



**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

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EXECUTIVE SUMMARY

The Johnson Shoyama Graduate School of Public Policy (JSGS) was established in June 2007 as a collaboration between the University of Regina and the University of Saskatchewan after extensive consultation with senior leaders in government, industry and academia. Since then, JSGS has swiftly become one of Canada's leading policy schools for educating graduate students and public servants interested in improving public management and creating public value.

Today, JSGS offers five graduate programs, five Master's certificates and a number of executive and board education options. Reflecting the needs of the public services of Canada, the provinces, and municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem solving skills, while looking at issues that touch all aspects of our daily lives.

In addition to their classroom contributions, JSGS faculty members are engaged in research and writing that have an impact on issues affecting Canadians and the global community. Working together and alongside colleagues in the public service and industry, JSGS faculty have advanced knowledge related to *innovation, science and technology policy, social policy and inequality, and governance*. Together, they enrich the evidence base on which policymakers can draw in order to develop policies and programs that positively impact the needs of Canadians.

To support the exchange of ideas, the School also collaborates with various partners on organizing public lectures, symposia and large scale multi-speaker conferences.

JSGS is home to two Tier 1 Canada Research Chairs, one Cisco System Research Chair in Big Data and Open Government, and one Co-operative Retailing System Chair in Co-operative Governance. The School is also one of only four policy schools with programs accredited by the Canadian Association of Programs in Public Administration (CAPPA), and is responsible for launching the inaugural National Student Policy Case Competition, supported by CAPPA and the Institute of Public Administration of Canada (IPAC). Academically, JSGS is the home of the International Centre for Northern Governance and Development (ICNGD), and the Centre for the Study of Co-operatives. The School's Policy Shop, established in 2012, provides pro bono policy research and advice to non-profit and charitable organizations.

Over the years the School has developed strong relationships with non-governmental organizations as well as government agencies and organizations at the federal, provincial, municipal and community level. Through these connections, JSGS offers students Executive Internships. Often these internship opportunities lead to a job placement following the student's convocation. Senior leaders in these organizations also present to students formally in the classroom as well as at luncheons and other interactive gatherings. The Government of Saskatchewan has also provided Executives-in-Residence to help build the School to support its academic and executive education programming. Partnerships with other organizations such as the First Nations University of Canada, Indigenous Peoples' Health Research Centre (IPHRC), the File Hills Qu'Appelle Tribal Council and the Saskatoon Tribal Council have helped move the School's scholarly research, academic and executive education offerings, outreach activities and governance education forward. These partnerships have also helped us incorporate Indigenous content in the curriculum.

JSGS' Executive Education offerings include its Public Policy Workshop Series, delivered to Saskatchewan's public service, and Board of Directors' Governance Education in partnership with Brown Governance Inc. (BGI). These initiatives not only enhance JSGS's reputation as one of Canada's top policy schools but they also provide added value to the public and non-profit sectors.

Opportunities have presented themselves as a result of JSGS's academic and research strengths. The proposed Canadian Institute for Science and Innovation Policy (CISIP) and the affiliation with IPHRC will provide significant new opportunities for interdisciplinary collaboration, research and funding for students. Together, our research centres bring together interdisciplinary teams of experts to develop integrated solutions to issues such as food security, the emerging digital landscape, and democratic engagement for the resolution of policy conflict.

JSGS possesses numerous strengths and continues to capitalize on those to deliver world-class scholarship and practice in academic and executive education. The School has also identified a number of challenges and is currently focusing on three priority areas for improvement: Indigenization, video-conferencing technology and fundraising/development capacity. While we are confident that the faculty, staff and executive are well placed to meet these challenges, we are also aware that we have set ourselves ambitious goals for the next five years.

1. SCHOOL DESCRIPTION

1.1 Leadership

Title	Name	Phone Number	Email
Executive Director	Kathleen McNutt	306-585-4759	kathy.mcnutt@uregina.ca
Director, U of S Campus	Jeremy Rayner	306-966-2215	jeremy.rayner@usask.ca
Director, Outreach and Training	Giselle Marcotte	306-585-5409	giselle.marcotte@uregina.ca

1.2 School Description

Website <http://www.schoolofpublicpolicy.sk.ca/>

School Narrative

The Johnson Shoyama Graduate School of Public Policy (JSGS), established in June 2007, was named after two of Saskatchewan’s best-known public servants, Albert W. Johnson and Thomas K. Shoyama, both of whom began their careers in Saskatchewan and served as deputy ministers in Ottawa. The JSGS is the first provincial policy school of its kind and is the product of an innovative partnership between the University of Regina and the University of Saskatchewan. It is the home of 21 Faculty members, including two Tier One Canadian Research Chairs and one Cisco Systems Research Chair. As a community of scholars, we strive to develop innovative policy analysis and advice that is theoretically grounded, methodologically rigorous and empirically based and to translate that knowledge into practice through teaching and pro-active engagement with policy practitioners, debates and processes.

The School offers five degree programs, including the Master of Public Administration (MPA), Master of Public Policy (MPP), PhD in Public Policy (PhD), Master of Health Administration (MHA), Master of International Trade (MIT), and five Master’s Certificates, including the Economic Analysis for Public Policy Certificate, Health Systems Management Certificate, Public Management Certificate, Public Policy Analysis Certificate, and Social Economy and Co-operatives Certificate.

Future Trends in the Evolution of the Discipline

Accreditation Trend

Master of Public Administration (MPA) degree programs are faced with the challenge of integrating academic values, employers' expectations, and organizational goals into cohesive, comprehensive programming. Along with this, many programs are moving towards accreditation, requiring a focus towards the integration of core competencies into the curriculum.

Accreditation has been a growing international trend in public administration and public policy schools. Currently, there are three bodies responsible for the accreditation of these programs, the American National Association of Schools of Public Affairs and Administration (NASPAA), the Canadian Association of Programs in Public Administration (CAPPA), and the European Association for Public Administration Accreditation (EAPAA). While CAPPA and EAPAA currently only accredit schools on a national level, NASPAA engages in both national and international accreditation.

Currently, NASPAA has a rather strict competency-based framework schools must meet in order to gain accreditation, while CAPPA focuses on a mission-based one. EAPAA falls within the two, evaluating both the mission and standards of schools. CAPPA is moving towards a competency-based framework, with projects from the Treasury Board of Canada (TBS-CAPPA Policy Competencies Project), the Canada Public Service Agency and Public Service Commission (outlining key areas of knowledge for senior leaders and management), and the move to develop a set of Canadian standard within the Atlas of Public Management. Additionally, CAPPA and NASPAA have recently entered into a Memorandum of Understanding that will allow the two bodies to work more closely together in setting a common framework of practice and accreditation.

Online Programming

Another major trend is the shift in offering programs at a distance and through online learning. The increased uses of online teaching methods are a result of technological as well as demographic changes, with many individuals who pursue professional programs being older and working full-time. As well, many workplaces have begun to utilize a variety of online tools for their own training, and it is therefore necessary for public administration and public policy programs to work within that medium to best situate students for success within the workplace.

