



**J O H N S O N
S H O Y A M A**



GRADUATE SCHOOL OF PUBLIC POLICY

U R E G I N A ▼ U S A S K

PROGRESS REPORT ON EXTERNAL UNIT REVIEW RECOMMENDATIONS

Prepared For: Council Committee on Academic Mission, U of R

Prepared By: Johnson Shoyama Graduate School of Public Policy

April 2, 2018

In April 2016 Johnson Shoyama Graduate School of Public Policy (JSGS) underwent a Unit Review with three external examiners. The review team made 31 recommendations across five main themes (Mission and Vision, Organization and Governance, Academic and Educational Activities, Research Activities, and Partnerships). This report provides Council Committee on Academic with an overview of the Johnson Shoyama Graduate School of Public Policy progress on the External Unit Review Recommendations.

EXTERNAL REVIEW RECOMMENDATIONS: MISSION & VISION

Develop joint degree: The School's response (made to the overall report in August 2016) confirmed this as a very high priority. By that point, significant progress had been made to achieve this, including permission from both universities to proceed with a proposal, but the response also foreshadowed that additional extensive effort would be required over at least a year. In January 2017, the School published a briefing note on this topic, which served as a notice of intent to pursue the conferring of joint degrees for the MPA, MPP, and PhD programs. The briefing note laid out the process and timelines for consultation and targeted an implementation date of fall 2017. While this has not been achieved, we are reinstating it as one of the highest priorities on which to focus during the 2018-19 academic year.

Develop single admissions process: Negotiations are ongoing with the Faculty of Graduate Studies and Research (FGSR) at the U of R to decentralize the admissions function, which would create a parallel situation with the U of S campus. This will require the addition of a CUPE staff position and may trigger a restructuring of student services across the School to ensure best use of resources and skill sets.

Develop plan to publish research in leading international journals: The School's response indicated that the three clusters would develop strategic plans, which would include this goal. The response stated that the School also extensively values research translation, applied policy advice, and community-based knowledge exchanges. CSIP, which fits directly within the Innovation, Science and Technology cluster though is not wholly representative, is currently developing a five-year strategic plan. Social Policy and Inequality does not have a plan though is very active, particularly on activities made possible through the generous donation of the Houston family. Notwithstanding the absence of specific plans, faculty in the School have been highly successful in publishing in high-impact international journals

Develop strong relationship with sister school, possibly in Australia, for student exchanges and study abroad options, buttressed with joint interest in Indigenous issues: Internationalization is one of three intersecting strategic directions in the strategic plan. Response to the report indicated that creating international opportunities for our professional programs (except where connected with internships) might be challenging because of the highly prescriptive program structure. It was therefore determined that exchanges would be targeted for students in the research degree programs. Within the last two years, an agreement with the National People’s Congress in China made it possible for the Chinese government to fund two students to attend the JSJS MPA program. Additionally, the School has hosted eight students in the MPA program as part of the African Leaders of Tomorrow program, with eight additional students slated to arrive in the 2018-19 academic year. The response also referenced agreements being developed with universities in the United Kingdom and France in connection with the IST cluster. Several formal agreements have been established with UK institutions, including Imperial College London, University of Wales, University of Manchester, University of Edinburgh, as well as the University of New South Wales in Australia. An agreement with Renmin University in China is under development. A very significant achievement is the successful relationship that the School enjoys with UiT The Arctic University of Norway through the GENI program.

Re-focus or reframe some of School’s research around “social license” and consider international application: The School’s response stated that any departure from the three strategic research clusters, achieved through extensive collegial discussions, is not practical but could occur organically if faculty in any of the clusters felt that would make sense strategically. Knowing there is a role for leadership and much interest in this subject, the School planned to host a Deputy Minister panel on social license and publish several *JSJS Policy Briefs* in the area. The School committed to ensuring that a discussion on this recommendation occurred in fall 2016 at the JFC meeting and at upcoming meetings of the Governance cluster in order to explore the possibilities of a “cross-cluster” initiative on this issue. Following discussion with the JFC this idea was rejected as faculty found it ‘too fashionable’, a marketing tool, too tied to the mining industry, and generally not an appropriate focus for the JSJS.

EXTERNAL REVIEW RECOMMENDATIONS: ORGANIZATION & GOVERNANCE

Establish Advisory Council: An advisory council has been established and held their inaugural meeting in fall 2017. The Council comprises eight distinguished individuals, all with Saskatchewan roots, including two

Indigenous women and JSGS alumni. The inaugural meeting occurred in October 2017 and the next meeting is planned for April 2018. Members of the advisory council include:

Kent Campbell (Chair) - Deputy Minister to the Premier, Government of Saskatchewan

Nicole Callihoo (Alumni) - Assistant Deputy Minister, First Nations Metis Inuit Education Directorate.

