program would primarily be delivered on-line on a part-time basis, coupled with residential periods where students come together at UVic for face-to-face residential learning.

The survey results further elaborated on the structure of residencies, with 35% of respondents preferring "two residencies of 7-10 days" and 29% preferring "one 2-3 week residential period per year". Furthermore, July (56%) and August (45%) were the preferred time periods for residencies to be offered.

Consolidating the CED, Cooperative and Non Profit Sectors under One Program

The research demonstrated that an overwhelming majority of respondents and potential students favoured the idea of bringing together CED, Cooperative and Non Profit perspectives under one Master's Program. As the program review indicates, no other program in Canada explicitly spans across all three sectors, offering prospective students at UVic an opportunity that they can't pursue elsewhere. Consolidating the sectors gives students from a particular background the opportunity to bridge the other traditions and allows them to extend their personal and professional networks. In addition, it allows students to gain a broader range of tools for community development, which has an added benefit of giving graduates more mobility between sectors and employers after graduation.

Making the Degree Marketable

A key concern brought forth by respondents was that a graduate degree relating to the Social Economy would have little value in the marketplace. It was suggested that there are few organizations that have the resources to pay a premium for practitioners that have undertaken higher education and this financial reality will limit the participation of many prospective students. To make this program more attractive to these students,

program developers and governors could target organizations and community interest groups (such as the Canadian Cooperative Association or VanCity) to ensure buy-in for accepting program graduates. This will be explored further in the following section.

How should this program be developed to meet the needs of organizations within the Social Economy?

Organizations within the Social Economy will play a key role in the continuing success of this program. First, the Steering Committee has already determined that the program will be delivered part-time, meaning that students are likely to be engaged in community-based work as they participate. This will require a level of flexibility from their home organizations so that students can maintain a balance between school, work and family commitments.

Second, as suggested by interview respondents, this degree will be unlike many other professional programs where the credential pays a significant dividend of increased pay. The limited resources in the Social Economy may restrict higher wages, lowering the payoff of any financial investment from a student. If this is the case, organizations could play a key role in helping support their employee financially and with a flexible work environment. It is therefore necessary that this program be designed with the needs of organizations in mind to encourage their support of students. The following themes arose from this study.

Reflect the Needs of Organizations in the Social Economy

The survey results indicate that 54% of "Employers" offer financial assistance to employees who undertake training related to their job (9% of respondents replied "don't know"). It is important that this program is designed so future students have access to this assistance.

In response, this program not only needs to graduate practitioners with the skills to push forward organizational goals, but the program must be delivered with a minimal possible impact to already over-stressed human resources challenges existing in the sector. This means that residencies must be kept adequately short so students are not away from their job posts for long stretches of time. The survey indicates that July (59%) and August (52%) would be the best time for residencies to be held.

A work/school balance during the online component of the program is also an important consideration for program design. While the part-time orientation of the program allows students to remain employed throughout their studies, the added responsibilities may still cut into work demands. Interview respondents indicated that one method to reduce the burden on organizations is that students apply their course work to the needs of the organization.

Offer Value Added through Course Work

The majority of interview respondents indicated that this program must be applied and there needs to be a practical benefit to the participating organization. Being delivered part-time, this program is in a good position to use the community work that students are engaged in as an educational tool. Applied learning in conjunction with daily practice will offer a richer educational experience for the student while delivering positive results for the organizations. This can be supplemented with a final research or consultancy project, where students can demonstrate their grasp of material learnt through the program while producing a positive and practical deliverable for the organization.

The three research questions discussed above outline some key considerations when designing this program at the University of Victoria. Foremost, one must design this program with the needs of the Social Economy in mind. The discussion above identifies the key themes that emerged through this study on how to strengthen the CED, Cooperative and Nonprofit sectors. Even if this program is designed to have a maximum impact on the Social Economy, it will be irrelevant if the students for which this program is designed are not able, or choose not to participate. For this reason, this study identifies how this program can be designed to meet the needs of prospective students and their organizations.

The following section provides recommendations to the Steering Committee for further program development.

SECTION 8: PROGRAM RECOMMENDATIONS

This section presents recommendations to the Steering Committee for the current and future phases of program development. As indicated in the background section of this paper, these research findings have already helped inform Phase 1 of program development, preparing the official proposal to the University. This was submitted to the Faculty of Graduate Studies Executive Committee on March 9, 2009. These recommendations instead focus on using key findings from this research to inform Phase 2 and Phase 3 of program development, that is, the detailed design stage and considerations going into the future.

Phase 2: Detailed Design Stage Recommendations

The proposal to the University sets out the general parameters of the MA program, including an outline of the curriculum, delivery method and the general program outcomes. Phase 2 of development provides more depth to the proposal, including detailed course development, marketing, admissions and any other design considerations before this program commences. It is expected that the first courses will begin the summer of 2010.

The primary responsibilities during this phase of development will fall on the newly created position of Program Manager, whose duties will be to "be responsible for program, course, and instructor coordination, marketing, and supporting links within the community" (School of Public Administration, 2009, p. 20). The following recommendations stem from the research findings outlined in this paper, but are applied to information from the proposal submitted to the University and information gained from this researchers participation with the Steering Committee. When applicable, specific strategies accompany a recommendation.

Recommendation 1: Maintain a balance between Theory and Practice

Both the survey and interview findings suggest that maintaining a balance between theoretical and practical knowledge should be addressed in this program. Several studies also stress the need to bridge theoretical-technical and professional-academic divides in Social Economy based education (Stephenson & Christensen, 2007; Markey & Roseland, 2001; Mirabella & Wish, 1999; Feeney, 2000). Relating to the Canadian CED context, Markey and Roseland (2001) write that "tensions continue to exist between the academic demands and expectations of the university setting and the action-oriented and practical demands from the community" (p. 32)[52]. To enable a balance

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[52] Feeney (2000) defines these tensions more bluntly as the "sandbox problem, in which academics are smart and practitioners are not, where practitioners live in the real world and academics do not, and where theory is reified to the exclusion of practice, or practice is reified to the exclusion of theory" (p. 7)

between theory and practice, and to promote praxis, the following two strategies are recommended.

First, practitioner involvement should be retained both at the instructor and at the governance level. As Feeney (2000) argues, academics and practitioners each have "distinctive domains of authority, legitimacy and voice" (p. 7). Each has knowledge and influence in their separate domains, scholars in the realm of the University and academy, and practitioners, in the case of this program, in the community. Having practitioner representation in the instruction and governance will help to ensure that both courses and program objectives maintain a close relationship with current issues and trends facing communities and Social Economy based organizations.

Second, it is recommended that community-based research (CBR) remain a central component of this program. CBR involves research done by community groups and when related to a University, it is a collaborative enterprise between academics and community members. As defined by Kerry Strand et al, CBR seeks "to democratize knowledge creation by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination" (from Office of Community Based Research, n.d.).

While a course on CBR has already been built into the University proposal, it will be helpful to bridge the divide between theory and practice if CBR remain a crosscutting theme throughout the program, and especially in regards to the final research or consultancy project. CBR helps to capitalize on the knowledge held within a community and to bring it to the forefront for dialogue, research and instruction at the University level.

Recommendation 2: Facilitate Work Exchanges and Placements

There has been little discussion to date about the role of work placements and experiential education[53]. This has been understandable based on the target demographic that has been selected and built in to the University Proposal. Admission criteria states that applicants are expected to have a minimum of four years experience in one of the CED, Cooperative or Non Profit Sectors (School of Public Administration, 2009, p. 13). In addition, the part-time nature of program delivery suggests that students will be working in the Social Economy while engaged in course work. Given this demographic, a traditional work placement (as a requirement) seems logistically infeasible.

It is therefore recommended the School support two (non-mandatory) options for students: A work exchange for those working in the Social Economy while undertaking

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[53] The University Proposal (School of Public Administration, 2009) alludes to Work Placements (p. 18) but has been left purposely vague so there is room for further discussions and maneuverability

their studies, or a placement for those not currently associated with a particular organization. The research findings suggest that many potential students will be drawn to this particular program since they will have the opportunity to be exposed to other forms and traditions of community and social practice. Students who choose to engage in a work exchange will benefit while diversifying their skills and interests, and participating organizations will benefit from a fresh perspective on their operations and practice. The development of a liaison role would be necessary to facilitate a work exchange or to set up a work placement for students.

Recommendation 3: Admissions - Allow for Concentrations based on Sector

Admissions have been a topic of discussion that has not garnered much attention from the Steering Committee during Phase 1 of program development. Phase 2 will require a much more detailed investigation into the criteria for which applicants will be admitted. It is not clear at this stage of program development how the three streams will be managed from an admissions perspective.

There would seem to be two options. First would be to demand that applicants indicate a particular stream in which they would participate, and would remain fixed in this stream as they proceed through the program. This will ensure that each of the CED, Cooperative and Nonprofit traditions will be represented in the core courses and there would be demand for stream specific elective offerings. Alternatively, applicants from across the three sectors could be admitted to the program without indentifying their stream. Instead a "specialization" or "concentration" designation would be offered if a student were to take a designated number of electives from a specific stream. This would allow for more flexibility in selecting elective courses, but would result in unpredictable course enrollments, creating difficulties from an administrative perspective.

It is recommended that this program follow the latter option, using a "concentration" designation as opposed to applying for a specific stream. It will allow the admissions committee to accept the top talent in the Social Economy, without being restrained by meeting admission quotas from each sector.

This option also avoids restricting students to electives in one tradition of study. More than a quarter of all survey respondents indicated that they would want all 3 traditions to be the primary focus of study. Furthermore, when asked which sector they most identified with, more than a third of respondents indicated more than one sector. Mandatory streams may limit these students from their desired line of study.

The Social Economy is very broad and as the program evolves, greater flexibility around elective courses will allow program governors to manipulate the program to meet the needs of the Social Economy. While the admissions committee should still attempt to create a diverse range of students who can bring different perspectives on community

development, it is recommended that students have mobility once they begin their studies.