Competencies-based Learning

Public sectors around the world are developing sets of core competencies used to evaluate employee performance, identify leadership talent, and develop human assets. Professional graduate programs in public policy and public administration are common across Canada, with graduates generally trained to be theoretically-informed and evidence-based, employing different models and analytical techniques to specific policy problems and issues. As a result of this trend, public services are increasingly populated with

professionally-trained policy analysts with generalized knowledge bases of the policy process and policy analytical methods.

Experiential Learning

Public Policy and Public Administration programs aim to provide students with foundational learning opportunities and resources that they can apply to the practical challenges of governance. Key to effectiveness in this regard is the ability of students to transfer what they are learning into practice. This goal, educational transference, rests on similar learning and application contexts, and the ability of students to know how to apply what they are learning in the classroom to practical challenges. Experiential learning is essential for the success of a student's career. Theoretically, experiential learning taps into tacit knowledge or personal experience, allowing one to build on pre-existing, unarticulated knowledge, which contributes to a deeper understanding of complex ideas. As public administration and public policy programs often attract interdisciplinary students, experiential learning becomes an important means to understanding new and complex topics that students had not previously been exposed to in their undergraduate degree programs.

Internationalization

The internationalization of higher education is a critical trend for policy and public administration school. The growing diversity of the Canadian population will require students to possess appropriate inter-cultural competencies. One of Saskatchewan's greatest exports is knowledge; and students play a key role in the building of future relationships with government actors from countries around the world. Recruitment and retention of international students and the provision of international learning opportunities for domestic students will be critical objectives for future growth and sustainability. This will require students to communicate effectively; obliging schools to provide programming support for students where English is not their first language.

The Truth and Reconciliation Commission

Indigenous people contribute significantly to the cultural, social, and economic success of Canada. As the fastest-growing and youngest demographic in the Saskatchewan, Indigenous people are playing a key role in shaping a shared future in which all people will thrive. Canada's Truth and Reconciliation Commission is helping Canadians toward a shared understanding of Indigenous history and contemporary issues, and its "Calls to Action" have charted the course to right past wrongs and build a better Canada. Most of the Commission's Calls to Action recommend significant changes to public policy based on the implementation of the United Nations Declaration on the Rights of Indigenous Peoples. The Government of Canada and the Government of Saskatchewan have both identified Indigenous people's economic and social participation in Saskatchewan and Canada as a priority. As such the Indigenization of curriculum, research methodologies, and policy analytic practices must become more fully integrated into the planning and priorities of public policy and public administration schools.

Innovation

Innovation is the backbone of good government and schools of public policy and public administration innovate in research and teaching and learning. In a growing knowledge economy and information society coming to terms with trends in life-long learning, globalization, human migration, digitalization, national and human security, and environmental protection will require students to be equipped with the appropriate knowledge and competencies to protect the public good.

Reputation and Strengths

In a very short time the Johnson Shoyama Graduate School of Public Policy has established itself at a national and international level, as one of Canada's top graduate schools in public policy and administration. The faculty is highly engaged in impact research and knowledge translations publishing in *Policy Options*, the *Policy Magazine* and the JSGS Policy Brief Series. The School maintains strong relationships with numerous policy and public administration organizations including the Institute of Public Administration (IPAC) national and local, Canadian Association of Programs in Public Administration (CAPPA), the Canada West Foundation, the Public Policy Forum, Conference Boards of Canada and others. Finally, our students have the greatest impact on the reputational capital of the School with JSGS alumni working at every level of government across Canada.

The School's internship is one of our most successful programs and has resulted in 160 students placed and 90% rate of transitions to employment. The goal of each internship position is to provide students with hands-on experience of a broad range of activities and issues related to public administration, public policy analysis and evaluation. Interns apply their knowledge and skills and learn about processes through direct involvement in: planning, policy development and analysis, budget development and delivery, research and evaluation, and strategic planning and reporting. Mentors are recruited from the most senior level of government, depending on the department or ministry and they provide direction and guidance to the intern. The mentors will also share their knowledge and experience, as well as design and monitor the intern's placement to ensure it is rewarding and meaningful.

The current success of the MHA program has increased our student numbers by 24%; and the adoption of competency-based learning in the MPA demonstrates our commitment to program demand and quality. Our graduate programs provide various learning opportunities for students including professional development training, discussions with senior public officials and Ministers, and experiential learning opportunities such as the annual Case and Poster Competitions. The JSGS provides numerous executive education offerings including the Government of Saskatchewan Policy Workshop Series, governance training, and customized offerings for a variety of public sector clients. The JSGS Executive Education programming has been extraordinarily successful with 375 participants achieving a Certificate of Completion for the Policy Workshop Series and 244 receiving their Professional Director certification.

Research is a vital part of our mandate. We have come a long way in a short period of time. In our first seven years of operation, our faculty has generated in excess of \$10.8 million of externally peer reviewed funds. Faculty bring to the School a significant scholarly output that consists of over 130 books, over 720 articles and

translated our findings to policy makers widely in Canada and abroad.

A spirit of cooperation and collaboration defines the culture of the School and has resulted in a strong commitment to leverage our individual research expertise and successes through the creation of three strategic research clusters: Innovation, Science and Technology Policy; Governance; and Social Policy and Inequality. By pooling our capacity in these areas, we will strive to assume national leadership and to transfer our findings into critical national and international policy debates over the next five years.

The proposed Canadian Institute for Science and Innovation Policy (CISIP) is a great example of JSGS's strengths fostering advanced research and interdisciplinary collaboration. While building on capacity in the Science and Technology policy cluster, CISIP will focus on three areas of policy and governance research strength across the School – *strategic assessment, societal engagement and decision support* – within the context of areas of institutional scientific pre-eminence, especially in areas of overlap among the two universities. Initial research clusters will focus on *energy, digital analytics, and bioscience and food security*, with two additional clusters – *water security and health* – under development. This centre will help foster additional spinoff benefits to both universities including research output, new collaboration and leveraged funding.

Our Johnson Shoyama Series on Public Policy with the University of Toronto Press, the JSGS Policy Brief Series, and our annual Tansley Lecture are all signature aspects of the School's reputation and efforts to translate our knowledge and expertise to the policy arena.

Our relationship with the Government of Saskatchewan has resulted in significant networking opportunities for both faculty and students. In addition, the on-going exchange of knowledge through workshops, leadership development, internships, embedded research placement, secondments, and co-designed projects is evidence of our commitment to supporting the professional development of public servants and advancing a distinctive voice in policy debates at all levels of government.

Curricular and student services in the School are highly integrated with both the Saskatoon and Regina campuses collaborating on teaching, research, supervision and admissions.

JSGS is one of the first schools in Canada to identify key competencies of a Master of Public Administration student and reorganized its MPA program accordingly.