Alberta Ministry of Education

Carole Eaton – Executive Director, Phoenix Residential Society

Jim Engel – Vice President, Saskatchewan Liquor and Gaming Authority

Colin Robertson - Canadian diplomat, Vice President and Fellow at the Canadian Global Affairs Institute

Gina Wilson - Deputy Minister, Status of Women Canada

Don Wright – Deputy Minister to the Premier, Government of British Columbia

Prioritize objectives in strategic plan, assign leads, set milestones, and review regularly for progress: An implementation plan was developed as part of the School's response. This report is the first comprehensive progress review, and the timing is appropriate given that this is the mid-point of the strategic plan. Each recommendation from the external review and every goal in the plan are being carefully considered for progress, as well as viability, applicability, and priority for the remainder of this planning cycle.

Establish metrics to measure performance of at least the most important objectives in strategic plan: Work on this project, planned initially for completion by December 2016, will be resumed with targeted completion in October 2018.

Review current organizational structure and administrative budgets to ensure alignment of resources with strategic priorities: The School's response described this as a medium-term goal and noted that some restructuring was done for this purpose and that additional work was underway, particularly in Executive Education. In 2017, a Strategy Officer position was added to the School's staff complement; the role will focus on alumni, donor, and government relations and play a key role in achieving several goals in the strategic plan. Centres reporting to the School are developing five-year strategic plans (due October 2018), which will identify opportunities for building capacity across the whole organization by sharing staff resources.

Establish and communicate student/alumni engagement strategy: A team comprised of staff across the School was tasked with this objective in the 2016-17 academic year. Due to staff changes, this work did not begin to advance until fall 2017 when administrative resources were consistent. The Strategy Officer is working with

chapter leaders to establish an alumni association, which will require signing an agreement between both universities to formally establish the JSGS Alumni Association. The targeted completion date for a signed agreement is October 2018. Chapters are established in Regina, Saskatoon, Edmonton, Ottawa, and British Columbia. While there is not a formal plan in place for student engagement, the Student Experience Officer communicates regularly with JSGS students through e-mail (regarding job opportunities, as well as invitations to events and workshops) and at School-organized events (such as interview workshops, the annual workshop part of the Tansley lecture, case competition, and the annual Students' Association Wine and Cheese event). Notwithstanding these activities, the School will prioritize the creation of a student engagement strategy with targeted completion by October 2018.

Establish formal mentorship opportunities between junior and senior faculty: As stated in the School's response, informal mentoring happens regularly but commitment will be made to implementing a more formal process. By fall 2018, the School will develop a process that will link each new faculty member (ideally at the time of hire, but will include existing junior faculty) with both a senior JSGS faculty member and an EIR; the latter provides, among other benefits, access to practitioner networks and advice on how to apply theory to real-world situations when teaching public servants.

EXTERNAL REVIEW RECOMMENDATIONS: ACADEMIC & EDUCATIONAL ACTIVITIES

Identify academic and educational activities essential to School's continued success and those that could be eliminated/trimmed (or, alternatively, new resources to maintain and enhance them): The School's response laid out the work that has been done, including the evaluation of MPA, MPP, and PhD that resulted in significant curriculum changes and hence greater quality) and the forthcoming review of the MIT and MHA programs, which would then be followed by appropriate actions. The response also outlined two high priorities: implementing the JSGS suite of Master's Certificates (MCerts) at both campuses and developing the core MPA courses for online delivery. In tandem with introducing the MCert programs at the U of S campus, offering the MPA (and thereby all of the MCerts, given that the required courses are all part of the MPA) online were prioritized as this opens up both national and international markets. The MCerts are in the process of being approved at the U of S with implementation anticipated in May 2019. To date, three of the 11 required MPA courses have been delivered online and funding has been targeted to develop additional courses. Anticipated completion is Winter 2019. The School's response also indicated that development would take place of a comprehensive schedule of focused events to complement the core attributes and competencies for JSGS

students. Though there is not a deliberate plan for this yet, the School has introduced workshops for students that feature Executives-in-Residence as the primary presenter; this exposes students to experienced practitioners. More effort will be made to offer experiential opportunities that help students hone the core competencies. The School continues to sponsor thesis-based students to attend national conferences and expand volunteer opportunities. There was an intention to create an international student society to provide peer-to-peer mentoring. This has not been done, but the School will undertake consultation with its international students to seek their feedback on the value this could bring.