Recommendation 4: Explore the Potential for Institutional Funding Partners

The cost associated with participation in this program was a key concern among the consulted stakeholders. Interview respondents suggested that either the payoff from the degree will not justify the costs (both financial and time related costs), or a student will not participate because they feel that their home organization will not be able to cope with the lost productivity as they participate in the program.

As suggested in Section 7, this program brings numerous benefits to a student's home organization in terms of enhanced knowledge and skill set, increased relationships and networks, and an application of course work to organizational activities. This program should internalize some of these benefits by securing external funding in the form of bursaries or scholarships for students.

It is recommended that funding opportunities be explored with various institutions, especially the larger credit unions (who are known for reinvesting capital into the community) and private and community foundations. Also, Section 3.3 of this paper indicates, the development of this program is consistent with the goals and priorities of the BC Government. It is therefore recommended that further financial assistance be explored from the province.

Phase 3: Long Term Recommendations

While Phase 1 and 2 sets the overall tone of what this program will offer, Phase 3 relates to the ongoing direction and governance of the new program. This section provides suggestions to consider down the road. It is recommended that this program has been established and has a solid footing before exploring these options, but that they are considered in the strategic vision and planning as this program evolves.

Recommendation 5: Exploring Increased Student Diversity

The proposal as it stands is based on a cohort model, where a group of students will proceed simultaneously throughout the program. This will encourage relationship building amongst classmates and instructors, both as they engage in discussions and group projects, but likely also long after they graduate. The program is currently designed for the working student with a minimum four years working in the Social Economy (School of Public Administration, 2009,).

A diverse student population can take many forms. Students can bring rural, urban, social, environmental, First Nation or an international perspective to their peers, amongst many others. Without detracting from the benefits of these perspectives, the

findings from this study suggest that student diversity is explored relating specifically to age and sector of employment. It must be noted that there are obvious limitations to diversifying the student population, especially relating to the level of requisite knowledge and experience necessary for in-depth coverage of certain topics and issues based in the Social Economy. For this reason, an analysis of benefits and limitations must be explored before increasing student diversity.

The interview findings suggest that "career starters" would have an interest in participating in this program. Several respondents cited that individuals finishing their undergraduate degrees would find this to be an attractive alternative to MPA or MBA degrees. This research also indicates that there is an emerging leadership deficit in the Social Economy, largely being driven by the ageing population. Toupin and Plewes (2007) argue that there is a need to accelerate the development of a new generation of leaders by making a concerted effort to market the sector and to attract younger people, and to draw younger people into the sector to generate new ideas, transform existing organizations and give birth to new ones. Opening the doors to younger students and "career starters" will help accelerate the development of this generation of leaders in the Social Economy.

In addition, it is recommended that in the long term, more courses and electives become available for students external to the MA program. Several interview respondents indicated the importance of having all segments of society be in sync with the social, environmental and economic values that are fundamental to the Social Economy. To increase cooperation and collaboration between the private and public sector with the Social Economy, there is a real importance to expose business, public administration and other students to the material central to this MA program.

On the other hand, survey respondents indicated a desire to improve their skills in competencies that are central to these other disciplines, most notably *Financial Management* and *Understanding the Public Policy Process*. Exposure to a diverse background of students through coursework and further interactions will help provide a more rounded perspective of community development, for both students that are internal and external to the program.

Recommendation 6: Ensure Student Interests Remain Central

A priority for this program, especially in the early stages of Phase 3, will be to ensure that students are satisfied and their learning and delivery needs are met. A primary reason for this is to ensure high enrollment rates and to attract the best talent of the target demographic. There was a concern among several interview and discussion respondents that the time and resource restraints in the Social Economy will limit the ability for the right people to participate. The target audience has their priorities set in their community, and if this program fails to accommodate their needs, they will be

lost. The primary defense against this is to ensure that students needs remain at the forefront.

It is therefore recommended that students are actively consulted and encouraged to provide feedback on courses, instruction and matters of program accessibility. Given this, it might be useful to establish a student evaluative body to provide feedback to the Program Committee. Furthermore, current students and alumni could become engaged in the governance body of the MA Program.

Recommendation 7: Explore Potential Satellite Residencies

Though the majority of this program will be delivered online, the residential periods will be a challenge to both students and their organizations. The more geographically diverse the student population, and especially if there is a rural or international focus to this program, the more difficult and costly each residential session will be. Instituting a residency in central Canada or the east coast will increase accessibility (and therefore participation) for many students and will also allow students to get together and work on specific regional issues during the residential period. Residential session in Victoria and satellite campuses can be staggered throughout the summer, so core faculty and instructors can migrate between residential sessions.

It is recommended that other locations outside of Victoria be explored for future residential sessions. There are numerous models that exist. The MBA in CED at Cape Breton University offers residential sessions in both their Sydney, NS and Kingston, ON campuses. In the US, Southern New Hampshire University offers residencies in various locations, including New Hampshire and in California.

Recommendation 8: Build Institutional Partners Nationally

As the world becomes increasingly interconnected, new opportunities emerge that can enhance the learning opportunities and delivery model options for students. Institutional linkages and collaboration with other Universities can provide mutual benefits for students and faculty at the involved institutions.

Due to the relative uniqueness of this program in Canada, it seems that UVic is in a good situation to work collaboratively with other academic institutions or learning centers across the country. A dual or multi-institutional partnership could benefit the program by offering a wider selection of instructors with a broader base of expertise and allow for a more regional specialization of program content. In addition, if satellite residencies are created, a partnership may limit many of the geographical and economic barriers of entry for potential students.

This should be explored both with institutions offering undergraduate and graduate programs relating to the Social Economy. Undergraduate programs could lead to

enhanced recruitment of both students and staff, and could also offer satellite locations for extending residential opportunities. Working collaboratively with other graduate programs helps to diversify program offerings and to promote collaboration from a research perspective.

Recommendation 9: Build Institutional Partners Internationally

Similarly, it is recommended that this program explore partnerships with universities and institutions internationally. This would enable this program to take advantage of more developed Social Economies globally and to promote the exchange of students, faculty, knowledge and best practice.

As the survey findings indicate, there was a strong desire amongst respondents to participate in an international study tour (75% were either very interested or interested). Formal partnerships with international institutions will facilitate these opportunities, allowing students of this MA program to submerse themselves in communities with a strong CED, Cooperative or NP presence. International partnerships will also facilitate the exchange of students, instructors and faculty, bringing diverse perspectives on community development to online discussions, group work and residential sessions.

In summary, the following are recommended for Phase 2 and 3 of program development:

Phase 2

- *Recommendation 1: Maintain a Balance between Theory and Practice*
- *Recommendation 2: Facilitate Work Exchanges and Placements*
- *Recommendation 3: Admissions - Allow for Concentrations based on Sector*
- *Recommendation 4: Explore the Potential for Institutional Funding Partners*

Phase 3

- *Recommendation 5: Exploring Increased Student Diversity*
- *Recommendation 6: Ensure Student Interests Remain Central*
- *Recommendation 7: Explore Potential Satellite Residencies*
- *Recommendation 8: Build Institutional Partners Nationally*
- *Recommendation 9: Build Institutional Partners Internationally*

The recommendations identified above are based on the findings from the program review, interviews and survey methods undertaken in this study. Exploring these recommendations will likely have a positive impact on strengthening the Social Economy, while serving the interests of both future students and organizations within the CED, Cooperative and NP sectors. The following section presents potential areas for further study and concludes.

SECTION 9: CONCLUSION

The primary purpose of this study is to help shape this MA program so it has a maximum impact on the health and welfare of current and future generations of Canadians. As the program review suggests, there is no mold from comparable programs in Canada and therefore the Steering Committee is forging a relatively new path in the Canadian academic landscape.

Early research advising the development of this program becomes more vital for its initial and continuing success. This study offers detailed advice on the following research questions:

- *How can this program best serve the Social Economy and strengthen the Community Development Sector?*
- *How should this program be designed to attract and retain a high quality flow of students from the Community Economic Development, Cooperative and Non Profit Sectors?*
- *How should this program be developed to meet the needs of organizations within the Social Economy?*

These findings were very informative for the various phases of program development. Specifically, these were the development of the proposal to the University, detailed program design and long-term considerations for the Steering Committee. This study presents a discussion and recommendations based on these findings.

While this report outlines certain recommendations that will help make this program successful and sustainable in the long run, there are several limitations of this report where further study would be beneficial. First off, the recommendations outlined in the previous section provide little guidance in terms of implementation. For example, what is the proper balance between theory and practice? Which organizations, institutions or government bodies should be approached for funding, and how does this program ensure that its values and priorities are not compromised by these partnerships? When looking for institutional partnerships internationally, who should be approached and why? Time and resource limitations prevented this study from exploring these questions, but each warrant further research so an appropriate implementation strategy is developed.

Beyond the recommendations from this paper, there is a huge amount of research that could be conducted to help ensure the effectiveness of this program. The development of an original and groundbreaking program is loaded with uncertainties, and there are number of research questions that will help inform design. Given the limited timeframe before this program is expected to commence, the following two research questions should take priority.

First, further research into the successes, failures and best practices of Social Economy based education worldwide would be a relevant research study going forward. This study undertook a first hand look at the needs of practitioners and organizations in Canada, but failed to thoroughly analyze the effects that comparable programs have had on students, organizations and the CED, Cooperative and NP sectors in Canada and worldwide. Also, a key concern is that the Social Economy is challenged by limited resources, both human and financially, making it difficult for both practitioners and organizations to invest their time and money into higher education. It would be useful to understand how these institution have responded to this challenge.

The priority should be to engage with the seven programs outlined in review of comparable programs outlined in section 5 of this paper. This discussion should look to gather lessons learnt from their experiences, but also how these institutions could work cooperatively to advance the needs and goals of the Social Economy.

Second, further research should be undertaken to learn from non-academic institutions and their experiences teaching the skills and knowledge being proposed by this program. The Centre for Non Profit Management, the Canadian Centre for Community Renewal and the BC Cooperative Association alone offer a wealth of training and assistance opportunities to organizations in the Social Economy. A more detailed review aimed at gathering advice from these organizations and others like them would likely strengthen both the short and long-term phases of program design.