The JSGS was the first policy school in Canada to run a policy case competition for its students. Case competitions provide students with valuable experiential learning opportunities where they can test their knowledge and expertise, think critically on their feet, and develop self-confidence presenting in a team setting. For the first two years, the event was internal. However, in 2012, JSGS extended invitations to other policy schools in Canada (Queen's, Carlton and Simon Fraser), and it has since continued on an annual basis, helping to build a national reputation for the School.

The JSGS Students' Association is helping not-for-profit and charitable organizations in the province by providing free research, analytic and strategic services. The Policy Shop was formed as a student consulting group that provides pro bono work to groups seeking additional policy capacity for their organization.

Areas for Improvement

In less than ten years, the School has become one of the leading policy schools in Canada. Partly as a result of that very success, we face some significant challenges in the years ahead. Our Strategic Plan clearly states our goal of becoming a world class institution by the end of the decade. This is an ambitious goal but not, in the view of faculty and staff, an impossible one. It requires focus, efficient use of resources and teamwork at every level of our two campuses. Without limiting the scope of this review, the advice of our external reviewers will be critical to achieving our goal and we set out some of our thoughts for your consideration.

First, we need to be clear about what we mean by “world class”: the development of appropriate metrics in our strategic plan is essential to providing milestones and definition to this project. That said, there are obvious challenges in achieving any such goal. The competition is not going to stand still – both in quality and quantity, policy schools are emerging as an area of growth in many universities and the field is becoming a crowded one. Saskatchewan is a sparsely populated province, vulnerable to changing demand for its commodity exports and far from the larger population centres of the world. Attracting the faculty and students who are essential to realizing our aspiration to become world class will not be easy. Our focus on becoming the “go to” partner for policy work in large-scale collaborative research projects involving universities and research networks around the globe is one part of our strategy here. Another is the development of agreements with other universities for student and faculty exchanges. Focusing our research and policy communication in our three research clusters is both an attempt at distinctiveness and a way of trying to make most efficient use of our capacity and resources, which, even taking into account both campuses, remains significantly smaller than the large policy schools we will be competing against for name recognition and reputation. However, much more needs to be done if we are to be successful.

Second, while we have achieved a remarkable consensus among our own faculty for our strategic direction, our goal is not shared equally by many of our university colleagues at our two campuses. There is a significant current of opinion to the effect that aspiring to be world class is a betrayal of the universities’ mission to serve the people of the province. Collaboration with non-academic partners in large-scale research projects is regarded with suspicion. The fact is that our two universities score poorly on most national and international rankings and although we aspire to lead improvement in this respect for both universities, this is a sensitive subject and it sometimes not entirely clear that our help is welcome. The creation of the School was enabled by transferring resources, including faculty complement, from other units and some resentment still remains in small pockets of the two universities.

Third, the two campus model, though essential to our success and our identity, carries risks of its own. The founders of the School wisely created a set of principles for administrative collaboration that are embodied in a document signed by both university presidents and our administrations have generally worked hard to live up to them (see Memorandum of Understanding in the appendices). However, the funding model for universities in the province is based in part on encouraging competition between universities with respect to external research funding. This is a zero-sum game and the successful participation of the School in a project at one university is a loss to the other. We understand that our research administrators have to be careful in this

respect and we are grateful for the “licence to roam” that they have given us to date. At various points in this study, we talk about our struggles with technology that would allow better communication between the campuses for everything from meetings to classes. We desperately need a solution that seems to evade us however much money we spend on upgrades and new equipment.

Fourth, our relationship with the public service of Saskatchewan has been central to the success of our MPA program and, especially, to the internship component. We gratefully acknowledge the support that the School has received from the senior leadership of the public service from the very beginning. Nonetheless, the nature and scope of that relationship needs to be critically examined. While anchoring us, it may also be at odds in some respects with our aspirations to look outside the province for collaborative opportunities. Although there are some notable exceptions, the relationship has generally not developed into opportunities for research collaboration on policy questions. Although there is nothing in principle that will prevent our balancing our strong commitment and sense of obligation to the Province with our desire to look beyond its boundaries, it is not going to be easy.

One very promising area that we are pursuing is internationalization; the public service has indicated its desire to have a diverse workforce and one that has significant cultural competencies in areas where the province competes in markets for its exports and we have a similar commitment in terms of our student body and faculty complement. The same can be said for Indigenization, where there is a similar convergence of interest and a strong desire on our part to lead in recruiting Indigenous students, ensuring that our curriculum reflects contemporary Indigenous policy issues and seeking to connect with Indigenous people and their organizations outside Canada. Given the predicted demographic changes in the province, indigenization is an immediate priority.

Finally, there are a number of structural issues that the School faces that are very similar to those confronting many other units. The structure of the faculty at the University of Saskatchewan campus is heavily weighted towards older male full professors. With two Canada Research Chairs and two supernumerary faculty amongst their number, there is a high risk that faculty who retire or leave the university will not be replaced. We are following the strong hints of our administration that we should look to outside funding to mitigate this risk but have run into the hostility of our university colleagues noted above in trying to respond. The University of Regina on the other hand confronts a bimodal distribution of faculty with a gap at the Associate level, placing a significant burden of administrative responsibility on junior faculty who should be preparing for tenure and promotion.

There is a lively discussion at both campuses about the extent to which a policy school should recognize contribution to policy debate as an essential component of performance and how that can be reconciled with our principles document, our collective agreements and our criteria for tenure and promotion. The transition to decentralized financial management, most obvious at the University of Saskatchewan, presents both risks and opportunities for the School. To have a licence to be entrepreneurial suits us very well provided that the distinctive concerns of a graduate school with how the model treats graduate tuition, supervision and collaborative teaching and research are given sufficient thought. A model based on undergraduate teaching and tuition revenue could be disastrous. More needs to be done to mitigate the risks here.

Finally over the past eight years, the JSGS has set the gold standard of provincial post-secondary collaboration. The commitment of the University of Regina and the University of Saskatchewan's senior administration to strengthen this partnership combined with the deep dedication of JSGS faculty members to work with and support all JSGS students regardless of home campuses has established the JSGS as a truly provincial School.

As one School with two campuses the time is right to create a joint degree for JSGS students. A joint degree is a single diploma recognizing the institutions attended by the recipient. Currently the School does have all the core elements of a joint degree; what is lacking is a joint parchment. Across all programming the JSGS has one curriculum, Master of Public Policy (MPP) and PhD student supervision is always shared, numerous joint research initiatives allow students to work with various faculty members, students are able to easily access classes from which ever campuses these choose, and the same selection criteria is used by both campuses. With the depth of integration and opportunities of access it is appropriate that JSGS students benefit by allowing them to claim an association with both universities, not just one.

Key areas for immediate improvement:

Indigenization: Indigenization has been identified as a strategic priority in the JSGS Strategic Plan. The School will be undertaking a targeted strategy for recruitment of Indigenous students, faculty and staff. A specific marketing strategy will assist in achieving the recruitment goals by concentrating activities in cities, First Nations communities, rural and northern communities and Indigenous educational institutions and student associations. This will involve many steps including the Indigenization of all JSGS curriculum, responding to the Truth and Reconciliation's Call to Action, the education of faculty and staff, fostering and maintaining partnerships with Indigenous research organizations and universities, supporting Indigenous student success and creating Indigenous focused advertising and information sheets. JSGS is using targeted advertising by highlighting our Indigenous students' backgrounds and their research activities and fostering a welcoming message to prospective students.