In absence of creating joint degree, consider consolidating each program at either campus: As stated in the School's response and above, pursuit of a joint degree is a high priority.

Expand enrollment in MPA, MPP, PhD, MHA, and MIT programs, if faculty resources are comparably expanded: The School agreed with the recommendation and referenced the enrolment plan though acknowledged that more effective indicators and reporting are required to strategically manage enrolment. There was a commitment to develop benchmarks, ensuring alignment with enrolment plans at both universities. The School cannot rely heavily, let alone exclusively, on recruitment of Saskatchewan-based students. Its student body should be diverse in all respects, thereby enhancing the prospects for mutual learning. The current enrolment targets are:

- 40% within Saskatchewan;
- 35% within Canada but outside of the province;
- 25% international students; and
- 15% First Nations, Métis, and Inuit students.

Over the past several years, enrolments in the MPA and MCerts programs have had marginal gains. The MPP and PhD programs have grown largely due to the strategic hiring of new faculty. For example at the UofR campus enrolment in the MPP increased by 40% from 2015-16 to 2016-17 and then again by 11% the next year. Our greatest success has been the MHA program which from 2015-16 to 2016-17 had an increase in enrolment of 63.6%. By Fall 201 the program will be at capacity with 150 students.

Explore accreditation by NASPAA: During the 2018-19 academic year, the School will undertake an assessment of the value of achieving NASPAA accreditation relative to the strategic enrolment plan. The Director of the UofS campus is serving as the lead on this initiative and is meeting with NASPAA members and will provide a full report with recommendation at the Joint Faculty Council meeting in April 2019.

Expand internship program to extent possible while maintaining quality: The School's initial response was that attention would always be paid to balancing growth in the internship program with the quality of placements (from perspectives of both the School and our partners). The focus is intended to be on expanding the range and diversity of opportunities, especially for international students. As described early in this report, the number of placements between 2015 and 2018 has remained consistent, despite budget reductions in the Government of Saskatchewan. The School has been successful in arranging internship placements with new partners, such as the Provincial Auditor's office, SaskBuilds, and the cities of Saskatoon and Regina. Notwithstanding some progress in this important area, the School recognizes that the internship program is a valuable recruitment tool for the MPA and will therefore continue to seek new partner organizations.

Match advertised to actual degree completion times: It was agreed that completion times for the research degrees would be changed to reflect more realistic timelines. A review of average completion times shows the following:

- MPP students (total of 35 graduates since program implementation in 2009) have taken **an average of 37 months** to complete the program.
 - The School's website currently states, "The program is designed so that students can finish in as little as 16-24 months of studying full time." This will be changed immediately to state, "Following the School's recommended pace, the program can be completed in two years, studying full time."
- PhD students (total of eight graduates, since program implementation in 2010) have taken **an average of 54 months** to complete the program.
 - The School's website currently states, "[The PhD program] is designed so that students can finish in as little as three years of full-time study."

In response to the external review, the School stated that the advertised completion time for the MPA (16 months) remains valid. A recent review of data shows that students who enrolled in the new 36-credit-unit program as of September 2015 have taken, **on average, approximately 20 months** to complete the program. A motion will come forward at the June 2018 JFC to change the advertised completion time.

Review MIT program: In spring and summer 2017, the School conducted a review and extensive consultations regarding the MIT program. Following identification of lack of student demand and lack of resources for program delivery, approval was granted by the JSGS Faculty Council to disband the program, effective June

2019. Final course offerings were planned to ensure that all students could reasonably finish the program prior to the closure date, and extensive communications were issued to students.

Ensure Executive Education programs fulfill joint goals of educating/training public and private individuals and institutions and produce revenue for broader JSGS purposes: In response, the School indicated that Executive Education (EE) is being restructured and investing in new policy workshops for Indigenous community members, board governance training, and new executive leadership content. Subsequently, EE has been restructured in four fundamental ways:

1. Recruitment of paid EIRs (seven as of March 2018) who bring a wealth of practical experience, including Doug Moen as Director;
2. The addition of the Indigenous Leadership Program (ILP), offered in partnership with First Nations University of Canada (delivered to 75 participants in four different First Nations communities to date; each offering generates approximately \$7,000 in revenue; some external funding was received to assist with curriculum development and delivery);
3. Dissolution of the partnership with Brown Governance and redesign of a new JSGS-developed public-sector governance program (pilot offerings in winter 2017 for 30 participants; public offering scheduled for spring 2018); and
4. The re-organization and development of new policy workshops.