The cumulative effect of both these studies would provide insight on how the proposed learning outcomes being offered in this program are being taught in both the academic and practitioner settings, and provides a contrast (as well as similarities) of how leadership, management, theoretical and technical skills are trained and developed in these environments.

This program has the opportunity to forge a new discipline for graduate level education in Canada. In turn, there is the potential to develop and strengthen the Social Economy, and put momentum behind the ideas and values central to the sector. This can be done not only by building the individual capacity of new leaders and managers in the sector, but also by fostering new relationships, new research and building recognition of the Social Economy in Canada. Following the recommendations in this paper will help make this program a success at the University of Victoria.

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APPENDIX A – MA PROGRAM PROSPECTUS

*Prospectus from School of Public Administration in the
Faculty of Human and Social Development, University of Victoria*

April 7, 2008 Revised Draft

Overview

This brief prospectus outlines a concept for developing a Masters of Arts degree in Community Development for practitioners in the related but distinct fields embraced by the Community Economic Development sector, the Co-operative sector, and the Non Profit and Voluntary sector. Its purpose is to animate discussion among interested parties from each sector and to elicit advice on how to develop a more detailed proposal.

The envisioned program would have common elements and dedicated streams, and would be delivered by a combination of practitioner and academic experts, and tapping into expertise from across several disciplines and faculties at the University of Victoria. This prospectus builds on some very preliminary, informal discussions and has also been stimulated by a recent external review of the School of Public Administration, located in the Faculty of Human and Social Development (FHSD).

Rationale

The Community Economic Development, Cooperative, and Non Profit and Voluntary sectors constitute surprisingly large and diverse parts of the Canadian economy as well as important means for innovation and strengthening the fabric of communities. Each sector can be seen as comprised of entrepreneurial and unique organizational forms that seek to address the needs and deliver services of individuals, groups, and communities through collaboration and innovation in a variety of health, housing, and social service domains, as well as economic development, including credit unions and agricultural co-operatives.

There are several inter-related reasons for providing high-quality professional education for the next generation of practitioners:

- In recent years governments have downsized core public service operations, experimented with alternative ways to deliver services, and off-loaded many services from government to communities and individuals. This has led many individuals and communities to explore and rely on community economic initiatives, co-operatives, and non profit and voluntary sector organizations to

deliver services. As these organizations proliferate and take on more responsibility, they require better governance, leadership, analytic, and management capacities.

- Like organizations in the public and for-profit sector, community economic initiatives, co-operatives, and non profit and voluntary sector organizations are confronted with a huge demographic and succession challenge. They need to groom a new generation of leaders as the "boomer" generation retires. Given these challenges, this newer generation will need to be well-prepared and well-trained work in highly entrepreneurial, innovative, and effective ways.

- There are significant challenges with respect to mitigating and adapting to climate change, seeking new sources of energy, and related food and water security issues. These will have profound implications for governments, communities, third sector and civil society organizations as local communities organize themselves to handle the concomitant economic restructuring and social consequences.

The goals of a Masters Degree in Community Development would be to develop better governance, leadership, analytic, and management capacities for senior managers in the Community Economic Development, Cooperative, and Non Profit and Voluntary sectors, to groom the next generation of leaders and senior managers, and to foster dialogue within and across these sectors about challenges and future directions. In doing so, a new generation of scholars and knowledge in the service of these sectors would also emerge, one that would capture, analyze, and build on the leading-edge expertise of practitioners.

Why One Degree and Three Streams, and Not the Reverse?

It is certainly possible to imagine three distinct degrees or dedicated programs serving the Community Economic Development, Co-operative, and Non Profit and Voluntary sectors respectively. However, there are several reasons to think that a consolidated program might do a better job and be more sustainable:

- there is considerable overlap across sectors and many topics that would be designed specifically for one sector would be equally relevant to the other sectors (see topics below), even if they had unique twists;
- each program would undoubtedly seek to expose learners to the evolution and broader thinking not only of its own sector but also of the larger third sector and social economy, and, in turn, how they connect and interact with different levels of government, business, and other institutions in the context of the globalization of markets and information;
- it is not clear what the take-up for independent programs might be, given the expense and time demands involved, nor what the budget model might be, but having three distinct streams under a broader umbrella would even out the risk,

provide greater independence, and allow a larger group of courses to be offered, which otherwise not might not be possible with a more focused program;

- in our experience facilitating professional development, a common refrain of practitioners from the larger public sector is that they enjoy meeting colleagues from other ministries and sectors, and this would not likely be different here; and

- it is possible to design the program and well as learning activities so that there are distinct streams supported by unique learning materials, experts (practitioners and scholars), and applied projects specific to each sector.

In short, working to develop a single MA in Community Development would allow for economies-of-scale and cross-fertilization of ideas and practice across the sectors, but need not mean relinquishing distinctive learning experiences for learners from each sector. Should there be strong take-up in one area, there is no reason why extra classes could not be put on or, eventually, a separate degree considered.

How Might Such a Degree Be Named?

The organizational forms associated with each sector resist easy categorization, and are variously referred to as the social economy, the third sector, the non profit sector, the voluntary sector, and the community sector, to name a few. Such terms do not tend to accurately capture their diversity within and across the broad categories. Terminology such as the "social economy" has long been recognized in Europe but far less so in North America. This will not change soon. Stepping back, it seems that all the organizations in these sectors seek to address, respond to, and advance the needs and aspirations of groups and individuals in communities, however defined, in different ways. With this in mind, one could imagine marketing the envisioned program along these lines:

<div style="border:1px solid">

MA in Community Entrepreneurship and Development
Skills and Knowledge for Leading in the Social Economy

With three streams in the Nonprofit and Voluntary Sector,
Co-operative Sector, and Community Economic Development

</div>

While this nomenclature is not set in stone, it does seek to convey that the MA would be "professional" in orientation, that each of the sectors are unique but commonly dedicated to fostering community development, and that each are part of the larger social economy.

Key Questions: Mode of Delivery, Content, Length, Funding Model

The MA in Community Development would involve a combination of residential and distributed learning opportunities to provide flexibility to practitioners. The residential sessions would allow for learners to meet the instructors and other learners on an intensive basis, permitting the distributed learning courses and projects to proceed on firmer footing. Careful thought would have to be given as to when residencies would be best for practitioners, and there would have to be clear expectations about IT capabilities.

Specific course titles could be identified, but their scope and depth will depends on the overall length of the program which should be ascertained first (generally MA degrees have been getting shorter in length). What follows are ideas or broad course topics to stimulate discussion, particularly <u>across</u> the sectors:

- Leadership in Organizations and Communities
- Markets, Governments, and the Community Sector
- Stream courses: CED, Cooperatives, Non Profit/Voluntary Sector
- Strategic Assessments and Planning for Change
- Managing Projects, Implementation, and Performance
- Fostering Collaboration, Managing Conflict
- Fostering Entrepreurial and Sustainable Organizations
- Board Governance and Ethical Organizations
- Financial, Information, and Human Resource Management
- Elective courses on specific substantive topics
- A major team or individual capstone project for a client organization
- International co-op placements, projects or capstone projects.

All courses would involve applied projects for clients or home organizations, emphasize developing written and oral presentation skills, and require team work. The components of these courses would build towards the capstone project, including developing crucial research and information skills.

Although writing and practice in the community economic development, co-operative studies, and non profit and voluntary sectors overlap, and while cross-fertilization will undoubtedly be important and valued, a critical design element to address will be to ensure that participants and those fields each receive distinct and sufficiently thorough recognition and treatment. There are several ways to address this: developing tailored learning materials drawing on the rich literature and cases studies from each sector; establishing distinct sections and identities in each cohort; creating separate discussion boards and assignment opportunities for common courses; offering independent

courses that focus on each sector; fostering learning communities centred on each sector reaching across the cohorts; and electives and capstone projects that focus on each sector stream.

A previous proposal for an MA in Community Economic Development presumed that it would be financed on a cost-recovery basis, and would rely very heavily on practitioners to deliver the program. In contrast, this prospectus presumes that the MA program would be delivered by a mix of base-funded faculty and practitioners, which would allow for the emergence of more research, greater stability in the program, and access to a wider range of resources at the University. Indeed, blending the different sectors makes it more likely that the University would base-fund a program.

A Focal Point to Lever Expertise Across the University of Victoria

The School of Public Administration has broad interests in public sector governance spanning federal, provincial, local, and First Nations governments, as well as the non profit and consulting sectors. It has long harboured interests in policy development, multi-level and horizontal governance, strategic planning, policy design, service delivery, implementation, organizational effectiveness, strategic human resource management, leadership, performance measurement, and citizen engagement. It has recently taken on responsibility for administering the MA in Dispute Resolution along with its MPA, PhD, and undergraduate programs – including Diplomas in Public Sector Management and Local Government Management – and is piloting an undergraduate certificate in First Nations Governance, Administration and Management. It is for these reasons that the School of Public Administration sees potentially useful linkages with the community economic development, co-operative, and non profit/voluntary sectors, as different ways to foster change and deliver services for communities.

However, there are many other scholars and research units at the University of Victoria that would have considerable expertise to contribute: inside the Faculty of Human and Social Development (Child and Youth Care, Nursing, Health Information Science, Social Work, Indigenous Governance, Policy and Practice); in the Faculties of Business, Education, Social Sciences, Humanities, and Law; and in research units such as the BC Institute of Co-operative Studies, the Office of Community-Based Research Initiatives, the Social Economy Hub. Finally, most professional schools presume that most leading-edge practice is handled by practitioners, and that a lot of the facilitation, expertise, and teaching will come from practitioners in each of the sectors.

In short, the School of Public Administration would serve as a focal point and home for administering a program that would lever a considerably broader range of expertise inside and outside the University of Victoria to deliver an MA in Community Development. The program would be a genuinely interdisciplinary and cross-faculty

initiative, one that also engaged top practitioners in the design and delivery of the program.