Additionally, the School will improve academic and executive education outcomes by enhancing curriculum content with Indigenous policy issues, engagement practices and research methodologies; and will increase the number of events geared toward policy discussions of interest to Indigenous people and of importance to all Canadians.

Video-conference technology: Several JSGS courses, as well as public lectures, are offered simultaneously at both campuses using video-conference technology, providing the School an opportunity to pool faculty and staff resources. Improvements to current video-conference technology are necessary in order for the School to successfully disseminate knowledge to a wide audience, including students at the other campus and/or distance learners; to bring people together, and to improve interactions with constituents and communities.

Fundraising/development capacity: Continued efforts to advance the School's fund-raising capacity and development goals will be an important area of focus for the School in order to provide adequate financial support to the best students. This will involve the School, working in collaboration with the Development Offices at both institutions, to develop a comprehensive strategy to reach out to program alumni and

corporate donors. Significant improvement in this area will be critical to our efforts to deal with envelope funding, where we can expect unfunded increases in salaries and benefits to put pressure on every other aspect of the School's activities.

Strategic Plan Highlights

The JSGS has three intersecting strategic directions that will guide the School's planning, programming, student recruitment, and faculty hiring: innovation, indigenization, and internationalization.

Innovation is a cornerstone of the School; and we will continue to be leaders in innovative graduate education, research and engagement. Through our scholarly curiosity and our capacity for collaboration we will support the incubation of new ideas to address the complex problems that face society.

Indigenization, a major priority of both the University of Regina and the University of Saskatchewan, will guide the implementation of our strategic plan. The School's commitment to reconciliation will be apparent in our goals for students, faculty and staff recruitment and our facilitation of Indigenous-relevant events and policy dialogues.

Internationalization will also be a pervasive strategic direction as the School engages in global policy debates and prepares students to be global citizens with the intercultural competencies future leaders increasingly require.

Embedded in these three strategic directions the School has also identified four major priority areas including:

- 1) **Enriching the Education Experience** - this is done by developing teaching methods and curriculum based on adult learning processes and adult learning processes and professional expectations. Student recruitment also plays a large role in this initiative. It is important that JSGS ensures diverse and talented students are prepared to contribute to the public sector. This is done through research, experiential learning and advanced education.
- 2) **Research Excellence** – JSGS strives to position the School as a national leader in policy analysis and advice that is theoretically grounded, methodologically rigorous and empirically based. Establishing research supports for faculty and obtaining external research grants is also imperative. This enables JSGS to attract a strong cohort of thesis-based students. It is important that JSGS research is disseminated through various forms of communication and knowledge transfer and that the distinctive culture of JSGS is protected by recognizing and celebrating the value of all faculty research.
- 3) **Community Engagement and Knowledge Impact** – JSGS aims to engage further with the broader community, including the general public and targeted groups, to expand the range of our knowledge transfer and policy advice. The need for increased collaboration with Indigenous peoples to forge and maintain respectful and meaningful relationships has also been emphasized going forward. JSGS would also like to enhance their relationship with the Government of Saskatchewan in an effort to strengthen the public service.
- 4) **Academic and Staff Professional Development** – JSGS desires to support faculty and staff growth and

professional development as well as recognize and celebrate faculty, staff and student contributions.

Alignment with U of R and U of S Strategic Priorities

The **University of Regina** is committed to three strategic priorities: Student Success, Research Impact, and Commitment to Communities.

Under the leadership of the University of Regina’s 7th President and Vice-Chancellor, Vianne Timmons, three strategic priorities were articulated in the university’s 2015-2020 Strategic Plan: Student Success, Research Impact, and Commitment to Communities. Underlying these priorities are two overarching areas of emphasis, indigenization and sustainability, that thread throughout each priority, and upon which the university will continue to build and increase its impact, reputation and competitiveness

The **University of Saskatchewan** identified four areas of focus in its third planning cycle (2012-2016): *Knowledge Creation: Innovation and Impact; Aboriginal Engagement: Relationships, Scholarship, Programs; Innovation in Academic Programs and Service; Culture and Community: Our Global Sense of Place.*

In October 2015, Peter Stoicheff was installed as the University of Saskatchewan’s 11th President and Vice-Chancellor. President Stoicheff has articulated some broad goals for the university - *to inquire, to inform, to innovate—and to indigenize*; and a visioning committee has been struck to assist with the development of a new vision, mission and values statement for the university with these broad goals in mind. JSGS aligns with these priorities through the following strategic goals:

Enriching the Education Experience (U of R); Innovation in Academic Programs and Service (U of S)

- Developing teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching
- Achieving and maintaining the JSGS’ strategic enrolment targets by 2020 to ensure a diverse, talented student complement prepared to contribute to the public sector
- Supporting experiential learning
- Advancing JSGS’s executive education

Research Excellence (U of R); Knowledge Creation: Innovation and Impact (U of S)

- Striving to position the School as a national leader in policy analysis and advice that is theoretically ground, methodologically rigorous and empirically based
- Establishing research supports so that all faculty members hold on-going external research grants and are able to use those grants to attract a strong cohort of theses-based graduate students
- Further disseminating JSGS research through various forms of knowledge transfer
- Protecting the distinctive culture of JSGS by recognizing and celebrating the value of all faculty research

Community Engagement and Knowledge Impact (U of R); Culture and Community: Our Global Sense of Place (U of S) and Aboriginal Engagement: Relationships, Scholarship, Programs (U of S)

- Engaging further with the broader community, including the general public and targeted groups, to expand the range of knowledge transfer and policy advice
- Collaborating with Indigenous peoples to forge and maintain respectful and meaningful relationships
- Enhancing the relationship with the Government of Saskatchewan to strengthen the public service

These alignments will allow a vibrant, challenging and stimulating learning environment with the services required to allow for student engagement, achievement, personal growth, academic success and career readiness. An intellectually active and innovative research community with the supports and infrastructure to expand the boundaries of knowledge will have a meaningful impact in the province and beyond. A community of dedicated and passionate students, alumni, staff, and faculty who embrace the responsibility to serve and engage diverse people and communities in the pursuit of well-being and pride of place further supports the University's overarching priorities.