Policy workshops continue through the long-standing contract with the Public Service Commission (PSC) of Saskatchewan (refreshed program has been designed), several annual custom sessions for a range of ministries and public-sector entities, and a handful of public offerings. More than 600 individuals have earned a Policy Workshop Certificate over the life of the program. The numbers below show that the demand for policy workshops remains very high.

Total PSC Policy Workshop Series Registrations

Program Year	Workshop seats available	Registrations*
2015-16	525 seats across 21 workshops	975
2016-17	600 seats across 24 workshops	1,019
2017-18	1,410 seats across 47 workshops	1,709

*Includes both actual registrations and those on waitlists

EE also continues to deliver customized governance training across Saskatchewan (eight unique sessions delivered to date in 2017-18, generating nearly \$50,000 in revenue). In 2017-18, EE contracted with seven treasury board crown organizations to provide training, and the contract was extended into 2018-19; total revenue is more than \$120,000.

Progress on this goal is notable and the School anticipates that this level of activity and revenue generation will not only be sustained but will increase.

EXTERNAL REVIEW RECOMMENDATIONS: RESEARCH ACTIVITIES

Assess and monitor imbalances in research activities between two institutions and ensure greater equity:

The School's response noted that equity across the School is a fundamental principle of JSGS and a critical component of our success as recognized by the reviewers. Further, it was noted that the challenge stems from the current imbalance in proportions of senior and junior faculty at the two campuses. To address the challenge in the short term, the School committed to placing a greater emphasis on support to junior faculty in the form of mentoring, providing appropriate teaching loads for those who demonstrate commitment to research excellence, and use of the research clusters to encourage collaboration across the School. In the longer term, the School must address the basic structural imbalance of age and seniority across campuses. Left unattended, the inequity will reverse in about a decade or so, with faculty at the U of S being overwhelmingly junior and those at the U of R more senior. Progress since 2016 toward addressing the imbalance has come through several achievements:

- Recruitment of an assistant professor and Cisco Systems Research Chair in Big Data and Open Government in 2015;
- Recruitment of two assistant professors at the U of S campus in 2016;
- Award of a Tier 1 Canada Research Chair in energy policy (awaiting decision from federal government, expected summer 2018) at the U of R campus;
- Two imminent retirements (supernumerary positions) at the U of S campus provide an opportunity for recruitment of junior faculty, pending availability of funding. The School remains committed to developing a faculty renewal plan, including criteria for allocating new hires equitably.

The School, through cross-campus collaboration, published the following high-impact reports:

- *Saskatchewan and Climate Change: The Challenges, Policy Options and Implications* (2017)
- *Legalizing & Regulating Cannabis in Saskatchewan* (2017)

Develop formal research mentoring program between senior and junior faculty: Progress and plans in this area are addressed above.

Establish “mini strategic plans” for research clusters to publish research results in at least three of top 10 journals: The School’s plans in this area are addressed above in response to the reviewers’ recommendation *Develop plan to publish research in leading international journals.*

Cultivate international dimensions of seemingly ‘local’ policy issues (such as indigenous policy and some science-based areas): Several research projects being led by JSGS faculty have international dimensions and applications, including in the areas of health policy, Indigenous health, regulation, production distribution, cannabis, energy, immigration, social media, and global production and innovation networks. Additionally, the School offers a Joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) program, delivered in partnership with UiT The Arctic University of Norway. The GENI program, designed to prepare students in northern and Indigenous communities to take leadership roles in their communities with economic development by using innovation and entrepreneurial approaches, studies issues applicable in the Circumpolar world.

Consider “horizontal” policy focus that might cut across research clusters – social license and challenges of public engagement in “wicked” problems: There are no explicit plans at this time for the School to focus research in the area of “social license” as noted earlier. However, much of the research undertaken by JSGS faculty is indeed on public engagement in “wicked” problems facing the world today. Several examples were identified above – Indigenous health, immigration, and cannabis to names but a few.

EXTERNAL REVIEW RECOMMENDATIONS: PARTNERSHIPS

Prioritize recruitment and placement of Indigenous students in internships: The School indicated there are two components, both of which are critical: first, prioritizing the recruitment and placement of Indigenous student internships generally, and second, prioritizing the recruitment and placement of Indigenous student internships in the Government of Saskatchewan. Indigenous students in the School tend to have three main aspirations:

academic, working in the federal government, and most significantly, working in their communities. The School had lacked internship placements in Indigenous communities, so this is a placement issue rather than an issue of recruitment. To address this, the School committed over the coming year (2016-17) to work with interested communities to seek external funding. Conversely, the recruitment of Indigenous JSGS students interested in provincial government placements has been low, particularly among First Nations students. To address this, the School committed to pilot, in partnership with the Saskatchewan Public Service Commission (PSC), an Indigenous Internship Program during 2016-17. The program was to be resourced from Executive Education revenues, with the Government of Saskatchewan investing in 15 internship placements (\$375,000) across ministries. The program was to be open to all Indigenous Master's students from across the colleges and faculties of both universities. This is an area where the School will need to turn its attention immediately, as there have not been any placements in Indigenous communities to date, nor was the pilot program with the PSC implemented. A JSGS working group will be established with the goal of developing a plan to address these issues for implementation within the 2018-19 academic year (i.e., some internship placements will be secured for spring/summer of 2019).