This document is for discussion only. It is a revised version of a prospectus prepared by Professor Evert Lindquist, Director of the School of Public Administration, University of Victoria for an exploratory meeting held on December 18, 2007 at the School of Public Administration. It does not represent the views of any of the aforementioned institutions. Comments are welcomed at evert@uvic.ca or (250) 721-8084. EAL

Attachments

Researcher's Note – Attachments from the Prospectus are omitted in an effort to limit the size of this research paper

APPENDIX B – STRATEGIC PLAN LINKAGES

Researcher's Note: This is taken from Section 3 of the University Proposal

3.2. Anticipated Contribution to the UVic, Faculty, and academic unit's strategic plans

This proposal looks to establish a MA program in Community Development and will draw on the expertise and experience of various units in the University of Victoria. This section describes how the proposed program achieves the strategic objectives and furthers the goals of the School of Public Administration, the Faculty of Human and Social Development, the University of Victoria and the Government of British Columbia.

3.2.1. Mission, Strategic Vision and Partnerships of the School of Public Administration

The proposed program, with an aim to develop stronger and more resilient communities, offers an alternative means to government in the delivery of goods and services for communities. In its *Strategic Plan 2007-2012* (2007), based on a scenario of Significant Expansion and Synergies, the School identified the establishment of an MA in Community Development program as part of its strategic vision. In addition, the MA in Community Development program will contribute to the School of Public Administration's mission statement:

> *"to be a leading Canadian community of students, practitioners, alumni, faculty, and staff developing knowledge through teaching, research, and professional development emphasizing innovative management of public policy and services"*

The proposed program also has clear and direct linkages with the School of Public Administration/Voluntary Sector Initiative, especially with the School's partnership with the Centre for Non Profit Management (CNPM). Currently housed within the SPA, the CNPM aims to build leadership and management capacity in the Non Profit Sector by working with Executive Directors, Boards, and Staff to provide training, conduct research, and prepare resources and materials.

3.2.2. Objectives of the Faculty of Human and Social Development

The proposed MA in Community Development is consistent with the goals of the Faculty of Human and Social Development. In the Faculty of Human and Social Development Academic and Faculty Renewal Plan (2003), the Faculty stated it would help ensure that the University of Victoria is one of the premier universities in Canada by further enhancing "its academic programs to create exceptional learning experiences and by developing selected areas of research, creativity, scholarship, and graduate education to

maintain and achieve international distinction" (pg. 1). As discussed in section 11, the proposed program will be the first of its kind in North America, aimed at specifically leadership and management capacity in the Community Economic Development, Cooperative and Non Profit Sectors. This program seeks to achieve international distinction by being a flagship in Community Development, in both the areas of research and scholarship.

3.2.3. Strategic Vision and Initiatives of the University of Victoria

A Master's Program in Community Development is also consistent with the University of Victoria's Strategic Plan, *A Vision for the Future: Building on Strength* (2007). While the Program will meet most of the University's Strategic Objectives, it specifically promotes the following objectives:

- Objective 6: *"To recruit outstanding sessional instructors and recognize the integral role they play in supporting a high-quality learning environment"* (pg. 18) The proposed program will utilize both a mix of base faculty and practitioner sessional instructors to provide high-quality and practical learning to students.

- Objective 14: *"To support further development of distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education"* (pg. 26) The program offers a mix of online and residential learning to accommodate the needs of working students and minimize the geographical and financial barriers to student participation.

- Objective 17: *"To increase opportunities for experiential learning and community engagement at UVic"* (pg. 28) Community engagement and capacity building will be the central focus of the program. In addition, many course assignments, including the major research project, will require students to support an organization within the Community Economic Development, Cooperative and/or Non Profit Sectors. The proposed program also looks to expand international linkages and work placements to provide a global perspective on Community Development. This objective links to the University's Community Based Research Initiative, which is discussed in more detail below.

- Objective 18: *"To integrate and enhance international activities across academic programs and research"* (pg. 29) A key component of the Proposed Program is to research and instruct on the perspectives and composition of Community Development internationally. This will include looking at the international exchange of students and instructors to expose learning to different methods of Community Development.

- Objective 20: *"To expand UVic's involvement in interdisciplinary research areas of high priority for society"* (pg. 31) The proposed program will have a direct

relationship with two research centres located at the University of Victoria, the Office for Community Based Research and the BC Institute for Cooperative Studies. The Program will strengthen and promote synergies between these centres of knowledge, and because the program will be interdisciplinary in nature, there will be increased opportunities for student engagement in interdisciplinary research. Central to this program will also be the triple bottom line principles of Sustainable Community Development, a high priority for society.

- Objective 26: *"To engage the community by taking our activities off campus"* (pg. 35) Part of the curriculum will be to engage in community-based research and to support community organizations in a practical and positive manner. In addition, the target student population are largely individuals working in community-based organizations who will bring better leadership and management competencies back to their communities.

- Objective 28: *"To develop effective relationships with the diverse constituencies that make up our regional, national and international communities"* (pg. 36) A unique characteristic of the Proposed Program is to bring together practitioners from the distinct traditions of Community Economic Development, Cooperatives and the Non Profit Sector. This will expose learners to the thinking and practice of all three sectors, as well as how they connect and interact with different levels of government and business. A defining outcomes of the program is to foster relationships of shared purpose between graduates and the greater sectors as a whole.

In addition to the consistent alignment with University Goals, it is important to elaborate on the contribution and close partnership the Proposed Program has with the Office of Community Based Research and the British Columbia Institute for Cooperative Studies (BCICS), both housed at the University of Victoria.
Both Cooperative studies and Community Based Research will be central to the proposed MA in Community Development. The program has clear and direct linkages to the goals of BCICS. Specifically, the proposed program will help BCICS:

- *"Develop Cooperative Studies as a recognized academic field and reveal the full range and possibilities of this new discipline*
- *Disseminate a wide range of useful resources on credit unions and cooperatives to fill the need for materials that are currently unavailable or difficult to access*
- *Create partnerships between practitioners and researchers within the co-operative movement*
- *Network those interested in Cooperative Studies with one another, with representatives of communities engaged in cooperative endeavours and with other interested parties, such as policy makers, co-op developers, and the public"*

The mission of the Office of Community Based Research is also closely associated with the Goals of the proposed program, including:

- *Providing support and visibility for those faculty, students and research centres engaged in Community-Based Research*
- *Support to Communities and Community-Based Researchers and*
- *Communicating and Networking*

3.2.4. Strategic Goals and Initiatives of the Government of British Columbia

A Master's Program in Community Development helps to fulfill the BC Ministry of Advanced Education and Training's two strategic goals described in *An Accountability Framework for British Columbia's Public Post-Secondary Education System* (2003):

- *"A Top-Notch Education System: To provide students with an accessible, affordable, high-quality and relevant post-secondary education"* (pg. 2)
- *"Economic and Social Development: to provide students with the skills and knowledge for the workforce and the economy, and to respond to critical shortages in the labour market"* (pg. 2)

In addition, an MA program in Community Development administered by the School of Public Administration will provide a direct contribution to the *BC Government/Non Profit Relationship* and its five goals outlined in the discussion paper *Better Outcomes, Stronger Communities* (2008):

- *Government and the non profit sector work proactively and intentionally in partnership to identify and act on mutual priorities* (pg. 6)
- *Government and the non profit sector invest strategically to promote and support stable, accountable and effective organizational capacity to deliver on mutual priorities* (pg. 6)
- *Government and the non profit sector enhance efficiency and effectiveness through accountability* (pg. 6)
- *Government and the non profit sector work across traditional silos to coordinate program efforts and more effectively address the multi-dimensional needs of people and communities* (pg. 7)
- *Government and the non profit sector modify and/or expand engagement where appropriate and effective to meet the diverse community and cultural needs of British Columbians* (pg. 7)

APPENDIX C – LIST OF COMPARABLE PROGRAMS

Sources: Canadian Programs
- Canadian Community Economic Development Network (CCEDNet) Draft Educators List[54]
- BC Institute for Cooperative Studies (BCICS) Mapping Study of Cooperative Business Management and Philosophy offerings in Canadian Universities (2005)
- Association of Universities and Colleges of Canada (AUCC) – Online Database
- Mount Royal College – Non Profit Management Education Database[55]

Sources: International Programs
- Benchmarking Nonprofit Organizations and Philanthropy Educational Programs (BENPHE) Database for European Programs (n.d.a)
- Seton Hall Nonprofit Management Programs Database for US programs (Mirabella, n.d)
- 2005 study of Nonprofit and Philanthropic Studies offered Globally (Mirabella et al., 2007)

Graduate Level Community Economic Development (or similar) Programs – From Markey and Roseland, 2001

Prov.	University	Program Name	Program Level
MB	Brandon University	Diploma and MA in Rural Development	Diploma and MA
QC	Concordia University	Graduate Diploma in Community Economic Development	Graduate Level Diploma
ON	University of Guelph	Graduate Diploma, MSc and PhD in Rural Planning and Development	Diploma, MSc and Doctorate
BC	Simon Fraser University	Post-Baccalaureate Diploma in Sustainable Community Development; Professional Certificate in CED Note: MA and PhD through special arrangements	Graduate Diploma
NS	Cape Breton University	MBA in Community Economic Development	Master's Degree

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[54] This list was cross-referenced with a 2001 Study of University CED offerings conducted by Markey and Roseland (2001) and the CED Master's Proposal at Royal Roads (2005)

[55] This database is underdevelopment (as of September 2008).   The database is not yet complete and the site is yet to go public (target was Spring 2008)

ON	University of Waterloo	MAES in Local Economic Development	Master's Degree
US	Southern New Hampshire University	National CED Master's Program, International CED Master's Program, PhD Program	Master's and Doctorate

Graduate Cooperative Programs from BCICS Study (Lans, 2005)