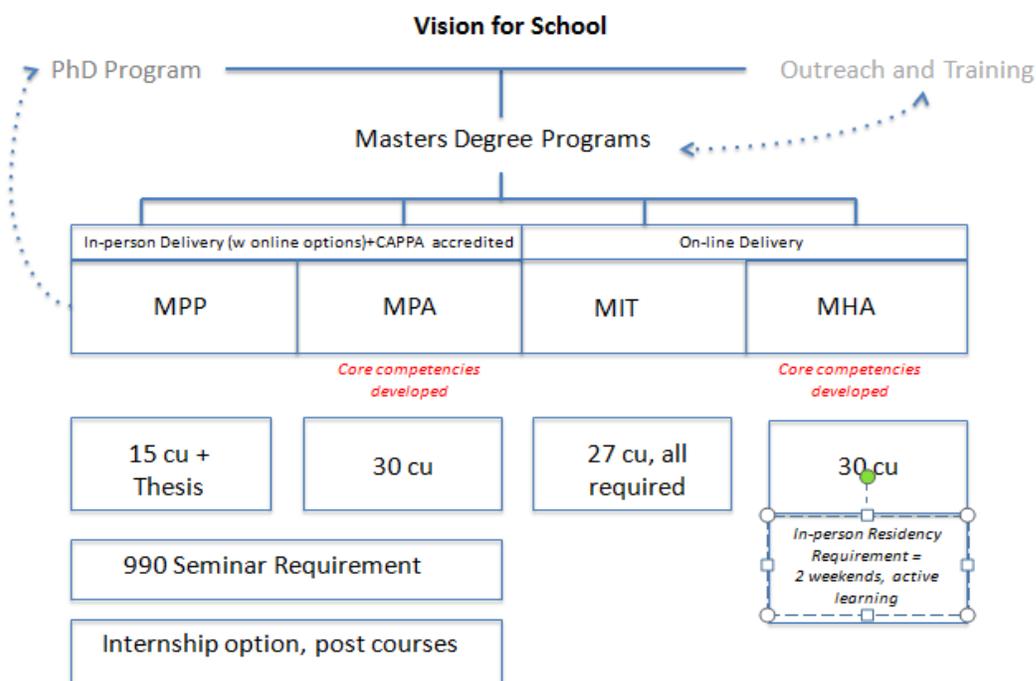
2. SCHOOL OBJECTIVES AND CURRICULUM

The comprehensive JSGS curriculum consists of the following features:

- Five programs: Master of Public Administration (MPA), Master of Public Policy (MPP), Master of Health Administration (MHA), Master of International Trade (MIT) and Doctor of Philosophy in Public Policy (PhD);
- Five certificates: Public Management, Health Systems Management, Economic Analysis for Public Policy, Public Policy Analysis, and Social Economy and Co-operatives;
- Executive education: Director Education and Certification, Policy Development Workshops, Public Executive Development;
- Various extra-curricular activities that enrich the JSGS student learning experience: internships, various refresher courses, the writing series; and
- Contributions from the Government of Saskatchewan toward curriculum development and delivery by providing former Deputy Ministers and other Senior leaders as Executives-in-Residence and Directors who helped build the School's programming; identify the core competencies of public administrators; and deliver classes.

As can be seen in Figure One, the vision for the School is an integrated model that ensures programming supports both professional and academic priorities. The MPA program is the School's flagship, with a majority of students concentrated in this professional program. This assessment of the MPA program provides the faculty and administration with critical information on program performance, student's learning outcomes, and curriculum alignment.

Figure One



2.1 Program Descriptions

Master of Public Administration (MPA) Program Description

The Master of Public Administration (MPA) program is designed to prepare students for careers in public administration and policy work in such diverse areas as non-government organizations, industry associations, and, of course, the public service. MPA students are exposed to core concepts in policy formation and analysis, and have the opportunity to explore such substantive areas as social policy, health policy, innovation policy, trade and immigration policy, resource and environmental policy, and public-sector management. This combination of theory, application and research ensures that our graduates are well prepared to:

- Develop strategic planning, leadership, and management skills;
- Draft policy papers and decision documents;
- Engage in basic and applied policy research;
- Work with governments and advocacy groups to identify and promote specific policy measures;
- Participate in and lead teams of individuals or groups seeking to examine problems, identify issues, promote solutions, and evaluate and assess outcomes of policy measures.

MPA Mission

To deliver interdisciplinary professional programming and public sector leadership skills that provide effective advice to policy makers, develops applied skills in the analysis of organizational, process and performance issues, and prepares individuals for a successful career in public administration and public policy.

MPA Core Competencies

The MPA produces graduates prepared for positions that require management and strategic abilities, policy knowledge and skills, and overall analytical and evaluation abilities. It places special emphasis on the needs and opportunities of public sector organizations and institutions that deal with public sector organizations.

Six core MPA attributes characterized by 21 principal competencies provide the foundation of the MPA. The program curriculum is designed to ensure students graduating with this degree have successfully demonstrated competency in each of the identified areas.

1. Management, Governance, and Leadership

Attribute: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.

Competencies:

- Understand and apply key administrative concepts and principles (administrative regulations, strategic human resources management, strategic planning, financial management, project management and budgeting).
- Integrate value and ethics into organizational practices.
- Develop effective management skills and the ability to assess their impact on individual behaviour, group behaviour, and organizational culture and performance

2. Communication and Social Skills

Attribute: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.

Competencies:

- Work comfortably in multi-disciplinary groups, both large and small.
- Ability to communicate in a diverse organizational context and with citizens and stakeholders.
- Speak and write in a clear, logical, and grammatical manner in formal and informal situations, including cogent business presentations and use of social media.
- Networking and negotiation skills

3. Systems Thinking and Creative Analysis

Attribute: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.

Competencies:

- Synthesize and apply pertinent concepts and principles of leadership in analyzing organizational issues through case studies and projects in public policy and program settings.
- Apply statistical principles and methods in analyzing organizational issues and interpreting the results.
- Apply economic principles and methods in analyzing organizational, regulatory and incentive issues and interpreting the results.
- Apply the basic concepts and principles of ethics in analyzing organizational issues, policy formulation, and decision-making processes.
- Develop and demonstrate the capacity for critical thinking and the ability to employ a systematic, analytical approach to decision making.

4. Public Policy and Community Engagement

Attribute: Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.

Competencies:

- Understand the structure of policy making and program management in general and be able to apply that knowledge to one or more policy fields and/or governance systems.
- Identify and assess the impact of government policy and regulatory requirements on communities and stakeholders.
- Demonstrate understanding of the basic concepts of good public management (stakeholder engagement, transparency, accountability and responsibility) as they affect decision-making and policy and program implementation.

5. Continuous Evaluation and Improvement

Attribute: Commitment to on-going evaluation for continuous organizational and personal improvement.

Competencies:

- Apply key concepts and principles of change management in modifying policies, practices, and programs in public organizations.
- Create and apply basic approaches for monitoring the performance of public policy organizations and programs (e.g., setting standards and targets, benchmarking, balanced scorecards).
- Demonstrate commitment to objective self-assessment and on-going development that will lead to career-long personal and professional growth.

6. Policy Knowledge

Attribute: Ability to analyze and contribute content to at least one applied policy field.

Competencies:

- Apply policy analysis theory and methods.
- Identify the evidence required, the methods for gathering and assessing the evidence, and the challenges and best practices in interpreting and presenting evidence.
- Identify and plan implementation and evaluation of new or existing policy.