Increase number of high-quality internship placements for JSGS students: The School's response to this recommendation was addressed earlier in this report.

Continue to enhance relations with Government of Saskatchewan through faculty-practitioner exchanges: The School holds regular sessions with Deputy Ministers for the purpose of discourse on important topics such as social policy, impaired driving, cannabis legalization, and planetary health. By invitation from JSGS faculty members, government employees and officials also serve as guest speakers in many JSGS classes, providing students a valuable opportunity to learn from practitioners. Additionally, the Master of Health Administration program includes a residency component, which features the involvement of the Deputy Ministers of Health and Finance.

Continue Indigenization efforts: As stated in the School's response, Indigenization is a major priority at both universities and an overarching goal in the School's strategic plan. This is a goal that we will continue to strive toward, as building relationships and learning takes time. In addition to the very important goals related to recruitment of Indigenous faculty and staff, attracting high-quality Indigenous students, adding Indigenous content to curriculums, training existing faculty and staff, and making space welcoming to Indigenous peoples, one of the most significant advances the School strives to achieve is the community-based co-design of new

program offerings. At the time of the response, the School was in the early stages of developing new governance programs, renewing its relationship with the International Centre for Northern Governance and Development (ICNGD), and had just established an affiliation with the Indigenous Peoples Health Research Centre (IPHRC). One of the new programs has come to fruition, the Indigenous Leadership Program offered by Executive Education. As noted, work is underway to bring on stream the Master's Certificate in Indigenous Governance in partnership with First Nations University; this work is being advanced through a short-term contract, with anticipated completion of the development of three courses by summer 2018. Regrettably, the ICNGD was disestablished in summer 2017 due to a significant budget reduction. However, the GENI program (which was hosted by ICNGD) is viewed as a very valuable program to continue and is currently under revision with completion anticipated in fall 2018. Close collaboration with IPHRC continues, and a new Director was appointed in January 2018. Since 2016, the School has made great strides in recruiting several people of Indigenous ethnicity to its staff complement – two staff were hired in JSGS proper, one in Executive Education, and five in IPHRC (including the Director noted previously). Additionally, as the School considers its faculty renewal plan in light of impending retirements, it is almost certain that recruitment of an Indigenous scholar will be a top priority. As noted elsewhere in this report, recruitment of Indigenous students must be a priority. Though the School had thought initially that the establishment of an internal committee would be the best way to advance efforts, we are pleased to report that indigenization has become a lens through which we view all of our activities.

Make targeted efforts to develop additional ties with international institutions, particularly in central research areas:

The School stated that as one of its crosscutting strategic directions, internationalization is a high priority yet is a long-term goal. At that time, preliminary work was occurring with organizations in the United Kingdom, France, Mexico, China, and the United States. Since 2016, several international delegations were undertaken and have resulted in agreements with 1) the National People's Congress in China that made it possible for the Chinese government to fund two students to attend the JSGS MPA program, and 2) the African Leaders of Tomorrow program, which has seen JSGS host eight students with six additional students slated to join JSGS for the 2018-19 academic year. Discussions are now underway with the Government of Bangladesh (through the High Commissioner's office) to provide executive training to their public servants and also the Mexican Embassy to provide funded study tours for JSGS students in spring 2019 to a wide range of Mexican academic institutions. During a delegation of the IST cluster to the UK, JSGS faculty visited Cambridge University (Energy Policy Research Group, Judge Business School), University Institute for Innovation in the Life Sciences at the University of Edinburgh, University of Manchester (Dalton Nuclear Institute), Imperial College London, and the University

of Sussex (Science Policy Research Unit, School of Business, Management and Economics). International activities occur through various methods, including research collaborations of JSGS members, some of which have been highlighted in other parts of this report.

Establish Alumni Board: A terms of reference has been drafted and is under review by alumni relations at both universities. The School is also establishing a JSGS Alumni Association that will be recognized by both universities.

Establish Advisory Council: As noted earlier in the report, this has been done and the Council is serving as a valued source of advice from key stakeholders.