Prov.	University	Program Name	Program Level
NS	St. Mary's University	Masters of Management in Cooperatives and Credit Unions	Master's Degree
QC	Université de Sherbrooke	Maîtrise en gestion du développement des cooperatives et des collectivités	Master's Degree
QC	Université du Québec à Montréal	Maîtrise en Administration des affaires, cheminement spécialiseé en enterprises collectives	Master's Degree
SK	University of Saskatchewan	Note: The College of Graduate Studies and Research offers an Interdisciplinary Concentration in Cooperative Studies	Concentration Option through Special Arrangement

AUCC Search field of "Nonprofit/Public/Organizational Management"

Prov.	University	Program Name	Program Level
NB	Université de Moncton	Certificat 2e cycle en gestion public contemporaine	Grad. Level Cert./Diploma
ON	York University	Graduate Diploma in Non-Profit Management	Grad. Level Cert./Diploma
QC	Concordia University	Graduate Certificate in Community Organizational Development	Grad. Level Cert./Diploma
QC	Concordia University	Graduate Certificate in Event Management and Fundraising	Grad. Level Cert./Diploma
QC	Concordia University	Graduate Diploma in Administration	Grad. Level Cert./Diploma
QC	HEC Montréal	Diplôme d'études supérieures specializes (DESS) en gestion d'organismes culturels	Grad. Level Cert./Diploma
QC	Université de Montréal	DESS en administration sociale	Grad. Level Cert./Diploma
QC	Université de Sherbrooke	Diplôme de 2e cycle en gestion des organizations	Grad. Level Cert./Diploma
SK	University of Regina	Master's Certificate in Non-Profit Management	Grad. Level Cert./Diploma
SK	University of Regina	Master's Certificate in Public Management	Grad. Level Cert./Diploma
BC	Trinity Western University	MA in Leadership	Master's Degree
NS	St. Mary's University	Master of Management – Co-ops/Credit Unions	Master's Degree
QC	Université Laval	Maîtrise en administration des affaires (développement international et	Master's Degree

		action humanitaire)	
QC	Université du Québec à Montréal	Maîtrise en administration des affaires	Master's Degree
QC	Université de Sherbrooke	Maîtrise en gestion du développement des cooperatives et des collectivités	Master's Degree

AUCC Database – Search field of "Community Organization and Advocacy"

Prov.	University	Program Name	Program Level
MB	University of Manitoba	Diploma in Community Wellness	Grad. Level Cert./Diploma
QC	Concordia University	Graduate Certificate in Event Management and Fundraising	Grad. Level Cert./Diploma
QC	Université du Québec en Outaouais	Programme court de deuxième cycle en gestion et déveleppement communautaire	Grad. Level Cert./Diploma
QC	Concordia University	MA in Human systems intervention	Master's Degree

AUCC Database – Search field of "Development Economics and International Development"

Prov.	University	Program Name	Program Level
MB	Brandon University	Graduate Diploma in Rural Development	Grad. Level Cert./Diploma
ON	University of Guelph	Graduate Diploma in Rural Planning and Development	Grad. Level Cert./Diploma
QC	Concordia University	Graduate Diploma in Community Economic Development	Grad. Level Cert./Diploma
QC	Université Laval	Diplôme d'études supérieures specializes en développement rural intégré	Grad. Level Cert./Diploma
QC	Université de Montréal	DESS en gestion urbaine pour les pays en développement local	Grad. Level Cert./Diploma
QC	Université de Sherbrooke	Diplôme de 2e cycle en gestion du développement local	Grad. Level Cert./Diploma
BC	University of Northern British Columbia	MA in Development Economics	Master's Degree
MB	Brandon University	Master of Rural Development	Master's Degree
NS	Cape Breton University	Master of Business Administration in Community Economic Development	Master's Degree
NS	Dalhousie University	Master of Development Economics	Master's Degree
NS	Dalhousie University	MA in International Development Studies	Master's Degree
NS	St. Mary's University	MA in International Development Studies	Master's Degree

ON	University of Guelph	MSc in International Development Studies	Master's Degree
ON	University of Guelph	MA in International Development Studies	Master's Degree
ON	University of Ottawa	MA in Globalization and International Development	Master's Degree
ON	University of Ottawa	MA en mondialisation et développement international	Master's Degree
ON	University of Waterloo	MAES in Local Economic Development	Master's Degree
ON	University of Waterloo	MAES in Local Economic Development (Tourism Policy and Planning)	Master's Degree
ON	York University	MA in Development Studies	Master's Degree
QC	Université Laval	Maîtrise en etudes internationals	Master's Degree
QC	Université Laval	Maîtrise en administration des affaires (développement international et action humanitaire)	Master's Degree
QC	Université du Québec à Rimouski	MA en développement regional	Master's Degree
QC	Université du Québec en Outaouais	Maîtrise en etudes du développement (international et territoriale)	Master's Degree
QC	Université Laval	Doctorat en etudes internationals	Doctorate
QC	Université du Québec à Chicoutimi	PhD en développement régional	Doctorate
QC	Université du Québec à Rimouski	PhD en développement régional	Doctorate

AUCC Database – Search Text "Community" – Additional Related Hits

Prov.	University	Program Name	Program Level
ON	University of Toronto	MA in Adult Education and Community Development	Master's Degree
ON	University of Toronto	Med in Adult Education and Community Development	Master's Degree
ON	University of Toronto	PhD in Adult Education and Community Development	Doctorate
ON	University of Toronto	EdD in Adult Education and Community Development	Doctorate

Other Suggested Graduate Programs from Interview and Survey Findings

Prov.	University	Program Name	Program Level
BC	University of Victoria	Med (Leadership Studies) – Community Leadership and Adult Education for Social, Cultural, and Environmental Change	Master's Degree
BC	Royal Roads University	MA in Leadership	Master's Degree
ON	Queens University	MPA with a Concentration in the 3rd Sector (concentration is not recognized)	Master's Degree
NS	St. Francis-Xavier	Master's in Adult Education – Community Development Stream	Master's Degree

APPENDIX D – INTERVIEW INVITATION AND QUESTION GUIDE
Group Discussion Session - Letter of Invitation

August 14th, 2008

Dear ,

I would like to invite you to be part of a research project that I am conducting. My name is Matt Broadbent and I am a graduate student at the School of Public Administration at the University of Victoria and a Researcher with British Columbia-Alberta Research Alliance on the Social Economy (BALTA). My credentials can be established by calling my supervisor, Lynne Siemens at the School of Public Administration at UVic at (250) 721-8069.

The objective of this research project is to determine the feasibility and program design of a proposed Master's of Community Development at the University of Victoria. In addition to submitting my final report to BALTA, I will also be sharing the research findings through my capstone project at the University of Victoria.

The dialogue will consist of open ended questions and discussion, and is estimated to last approximately one hour and a half. Topics focus on the challenges facing community organizations, needs and competencies of practitioners in these organizations, learning outcomes from a Master's level program in Community Development and the Social Economy, course content, methods of delivery and length.

Sessions are to be held at the University of Victoria on:
Wednesday August 13th at 9am
Thursday August 14th at 2pm

Your name was chosen as a prospective participant because of your involvement or interest in non-profit/cooperative/community economic development organizations.

Information will be recorded in hand-written as well as audio-recorded format and, where appropriate summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential.

A copy of the final report will be published and housed with BALTA and at the School of Public Administration at UVic. You can obtain a copy of the final report either by contacting myself at the contact information provided below or the BALTA Project Coordinator, Stuart Wulff at: balta@xplornet.com or 250-723-2296.

Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes. You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice.

If you would like to participate in my research project, please contact me at:
Matt Broadbent
broadbmj@uvic.ca
(250) 721-6446

Sincerely,

Matt Broadbent

Interview Questions

Overview

The purpose of this research is to understand the challenges, competencies and needs of practitioners in community sector organizations and the social economy. This research will inform the course offerings and program delivery of a proposed Master's level program at the University of Victoria aimed at capacity building for leaders in the Community Economic Development, Cooperative and Non-Profit and Voluntary Sectors.

Questions (Note: The following questions will be used to stimulate and guide an open discussion in order to gather input from respondents)

1. **Challenges**
   - What are some of the key challenges facing you and your organization? These can be either internal challenges to your organization, but also external challenges that face the sector you work in as a whole.
   - How do you think that current and future practitioners could be better prepared to face these challenges?

2. **Skills, Competencies and Learning outcomes:**
   - What are some of the essential skills or competencies required from practitioners in your field of work?
   - What learning outcomes (knowledge, skills, etc) would want see gained from a graduate of a master's level program in Community Development or Social economy?

3. **Streams**: Interested individuals would be able to specialize by focusing their elective courses in one of these three streams outlined above (CED, Co-ops and Non-Profits). All students would take the same core courses in areas that are common to all three streams.
   - Other Master's level programs in Canada primarily focus on one of the above streams. It is proposed that this program is delivered under a larger umbrella and consolidate these three distinct, but related fields. How do you think this structure will affect the learning experience?

4. **Nomenclature**: There are several proposed program names that have been suggested including:

   - MA in Community Entrepreneurship and Development
   - MA in Community Development and the Social Economy
   - MA in Civil Society

Given your interests and line of work, which of the above names resonate most with you? Why or why not?

5. **Program Delivery**:
   - Who do you believe would be the primary participants of a proposed master's program?
   - What do you think would be the best delivery method for this program (residential vs. on-line vs. mixed)?
   - Would an internship or work placement be relevant or useful?
   - What about a final report or thesis project?

6. Are there any other suggestions relating to course content, program delivery or other aspects of the program that you think will be important?

APPENDIX E – SURVEY INVITATION AND QUESTIONNAIRE

Researchers' Note: An electronic, email based survey tool (Survey Monkey) has been used to collect responses from stakeholders. The questions have been represented in Word format since there is some "skip logic" in the survey that is not represented in the pdf version available from Survey Monkey. The "skip logic" is indicated in the following pages.

INTRODUCTION

Thank you for your participation in this survey. Your input is very valuable to us.