Program Name	Master of Public Administration (MPA)
Date Established	The MPA was the first program launched by JSGS. The U of S accepted its first students in 2008; while the U of R accepted its first students in 2005.
Objectives	The Master of Public Administration (MPA) program, accredited by the Canadian Association of Programs in Public Administration (CAPPA), is designed to prepare students for careers in public administration and policy work in diverse areas such as non-government organizations, industry associations, and, of course, the public service.
How objectives are achieved	MPA students are required to complete 36 credit units, consisting of 11 core courses (30 credit units) and two elective courses (6 credit units). MPA students are exposed to core concepts in policy formation and analysis, and have the opportunity to explore substantive areas such as social policy, health policy, innovation policy, trade and immigration policy, resource and environmental policy, and public sector management.
Areas of Specialization	The MPA provides a policy and administration option that is increasingly recognized by governments and other public sector employers as the preferred generalist degree. The MPA combines analytical capacity and an understanding of economics with communications skills and knowledge of government.
Special/Innovative Features	<p>Program changes: Following an extensive study and consultative process, it was determined that the MPA curriculum needs to keep abreast of developments in the two main public policy school accreditation bodies CAPPA and NASPA; and the best way to do so is to assess the curriculum according to the competencies that students are expected to have when they graduate from the program. Thus, in 2015, the MPA program was expanded to 13 courses, including the introduction of more required courses and fewer electives.</p> <p>Internships: MPA students are provided the opportunity to enhance their post-graduate work with an internship in the federal or provincial public service, municipal government, the Saskatchewan School Boards Association or in health services research. The many concrete benefits to interns in the Johnson Shoyama Executive Internship Program include initial job placement, valuable career preparation and experience, the development of an extensive professional network as well as accelerated professional growth and advancement.</p> <p>Funding: All complete applications received by February 1 will automatically be considered for funding. In addition to potential funding from the school, there are scholarships and awards available for students at the University of Regina and the University of Saskatchewan.</p> <p>University of Regina: All applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research. Applicants must have completed a four-year</p>

**Admission
Standards**

undergraduate degree in any area with a GPA of at least 75 per cent.

University of Saskatchewan: Applicants must have completed a four-year undergraduate degree from a recognized university. An average of 75 per cent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the MPA after a graduate degree.

Students from a wide variety of disciplines - including everything from the fine arts to the humanities to the social sciences to the physical sciences to professional college disciplines - are eligible. While it is not necessary, some knowledge of economics, statistics and social science is generally an advantage.

**Degree
Requirements**

MPA students are required to complete 36 credit units, consisting of 11 core courses (30 credit units) and two elective courses (6 credit units). Required core courses include:

- JSJS 801 - Governance and Administration (3 CUs)
- JSJS 802 - Public Finance (3 CUs)
- JSJS 805 - Economics for Public Policy Analysis (3 CUs)
- JSJS 806 - Public Policy Analysis (3 CUs)
- JSJS 807 - Statistics for Public Managers (3 CUs)
- JSJS 808 - Ethical Leadership and Democracy in Public Service (3 CUs)
- JSJS 838 - Public Sector Financial Management (3 CUs)
- JSJS 880 - Advanced Governance Analysis (3 CUs)
- JSJS 882 - Strategic Management in the Public Sector (3 CUs)
- JSJS 883 - Essentials for Public Policy and Administration (2 CUs)
- JSJS 884 - Professional Planning (Submission and presentation of a professional portfolio at the end of the MPA program, 1 CUs)

The two remaining elective courses (6 credit units) must be selected from the courses offered by the school and can be taken at either campus.

Additional courses required by Graduate Studies and Research at each university:

University of Saskatchewan campus

- JSJS 990 Public Policy Seminar Series (0-credit course, continuous registration required)
- GSR 960 Introduction to Ethics and Integrity (0-credit course, taken in the first term of study)

University of Regina campus

- GRST 800AA Academic Integrity Tutorial (0-credit course, taken in the first term of study)
- These are non-credit courses required by Graduate Studies and Research at each campus and are offered at no cost to the student.

2.1 Program Descriptions

Master of Public Policy (MPP) and Doctor of Philosophy in Public Policy (PhD) Program Descriptions

MPP Program

The Master of Public Policy (MPP) provides students with opportunities to conduct research and contribute to the study of public policy and the application of policy expertise in the real world. Students graduating from this program possess the research skills necessary to play integral roles in the civil service, research organizations and industry associations. Top students from this program may go on to doctoral programs in public policy.

MPP Mission

To deliver interdisciplinary research programming that develops core and applied research skills to empirically examine issues of importance in public policy and public administration. The MPP produces graduates prepared to perform in-depth policy analysis and/or for positions that require extensive critical thinking, research and analytical abilities.

PhD Program

The Doctor of Philosophy in Public Policy (PhD) offers learning and research opportunities for highly qualified students to advance knowledge and move the study of public policy forward. Students graduating from this program will be in a position to train the next generation of public service professionals and to conduct public policy and management research for government, business, think tanks and other research organizations.

PhD Mission

To deliver interdisciplinary research programming that develops core and applied research skills to examine issues of theoretical and practical importance in the fields of public policy and public administration. The PhD produces graduates prepared for policy analyst positions in think tanks, public sector agencies and organizations, and traditional academic research positions in universities and other post-secondary institutions.

MPP/PhD Core Competencies

1. Research and Analytical Skills

Attribute: Ability to develop theoretically and methodologically rigorous research designs to answer critical policy questions.

Competencies:

- Synthesize and integrate prior knowledge across a variety of disciplines.
- Apply appropriate methodologies and methods to answer a variety of questions.
- Apply statistical principles and methods in analyzing and interpreting research results.
- Apply economic principles and methods in analyzing organizational, regulatory and incentive issues and interpreting the results.
- Develop and demonstrate the capacity for critical thinking and the ability to employ a systematic, analytical approach to research design and interpretation of results.
- Understand and value different ways of knowing and different sources of knowledge.

- Conduct research on humans in an ethical and fair manner.
- Acknowledge personal objectives and biases.

2. Communication and Social Skills

Attribute: Ability to communicate research effectively to a wide variety of audiences.

Competencies:

- Work comfortably in a multi-disciplinary setting.
- Ability to communicate research results to a diverse set of stakeholders.
- Speak and write in a clear, logical, and grammatical manner in formal and informal situations, including cogent academic research and policy presentations.

3. Community Outreach and Engagement

Attribute: Ability to understand how research can inform public policy.

Competencies:

- Understand the structure of policy making and program management in general and be able to apply that knowledge to one or more policy fields and/or governance systems.
- Identify and assess the impact of government policy and regulatory requirements on communities and stakeholders.
- Understand the potential positive and negative impacts of research, and how to leverage research to influence policy development.
- Apply research skills to answer questions that matter for broader society and communities.
- Work with relevant stakeholders to understand and interpret research findings.
- Develop sensitivities in conducting research across cultures.