The goal of the survey is to inform the design of an applied, professional MA program at the University of Victoria, that grooms the next generation of leaders seeking to move third sector organizations and communities forward in order to address current and emerging challenges of communities. The program will have a mix of intensive residential (on-campus) and online learning to meet practitioners needs, comprised of a core program along with flexibility for electives. It will seek to ensure that the commonalities and distinctive traditions and approaches to community development (community economic development, cooperatives, and nonprofit) are recognized in the curriculum as well as international perspectives. The courses will be delivered by practitioner and academic experts, and blend theory and practice. Finally, there will be a final applied project for a client (i.e., a community-based organization) that will be of considerable value to organizations working in communities and the people they serve.

The survey is divided into two components. The first component targets all practitioners in community based organizations or those who have an understanding of the needs and challenges in the Community Economic Development, Cooperative or Non-Profit Sectors. Questions focus on the key challenges of community based organizations and the skills or knowledge needed to make these organizations more effective. This component will take approximately 5-10 minutes to complete.

The second component is directed to only those who may be considering graduate level education in the foreseeable future or to employers in community based organizations who would like to have input into program structure and design. All other respondents may proceed to a few brief demographics questions to conclude the survey. Respondents who choose to proceed to the second component of the survey will be asked additional questions on program structure and delivery, requiring approximately 5-10 minutes to complete.

Invitation and Consent Form

I would like to invite you to be part of a research project that I am conducting. The purpose of this research project is to inform program design of a proposed Master's Level Program at the University of Victoria dedicated to increasing the capacity of practitioners in fields relating to Community Economic

Development, Cooperatives and the Non-Profit and Voluntary Sector. This research is being conducted for the School of Public Administration at the University of Victoria, supported by the Centre for Non-Profit Management, the British Columbia-Alberta Research Alliance on the Social Economy and the BC Cooperative Association. The research will also inform my capstone project for the Master of Public Administration program at the University of Victoria.

The goal of the survey is to inform the design of an applied, professional MA program that grooms the next generation of leaders seeking to move third sector organizations and communities forward in order to address current and emerging challenges of communities. The program will have a mix of intensive residential (on-campus) and online learning to meet practitioners needs, comprised of a core program along with flexibility for electives. It will seek to ensure that the commonalities and distinctive traditions and approaches to community development (community economic development, cooperatives, and nonprofit) are recognized in the curriculum as well as international perspectives. The courses will be delivered by practitioner and academic experts, and blend theory and practice. Finally, there will be a final applied project for a client (i.e., a community-based organization) that will be of considerable value to organizations working in communities and the people they serve.

Your name was chosen as a prospective participant because of your involvement or interest in nonprofit/cooperative/community economic development organizations. Your input through this survey will assist with the design of the proposed program to meet the needs of the community-based sectors.

The survey will close on Tuesday September 23rd, 2008. Information gathered from the survey will be collected and summarized in anonymous format and at no time will any specific comments be attributed to any individual, unless your specific agreement has been obtained beforehand. Participation is this survey is voluntary. If you choose to participate, you may withdraw at any time without prejudice. All documentation will be kept strictly confidential.

The findings will inform the Steering Committee through my capstone report at the University of Victoria and a copy of the final report will be housed at the School of Public Administration. You can obtain a copy of the final report either by contacting myself at the contact information provided below or the Graduate Secretary at the School of Public Administration, Judy Selina at: jselina@uvic.ca or (250) 721-6448. For more information or questions, please feel free to contact myself or my supervisor, Dr. Lynne Siemens at the School of Public Administration at UVic, at (250) 721-8069.

By completing and submitting the questionnaire, YOUR FREE AND INFORMED CONSENT IS IMPLIED and indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher. Please click here to access the survey

Sincerely,

Matt Broadbent
broadbmj@uvic.ca
(250) 721-6446

Challenges and Learning Outcomes

1) Please list the top three challenges that limit the outcomes or effectiveness of community based organizations (within the Non-Profit/Voluntary, Cooperative and/or Community Economic Development Sectors):

_____

_____

_____

2) Which of the following skills or knowledge areas do you think are the most important for effective leadership within your community-based organization (or alternatively, organizations that you have been associated with)?

Please rank the top 10 skills or knowledge areas in order of importance (1 being most important and 10 being least important):

▪ HR Management	1 2 3 4 5 6 7 8 9 10
▪ Financial Management	1 2 3 4 5 6 7 8 9 10
▪ Community Based Research Skills	1 2 3 4 5 6 7 8 9 10
▪ Strategic Planning	1 2 3 4 5 6 7 8 9 10
▪ Board Governance	1 2 3 4 5 6 7 8 9 10
▪ Social Innovation	1 2 3 4 5 6 7 8 9 10
▪ Fundraising	1 2 3 4 5 6 7 8 9 10
▪ The organization and practices of international CED, Cooperative and Non-Profit Sectors	1 2 3 4 5 6 7 8 9 10
▪ The key global and social trends affecting Communities (ex. Climate change, changing income disparities, energy costs, etc.)	1 2 3 4 5 6 7 8 9 10
▪ The theories and methodologies behind community change and revitalization	1 2 3 4 5 6 7 8 9 10
▪ The Public Policy Process	1 2 3 4 5 6 7 8 9 10
▪ Mobilizing citizens for Change	1 2 3 4 5 6 7 8 9 10
▪ Project Design and Management	1 2 3 4 5 6 7 8 9 10
▪ IT Skills	1 2 3 4 5 6 7 8 9 10
▪ Communication Skills	1 2 3 4 5 6 7 8 9 10
▪ Team Oriented Skills (ex. Collaboration, conflict management, facilitation, etc)	1 2 3 4 5 6 7 8 9 10
▪ Ability to train and educate others	1 2 3 4 5 6 7 8 9 10
▪ Knowledge & ability to integrate a community's culture and traditions	1 2 3 4 5 6 7 8 9 10
▪ The key concepts and respective roles of CED, Cooperatives and Non-Profits in Community Building	1 2 3 4 5 6 7 8 9 10

▪ Enterprise Management	1 2 3 4 5 6 7 8 9 10
▪ Understanding of the Private and Public sectors	1 2 3 4 5 6 7 8 9 10

Other (Please list any additional skills or knowledge areas that you feel are important)

_____
____

3) Which of the following skills or knowledge are you looking to gain to become a more effective leader or practitioner within the community?

Please rank the top 10 skills or knowledge areas in order of importance (1 being most important and 10 being least important):

▪ HR Management	1 2 3 4 5 6 7 8 9 10
▪ Financial Management	1 2 3 4 5 6 7 8 9 10
▪ Community Based Research Skills	1 2 3 4 5 6 7 8 9 10
▪ Strategic Planning	1 2 3 4 5 6 7 8 9 10
▪ Board Governance	1 2 3 4 5 6 7 8 9 10
▪ Social Innovation	1 2 3 4 5 6 7 8 9 10
▪ Fundraising	1 2 3 4 5 6 7 8 9 10
▪ The organization and practices of international CED, Cooperative and Non-Profit Sectors	1 2 3 4 5 6 7 8 9 10
▪ The key global and social trends affecting Communities (ex. Climate change, changing income disparities, energy costs, etc.)	1 2 3 4 5 6 7 8 9 10
▪ The theories and methodologies behind community change and revitalization	1 2 3 4 5 6 7 8 9 10
▪ The Public Policy Process	1 2 3 4 5 6 7 8 9 10
▪ Mobilizing citizens for Change	1 2 3 4 5 6 7 8 9 10
▪ Project Design and Management	1 2 3 4 5 6 7 8 9 10
▪ IT Skills	1 2 3 4 5 6 7 8 9 10
▪ Communication Skills	1 2 3 4 5 6 7 8 9 10
▪ Team Oriented Skills (ex. Collaboration, conflict management, facilitation, etc)	1 2 3 4 5 6 7 8 9 10
▪ Ability to train and educate others	1 2 3 4 5 6 7 8 9 10
▪ Knowledge & ability to integrate a community's culture and traditions	1 2 3 4 5 6 7 8 9 10
▪ The key concepts and respective roles of CED, Cooperatives and Non-Profits in Community Building	1 2 3 4 5 6 7 8 9 10
▪ Enterprise Management	1 2 3 4 5 6 7 8 9 10
▪ Understanding of the Private and Public sectors	1 2 3 4 5 6 7 8 9 10

Other (please list any additional skills or knowledge areas that you are looking to gain):

_____
_____

4) Where might you go to upgrade these skills/knowledge?
a. Workshops/Seminars
b. Non-credit certificate programs
c. University degree programs (undergraduate and graduate)
d. Other: _____
e. Don't Know

---

5) How important would a graduate degree relating to CED, Co-operatives or the Non-Profit/Voluntary Sector be to you in achieving your long term career and personal goals?
a. Very Important
b. Somewhat Important
c. Not Very Important
d. Not Important at all
e. Don't Know
f. Not Applicable

6) Within the next 5-10 years, how likely would it be that you take a Graduate Program relating to CED, Co-operatives or Non-Profit Management?
a. Very Likely
b. Somewhat Likely
c. Not Very Likely
d. Not Likely

If "not very likely" or "not likely" is answered in the previous question, than the next question will be the following. Anyone who responds to "a" or "b" from above moves to question 8

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7) If you are an employer and expect that your staff or your successor may participate in a graduate program relating to CED, Co-operatives or the Non-Profit/Voluntary Sector, would you like to continue with the survey to provide input into the program delivery and design?
a. Proceed to questions relating to program delivery and design
b. Proceed to concluding demographics questions

If the respondent answers "a", then they proceed to question 19
If the respondent answers "b", then they proceed to demographics questions

---

Program Delivery (for potential students)

This portion of the survey is designed to collect input into your learning needs from a graduate level education. We are proposing a mix of online and intensive residential on-campus learning that would require approximately two years of part time learning to complete. The following questions are designed to seek input into the details of how this should be delivered to accommodate your personal and professional needs. Additional questions are designed to gather further input into program structure and design.

8) If a mix of on-line and residential on-campus learning were offered and residencies for the on-campus sessions were located in Victoria, BC, which of the following options would best meet your needs?
a.   One 2-3 week residency period per year
b.   Two residencies of 7-10 days per year
c.   Six extended weekends per year (ex. Thursday through Monday)
d.   Other: _____
e.   None of the above

9) Which of the following months would an on-campus residential period in Victoria BC best work for you? (pick all that apply)
a.   July
b.   August
c.   December
d.   January
e.   Other: _____
f.   None of the above

10) We are looking at several models for online learning that incorporate various forms of peer and instructor interaction. Which of the following models would best work for you?
a.   Regularly scheduled class conference calls supplemented by email or web postings
b.   Infrequently scheduled class conference calls (2-3 per term) with a greater emphasis on email or web postings
c.   On-line courses delivered solely through email or web postings

Institutional Relationships

11) Have you considered any other academic programs in order to upgrade your skills?
a.   Yes
b.   No
c.   If yes, which ones? _____
d.   If yes, what was it from these programs that were of interest to you? _____

12) Does your organization offer financial assistance to employees who undertake training that is relevant to their job?

a.   Yes
b.   No
c.   Don't Know
d.   Not Applicable

Program Focus

13)   Which of the following would you want to be the primary focus of your studies?
a.   Community Economic Development
b.   Cooperative Sector
c.   Non-Profit and Voluntary Sector
d.   All of the Above
e.   Other: _____

14)   How much interest do you have in learning about the other sectors listed above?
a.   Very interested
b.   Some interest
c.   Not very interested
d.   No interest
e.   I would want all three sectors to be my primary focus
f.   Depends: _____

15)   Would a four month work placement be of interest to you as a means to supplement your work experience?
a.   Yes
b.   No
c.   Depends: _____

16)   How much interest would you have in an opportunity for a 2-3 week "study tour" to another country (for example Italy, Spain or India) to learn about the experience and best practice of their social economy and community development movements and organizations?

a.   Very interested
b.   Some interest
c.   Not very interested
d.   No interest
e.   Depends: _____
f.   Don't Know

Nomenclature

17) Which of the following program names resonates most with you in relation to your interests or desired field of study?
a.   MA in Community Entrepreneurship and Development
b.   MA in Community Development and the Social Economy
c.   MA in Civil Society
d.   MA in Community Development
e.   Other: _____
f.   Please indicate why you chose what you did: _____

18) Are you also an employer who expects that your staff or your successor may participate in a graduate program relating to CED, Co-operatives or the Non-Profit/Voluntary Sector? If so, would you like to continue with the survey to provide input into program delivery and design from your perspective as an "employer"?
a.   Proceed to Questions relating to program delivery and design
b.   Proceed to concluding demographics questions

If the respondent answers "a", then they proceed to question 19
If the respondent answers "b", then they proceed to demographics questions

Part II - Program Delivery (for employers)

This portion of the survey is designed to collect input into how you feel that this program should be delivered and designed to best accommodate your organizational needs. Perhaps an employee, co-worker or your potential successor has an interest in graduate level education, how can this program be best designed to balance their learning experience while minimizing the impact on the effectiveness of your organization.

We are proposing a mix of online and intensive residential on-campus learning that would require approximately two years of part time learning to complete. The following questions are designed to seek input into the details of how this should be delivered to accommodate your organizational needs. Additional questions are designed to gather further input into program structure and design.

19) If a mix of on-line and residential on-campus learning were offered and residencies for the on-campus sessions were located in Victoria, BC, which of the following options would best meet your organizational needs?
a.   One 2-3 week residency period per year
b.   Two residencies of 7-10 days per year
c.   Six extended weekends per year (ex. Thursday through Monday)
d.   Other: _____
e.   None of the above

20) Which of the following months would an on-campus residential period in Victoria BC best work for your organizational needs? (pick all that apply)
a. July
b. August
c. December
d. January
e. Other: _____
f. None of the above

Institutional Relationships

21) Have you considered any other academic programs in order to upgrade the skills of your employees, co-workers or your potential successor?
a. Yes
b. No
c. If yes, which ones? _____
d. If yes, what was it from these programs that were of interest to you? _____

22) Does your organization offer financial assistance to employees who undertake training that is relevant to their job?
a. Yes
b. No
c. Don't Know
d. Not Applicable

Program Focus

23) Which of the following would you want to be the primary focus of study for your staff, successor or co-worker?
a. Community Economic Development
b. Cooperative Sector
c. Non-Profit and Voluntary Sector
d. All of the Above
e. Other: _____

24) How much interest would you have for your staff/successor/co-worker to learn about the other sectors listed above?
a. Very interested
b. Some interest
c. Not very interested

d.   No interest

e.   I would want all three sectors to be my primary focus

f.   Depends: _____

25) Would your organization benefit from a staff person taking advantage of a four month work placement built into the design of a Master's Level Program?

a.   Yes

b.   No

c.   Depends: _____

Nomenclature

26) Which of the following program names resonates most with you in relation to your interests or line of work

a.   MA in Community Entrepreneurship and Development

b.   MA in Community Development and the Social Economy

c.   MA in Civil Society

d.   MA in Community Development

e.   Other: _____

f.   Please indicate why you chose what you did: _____

Demographics

In order to more effectively analyze the survey results, we ask you to respond to a few short demographics questions before completing the survey.

27) How old are you?

a.   19-24

b.   25-34

c.   35-44

d.   45-54

e.   55-64

f.   65+

28) What is your highest level of formal education?

a.   High School Diploma (or less)

b.   Partially completed College or University Program

c.   College Diploma or Certificate

d.   Undergraduate University Degree

e.   Masters Degree

f.   Doctoral Degree or Post Doctoral Studies

g.   Other: _____

29) In terms of your interests or expertise, which of the following sectors do you most identify with? If you strongly self-identify with more than one, please select all that apply
a.   Community Economic Development
b.   Co-operative Sector
c.   Non-Profit or Voluntary Sector
d.   None of the Above

30) How many years experience do you have working in the CED, Cooperative, Non-profit or Voluntary Sector?
a.   0 years
b.   1-3 years
c.   4-6 years
d.   6-10 years
e.   10 years or more

31) What role do you play within your organization? (Please select all that apply)
a.   Director level
b.   Project/Program Officer
c.   Administration
d.   Board Member
e.   Volunteer
f.   Other: _____
g.   Not Applicable

32) Where do live?
a.   Canada   Province: _____
b.   US   State: _____
c.   Other Country : _____

---

33) More details on the program will become available as we finalize the program proposal. If you would like to receive further information in the future regarding this Master's Level program, please enter your name, and email below: _____

APPENDIX F – SURVEY RESPONSES: FREQUENCY TABLES

A: Demographics of all Respondents
B: Question for all Respondents
C: Potential Student Demographics
D: Questions to Potential Students
E: Employer Demographics
F: Questions to Employers

A: Demographics of all Respondents

Table 1: How old are you? (n=215)		
	n	**%**
18 or under	0	0
19-24	4	2
25-34	36	17
35-44	34	16
45-54	76	35
55-64	57	27
65+	8	4
Note: Totals may not sum to 100% due to rounding		

Table 2: What is your highest level of formal education? (n=216)		
	n	**%**
High School Diploma (or less)	1	1
Partially completed College or University Program	11	5
College Diploma or Certificate	16	7
Undergraduate University Degree	69	32
Masters Degree	82	38
Doctoral Degree or Post Doctoral Studies	15	7
Other (please specify)	22	10
Note: Totals may not sum to 100% due to rounding		

Table 3: In terms of your interests or expertise, which of the following sectors do you most identify with? If you strongly self-identify with more than one, please select all that apply (n=213)		
	n	**%**
Community Economic Development	101	47
Co-operative Sector	33	16
Non-Profit or Voluntary Sector	149	70
None of the Above	8	4
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 4: How many years experience do you have working in the CED, Co-operative, Non-profit or Voluntary Sector? (n=213)		
	n	**%**
0 years	1	1
1-3 years	18	9
4-6 years	22	10
6-10 years	40	19
10 years or more	132	62
Note: Totals may not sum to 100% due to rounding		

Table 5: What role do you play within your organization? (n=215)		
	n	**%**
Director Level	94	44
Project/Program Officer	73	34
Administration	34	16
Board Member	35	16
Volunteer	32	15
Not Applicable	5	2
Other (please specify)	54	25
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 6: Where might you go to upgrade these skills/knowledge? (n=214)		
	n	**%**
Workshops/Seminars	182	85
Non-credit Certificate Programs	103	48
University Degree Programs	111	52
Don't Know	13	6
Other (please specify)	52	24
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

B: Question for all Respondents

Table 7: How important would a graduate degree relating to CED, Co-operatives or the Non-Profit/Voluntary Sector be to you in achieving your long term career and personal goals? (n=221)		
	n	**%**
Very Important	54	24
Somewhat Important	71	32
Not Very Important	38	17
Not Important at All	27	12
Don't Know	7	3
Not Applicable	24	11
Note: Totals may not sum to 100% due to rounding		

Table 8: Which of the following program names resonates most with you in relation to your interests or desired field of study? (n=186)		
	n	**%**
MA in Community Entrepreneurship and Development	56	30
MA in Community Development and the Social Economy	84	45
MA in Civil Society	14	8
MA in Community Development	64	34
None of the Above	17	9
Other (please specify)	33	18
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 9: Within the next 5-10 years, how likely would it be that you take a Graduate Program relating to CED, Co-operatives or the Non-Profit/Voluntary Sector? (n=230)		
	n	**%**
Very Likely	48	21
Somewhat Likely	59	26
Not Very Likely	57	25
Not Likely	66	29
Note: Totals may not sum to 100% due to rounding		

C: Potential Student Demographics

Table 10: How old are you? (n=100)		
	n	**%**
18 or under	0	0
19-24	3	2
25-34	23	22
35-44	21	22
45-54	38	39
55-64	14	14
65+	1	1
Note: Totals may not sum to 100% due to rounding		

Table 11:What is your highest level of formal education? (n=101)		
	n	**%**
High School Diploma (or less)	0	0
Partially completed College or University Program	5	5
College Diploma or Certificate	6	6
Undergraduate University Degree	49	49
Masters Degree	27	27
Doctoral Degree or Post Doctoral Studies	3	3
Other (please specify)	11	11
Note: Totals may not sum to 100% due to rounding		