4. Policy Knowledge

Attribute: Ability to analyze and contribute content to at least one policy field or domain.

Competencies:

- Utilize policy analysis theory and methods.
- Identify the evidence required, the methods for gathering and assessing the evidence, and the challenges and best practices in interpreting and presenting evidence.
- Identify and plan implementation and evaluation of new or existing policy.

Program Name	Master of Public Policy (MPP)
Date Established	The MPP program was established in 2009.
Objectives	<p>The MPP program provides students with opportunities to conduct research and contribute to the study of public policy and the application of policy expertise in the real world. The program focuses on the acquisition of qualitative and quantitative research skills and the development of a deep familiarity with at least one policy area.</p> <p>Students graduating from this program possess the research skills necessary to play integral roles in the civil service, research organizations and industry associations. Top students from this program may go on to doctoral programs in public policy.</p>
How objectives are achieved	<p>The MPP is a research-based degree that involves a combination of course work, research, and the writing of a thesis. Students are required to complete a minimum of 15 credit units of course work.</p> <p>Upon entry into the program, each student is assigned a research advisor and an advisory committee. All students write a thesis in their chosen policy area. Outside of thesis and course requirements, students are urged to develop a strong familiarity with general topics of governance and administration.</p>
Areas of Specialization	JSGS has concentrated its research capacity on three main priority areas: Social Policy and Inequality, Governance, and Innovation, Science and Technology Policy.
Special/Innovative Features	<p>Internships: MPP students are provided the opportunity to enhance their post-graduate work with an internship in the federal or provincial public service, municipal government, the Saskatchewan School Boards Association or in health services research. The many concrete benefits to interns in the Johnson Shoyama Executive Internship Program include initial job placement, valuable career preparation and experience, the development of an extensive professional network as well as accelerated professional growth and advancement.</p> <p>Funding: Highly qualified students can expect to receive funding at a competitive rate to support their research. MPP students must commit to completing the program over a maximum of two academic years to be eligible for this funding. In addition to potential funding from the school, there are scholarships and awards available for students at the University of Regina and the University of Saskatchewan.</p>
Admission Standards	<p>University of Regina: The Faculty of Graduate Studies and Research requires that all applicants must have completed a four-year undergraduate degree in any area with a GPA of at least 75 per cent.</p> <p>University of Saskatchewan: The College of Graduate Studies and Research requires that applicants must have completed a four-year undergraduate degree from a recognized</p>

Degree Requirements

university. To meet the basic program requirements, an average of 75 per cent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the MPP after a graduate degree.

The MPP is a research-based degree that involves a combination of course work, research, and the writing of a thesis. Students are required to complete a minimum of 15 credit units of course work, as follows:

Minimum one course (3 credit units) from the following:

- JSGS 805 - Economics for Public Policy Analysis
- JSGS 862 - Political Economy
- JSGS 865 - Decision Making in Organizations

Minimum one course (3 credit units) from the following:

- JSGS 806 - Public Policy Analysis
- JSGS 867 - Advanced Policy Analysis

Minimum one course (3 credit units) from the following:

- JSGS 817 - Health Policy
- JSGS 849 - Social Economy and Public Policy
- JSGS 854 - Higher Education Policy
- JSGS 859 - Innovation Policy
- JSGS 864 - Social Policy: Interdisciplinary Perspectives

Minimum one course (3 credit units) from the following:

- JSGS 803 - Quantitative Methods
- JSGS 851 - Qualitative Methods

The remaining elective course (3 credit units) must be selected from the courses offered by the school. The rules and regulations of the university through which the course is taken will apply to the student.

Additional courses required by Graduate Studies and Research at each university:

University of Saskatchewan campus

- JSGS 990 Public Policy Seminar Series (0-credit course, continuous registration required)
- GSR 960 Introduction to Ethics and Integrity (0-credit course, taken in the first term of study)
- JSGS 994 Research (continuous registration required)

University of Regina campus

- GRST 800AA Academic Integrity Tutorial (0-credit course, taken in the first term of study)
- JSGS 990AB Seminar Series (continuous registration required)
- JSGS 901 Research (continuous registration required)

Program Name	Doctor of Philosophy in Public Policy (PhD)
Date Established	The PhD program – which was approved in 2008 – is one of the first PhD programs in public policy in Canada. The program has become known for its high calibre students and for its unique focus on the way decisions get made in organizations and influence policy.
Objectives	The Doctor of Philosophy in Public Policy (PhD) offers learning and research opportunities for highly qualified students to advance knowledge and move the study of public policy forward. Students graduating from this program will be in a position to train the next generation of public service professionals and to conduct public policy and management research for government, business, think tanks and other research organizations.
How objectives are achieved	The PhD program involves a combination of course work (culminating in a comprehensive exam) and proposing, writing and defending a dissertation. It is designed so that students can finish in as little as three years of full-time study. Students who are engaged in the program on a full-time basis can expect to receive financial support. Upon entry into the program, each student is assigned a research advisor and an advisory committee.
Areas of Specialization	JSGS has concentrated its research capacity on three main priority areas: Social Policy and Inequality, Governance, and Innovation, Science and Technology Policy. Students. To ensure engagement in these areas of research, JSGS faculty is committed to encouraging student involvement on research projects, grant applications, seminar series, and other opportunities for knowledge translation.
Special/Innovative Features	Highly qualified doctoral students who are engaged in the program on a full-time basis can expect to receive funding at a competitive rate. In addition to this, scholarships and awards are available at the University of Regina and the University of Saskatchewan.
Admission Standards	<p>Applicants must have a master’s degree in public policy, public administration or in a cognate discipline such as economics, political science, political sociology or educational administration, with a minimum average of 75 per cent in that program. Successful candidates typically have an average well in excess of 80 per cent (or lower first class).</p> <p>Applicants are required to submit a research program statement that outlines the research that they would like to pursue in the area of public policy. This should include a well-defined problem statement, a review of the appropriate literature, an initial methodology and a statement indicating the significance/relevance of such a research program. While students will not be held to the research program that they outline, the document will serve to guide the student and their committee with the courses and the material they explore through their course work.</p> <p>Exceptional students may be considered for a transfer from the school’s MPP or MPA program to the PhD program, following completion of at least 15 credit units of the core courses required for the MPP.</p>

**Admission
Standards (cont'd)**

(MPA students who wish to be considered must take MPP core courses through their electives). Students seeking a transfer will be required to pass a qualifying exam. Three letters of recommendation (typically from faculty in the school) in support of the transfer must be provided.

Students entering the PhD program are required to pass a qualifying exam. This exam may be waived for students with a master's degree (with thesis) in public policy from a recognized university and for students with a master's degree (with thesis) in a cognate field (e.g., economics, political science, political sociology, public or educational administration). Normally this examination is administered within the first year, preferably within the first four months, of a student beginning the PhD program.

Students will complete a comprehensive exam following their prescribed course work which involves both written and oral components. The exams cover general public policy topics, as well as material linked to the student's research program. Following successful completion of the comprehensive exam, students will move to the development of a dissertation proposal and, upon its approval, to the dissertation research. Students will be given the option of using the standard dissertation structure or the three-paper model.