Table 12: In terms of your interests or expertise, which of the following sectors do you most identify with? If you strongly self-identify with more than one, please select all that apply (n=100)		
	n	**%**
Community Economic Development	49	49
Co-operative Sector	18	18
Non-Profit or Voluntary Sector	70	70
None of the Above	3	3
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 13: How many years experience do you have working in the CED, Co-operative, Non-profit or Voluntary Sector? (n=101)		
	n	**%**
0 years	0	0
1-3 years	9	9
4-6 years	13	13
6-10 years	22	22
10 years or more	57	57
Note: Totals may not sum to 100% due to rounding		

Table 14: What role do you play within your organization? (n=101)		
	n	**%**
Director Level	38	38
Project/Program Officer	36	36
Administration	19	19
Board Member	18	18
Volunteer	15	15
Not Applicable	1	1
Other (please specify)	29	29
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

D: Questions to Potential Students

Table 15: If a mix of on-line and residential on-campus learning were offered and residencies for the on-campus sessions were located in Victoria, BC, which of the following options would best meet your needs? (n=102)		
	n	**%**
One 2-3 week residency period per year	30	29
Two residencies of 7-10 days per year	36	35
Six extended weekends per year (ex. Thursday through Sunday)	21	21
None of the Above	7	7
Other (Please specify)	8	8

Table 16: Which of the following months would an on-campus residential period in Victoria BC best work for you? (n=102)		
	n	**%**
July	57	56
August	46	45
December	13	13
January	41	40
None of the Above	5	5
Other (Please specify)	20	20
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 17: We are looking at several models for online learning that incorporate various forms of peer and instructor interaction. Which of the following models would best work you? (n=102)		
	n	**%**
Regularly schedules class conference calls supplemented by email or web postings	33	32
Infrequently scheduled class conference calls (2-3 per term)	41	40
On-line courses delivered solely through email or web postings	28	28
Note: Totals may not sum to 100% due to rounding		

Table 18: Does your organization offer financial assistance to employees who undertake training that is relevant to their job? (n=101)		
	n	**%**
Yes	43	43
No	38	38
Don't Know	10	10
Not Applicable	10	10
Note: Totals may not sum to 100% due to rounding		

Table 19: Which of the following would you want to be the primary focus of your studies? (n=101)		
	n	**%**
Community Economic Development	36	36
Co-operative Sector	10	10
Non-Profit and Voluntary Sector	41	41
All of the Above	28	28
Other (please specify)	14	14
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 20: How much interest do you have in learning about the other sectors listed above? (n=98)		
	n	**%**
Very Interested	47	48
Some Interest	37	38
Not Very Interested	5	5
No Interest	0	0
I would want all three to be my primary focus	9	9
It Depends (please specify)	3	3
Note: Totals may not sum to 100% due to rounding		

Table 21: Would a four month work placement be of interest to you as a means to supplement your work experience? (n=101)		
	n	**%**
Yes	27	27
No	39	39
Depends (please specify)	35	35
Note: Totals may not sum to 100% due to rounding		

Table 22: How much interest would you have in an opportunity for a 2-3 week "study tour" to another country (for example Italy, Spain or India) to learn about the experience and best practice of their social economy and community development movements and organizations? (n=101)		
	n	**%**
Very Interested	52	52
Some Interest	23	23
Not Very Interested	7	7
No Interest	2	2
Don't Know	2	2
Depends (please specify)	15	15
Note: Totals may not sum to 100% due to rounding		

Table 23: Which of the following program names resonates most with you in relation to your interests or desired field of study? (n=91)		
	n	**%**
MA in Community Entrepreneurship and Development	26	29
MA in Community Development and the Social Economy	43	47
MA in Civil Society	4	4
MA in Community Development	31	34
None of the Above	7	8
Other (please specify)	18	20
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

E: Employer Demographics

Table 24: How old are you? (n=100)	n	%
18 or under	0	0
19-24	1	1
25-34	11	11
35-44	19	19
45-54	34	34
55-64	31	31
65+	4	4
Note: Totals may not sum to 100% due to rounding		

Table 25: What is your highest level of formal education? (n=101)	n	%
High School Diploma (or less)	0	0
Partially completed College or University Program	5	5
College Diploma or Certificate	7	7
Undergraduate University Degree	27	27
Masters Degree	43	43
Doctoral Degree or Post Doctoral Studies	8	8
Other (please specify)	11	11
Note: Totals may not sum to 100% due to rounding		

Table 26: In terms of your interests or expertise, which of the following sectors do you most identify with? If you strongly self-identify with more than one, please select all that apply (n=99)	n	%
Community Economic Development	45	46
Co-operative Sector	18	18
Non-Profit or Voluntary Sector	67	68
None of the Above	4	4
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 27: How many years experience do you have working in the CED, Co-operative, Non-profit or Voluntary Sector? (n=100)	n	%
0 years	0	0
1-3 years	3	3
4-6 years	7	7
6-10 years	15	15
10 years or more	75	75
Note: Totals may not sum to 100% due to rounding		

Table 28: What role do you play within your organization? (n=100)		
	n	**%**
Director Level	56	56
Project/Program Officer	30	30
Administration	18	18
Board Member	16	16
Volunteer	13	13
Not Applicable	1	1
Other (please specify)	24	24
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

F: Questions to Employers

Table 29: If a mix of on-line and residential on-campus learning were offered and residencies for the on-campus sessions were located in Victoria, BC, which of the following would be best to meet your organizational needs? (n=99)		
	n	**%**
One 2-3 week residency period per year	33	33
Two residencies of 7-10 days per year	29	29
Six extended weekends per year (ex. Thursday through Sunday)	27	27
None of the Above	6	6
Other (Please specify)	4	4
Note: Totals may not sum to 100% due to rounding		

Table 30: Which of the following months would an on-campus residential period in Victoria BC best work for your organizational needs? (n=98)		
	n	**%**
July	58	59
August	51	52
December	17	17
January	31	32
None of the Above	4	4
Other (Please specify)	14	14
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 31: Does your organization offer financial assistance to employees who undertake training that is relevant to their job? (n=97)		
	n	**%**
Yes	64	66
No	24	25
Don't Know	5	5
Not Applicable	4	4
Note: Totals may not sum to 100% due to rounding		

Table 32: Which of the following would you want to be the primary focus of study for your staff, successor or co-worker? (n=100)		
	n	**%**
Community Economic Development	39	39
Co-operative Sector	10	10
Non-Profit and Voluntary Sector	44	44
All of the Above	25	25
Other (please specify)	13	13
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

Table 33: How much interest would you have for your staff/successor/co-worker to learn about the other sectors listed above? (n=96)		
	n	**%**
Very Interested	39	41
Some Interest	45	47
Not Very Interested	8	8
No Interest	1	1
I would want all three to be the primary focus	3	3
It Depends (please specify)	3	3
Note: Totals may not sum to 100% due to rounding		

Table 34: Would your organization benefit from a staff person taking advantage of a four month work placement built into the design of a Master's Level Program? (n=99)		
	n	**%**
Yes	50	51
No	24	24
Depends (please specify)	25	25
Note: Totals may not sum to 100% due to rounding		

Table 35: Which of the following program names resonates most with you in relation to your interests or desired field of study? (n=95)		
	n	**%**
MA in Community Entrepreneurship and Development	30	32
MA in Community Development and the Social Economy	41	43
MA in Civil Society	10	11
MA in Community Development	33	35
None of the Above	10	10
Other (please specify)	15	16
Note: Respondents could provide more than one answer. Totals sum to more than 100%		

APPENDIX G – SURVEY RESPONSES: RANKING OF LEARNING OUTCOMES

	CED	Coops	NP	Students	Employers	All
1	Strat Planning	Strat Planning	Financial Mgmt	Financial Mgmt	Strat Planning	Financial Mgmt
2	Financial Mgmt	Financial Mgmt	Fundraising	Fundraising	Financial Mgmt	Strat Planning
3	Theories and Methodologies	Mobilizing Citizens	Theories and Methodologies	Strat Planning	Project Design	Theories and Methodologies
4	Project Design	Public Policy	Project Design	Theories and Methodologies	Fundraising	Fundraising
5	Mobilizing Citizens	Theories and Methodologies	Strat Planning	Social Innovation	HR Mgmt	Project Design
6	Social Innovation	Social Innovation	Social Innovation	Mobilizing Citizens	Social Innovation	Social Innovation
7	Public Policy	Culture and Traditions	HR Mgmt	Enterprise Mgmt	Theories and Methodologies	Mobilizing Citizens
8	Fundraising	Fundraising	Mobilizing Citizens	Project Design	Mobilizing Citizens	Public Policy
9	Enterprise Mgmt	Training and Educating	Enterprise Mgmt	HR Mgmt	Board Gov.	HR Mgmt
10	International SE	Project Design	Board Gov.	Public Policy	Enterprise Mgmt	Enterprise Mgmt
11	Board Gov.	Traditions of SE	Public Policy	Social Trends	Public Policy	Board Gov.
12	Social Trends	Private and Public Sectors	Social Trends	Board Gov.	Social Trends	Social Trends
13	Traditions of SE	Enterprise Mgmt	Team Skills	CBR Skills	Team Skills	Team Skills
14	Culture and Traditions	HR Mgmt	Culture and Traditions	Culture and Traditions	IT skills	Training and Educating
15	Training and Educating	Social Trends	Traditions of SE	Traditions of SE	CBR Skills	Culture and Traditions
16	CBR Skills	Communication	Training and Educating	Communication	Traditions of SE	Traditions of SE
17	HR Mgmt	Board Gov.	CBR Skills	Team Skills	Training and Educating	CBR Skills
18	Team Skills	CBR Skills	Communication	Training and Educating	Communication	Communication
19	Communication	International SE	IT skills	International SE	Culture and Traditions	IT skills
20	Private and Public Sectors	Team Skills	Private and Public Sectors	Private and Public Sectors	Private and Public Sectors	Private and Public Sectors
21	IT skills	IT skills	International SE	IT skills	International SE	International SE