**Degree
Requirements**

Students are required to complete nine credit units (three courses) from the following core set of courses:

Students must register in the two following courses:

- JSGS 865 - Decision Making in Organizations
- JSGS 869 - PhD Reading Course

Students must register in one course from the following:

- JSGS 803 - Quantitative Method
- JSGS 851 - Qualitative Methods

Students must also register in the three following courses:

- JSGS 990 or JSGS 990AB Seminar Series (continuous registration required)
- JSGS 996 Research (U of S campus students - continuous registration required) OR JSGS 901 Research (U of R students – continuous registration required)
- GRS 960 Introduction to Ethics and Integrity (U of S) OR GRST 800AA (U of R)

Students who have taken one or more of these courses previously (i.e., in a master's program) will be required to substitute an additional course or courses. Students may take additional courses in a particular subject area if they wish, subject to the approval of their advisory committee.

Master of Health Administration (MHA) Program Descriptions

1. Health Services and Health Status

Attribute: Ability to analyze health services and other factors that impact health status and demonstrate a commitment to improving the health status of individuals, families, and communities.

Competencies:

- Analyze the key determinants of population health and health disparities and their relative impact on individuals, communities, and society.
- Analyze the incidence and prevalence of injury and disease using epidemiological and statistical methods.
- Analyze and prioritize population health needs.
- Apply appropriate quantitative methods for measuring and assessing the services (clinical and non-clinical) provided by healthcare organizations.
- Apply accounting and financial management principles in analyzing financial statements and issues, with a view to managing the provision of health services in particular.

2. Management, Governance, and Leadership

Attribute: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.

Competencies:

- Create strategies for designing healthcare programs that are durable, efficient, and effective.
- Understand and apply key concepts and principles, including legal aspects, of strategic human resources management in healthcare organizations.
- Understand the concepts of mission, vision, values and policies, and the responsibilities for establishing and implementing them in healthcare organizations
- Understand the respective roles of governance and management in healthcare organizations, including multi-level organizations.
- Synthesize pertinent information and utilize it in constructing capital budgets, operating budgets, human resource budgets and in cash management.
- Create solid strategic and business plans, including methods for evaluating progress in relation to them.

3. Communication and Interpersonal Skills

Attribute: Ability to communicate effectively and build enduring, trust-based professional relationships.

Competencies:

- Work comfortably in multi-disciplinary groups, both large and small.
- Develop effective management skills and the ability to assess their impact on individual behaviour, group behaviour, and organizational culture and performance.
- Speak and write in a clear, logical, and grammatical manner in formal and informal situations, including cogent business presentations and use of social media.

4. Systems Thinking and Creative Analysis

Attribute: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.

Competencies:

- Demonstrate the ability to analyze organizational, process and performance issues, and discern those which require the advice and assistance of legal counsel.
- Synthesize and apply pertinent concepts and principles of leadership in analyzing organizational issues through case studies and projects in healthcare settings.
- Apply statistical principles and methods in analyzing organizational issues and interpreting the results.
- Apply economic principles and methods in analyzing organizational and payment issues and interpreting the results.
- Apply the basic concepts and principles of healthcare ethics in analyzing organizational issues, policy formulation, and decision-making processes.
- Develop and demonstrate the capacity for critical thinking and the ability to employ a systematic, analytical approach to decision making.
- Ability to look beyond the status quo, envision new directions and approaches, and formulate solutions that are both creative and pragmatic.

5. Public Policy and Community Engagement

Attribute: Ability to understand how organizational and public policies are formulated, their impact on healthcare organizations and communities, and how to influence their development.

Competencies:

- Understand the structure of the Canadian healthcare system and the processes through which health policies are formulated and implemented at the provincial and federal levels.
- Assess the impact of government policy and regulatory requirements on healthcare organizations.
- Demonstrate understanding of the basic concepts of health law and compliance requirements as they affect decision-making in healthcare organizations.

6. Continuous Evaluation and Improvement

Attribute: Commitment to on-going evaluation for continuous organizational and personal improvement.

Competencies:

- Apply key concepts and principles of change management in modifying policies, practices, and programs in healthcare organizations.
- Create and apply basic approaches for monitoring the performance of healthcare organizations and programs (e.g., setting standards and targets, benchmarking, balanced scorecards).
- Apply basic concepts and principles that affect the selection, implementation, and evaluation of information technology in healthcare organizations.
- Demonstrate commitment to objective self-assessment and on-going development that will lead to career-long personal and professional growth.

Program Name	Master of Health Administration (MHA)
Date Established	The MHA was established in 2013.
Objectives	The MHA program provides students the opportunity to pursue personal and professional enhancement by obtaining a master’s degree on their own schedule, without having to take time away from home or work to participate in traditional classroom learning. Students graduating from this program are prepared for positions that require advanced management and strategic ability, policy knowledge and skills, and exceptional analytical and evaluation capacity. The key competency areas focus on the unique needs and complexities of a dynamic health care system.
How objectives are achieved	Courses are highly interactive using varied multimedia discussion forums and supportive text-based materials. In addition to their coursework, students participate in two brief in-person residency periods. Each residency will be held over a weekend and will involve group exercises including case studies, management simulations, breakouts and presentations, creating important learning and networking opportunities for students.
Areas of Specialization	The degree is focused on building management, administrative and policy capacity for the next generation of health-sector leaders.
Special/Innovative Features	The MHA is primarily an online, course-based degree. Applications can be submitted for admission in any of the three academic semesters.
Admission Standards	All applicants must have completed a four year bachelor’s degree, or equivalent, with a minimum 70% average from a recognized college or university and should also have completed a minimum of three years relevant health sector experience.
Degree Requirements	<p>Students are required to complete 30 credit units, consisting of nine online courses and two in-person residencies. Nine of the following courses are required:</p> <ul style="list-style-type: none"> ■ JSGS 812 – Aboriginal Health Policy (3 cu) ■ JSGS 814 – Biostatistics for Public Health (3 cu) ■ JSGS 817 – Health Policy (3 cu) ■ JSGS 823 – Health Promotion (3 cu) ■ JSGS 824 – Health Program Planning and Evaluation (3 cu) ■ JSGS 826 – Human Resources Management in Health Care (3 cu) ■ JSGS 827 – Health Care Organization and Administration (3 cu) ■ JSGS 829 – Decision Making and Leadership in Health Care (3 cu) ■ JSGS 832 – Population Based Health Program Management (3 cu) ■ JSGS 833 – Performance Measurement in Health Care Organizations (3 cu) ■ JSGS 834 – Financial Management of Health Care Organizations (3 cu) ■ JSGS 835AT – Health Law and Policy (3 cu) ■ JSGS 837 – Health Economics (3 cu) <p>Students are also required to complete the following courses worth 3 credit units each:</p> <ul style="list-style-type: none"> ■ JSGS 830AA & JSGS 830AB – each in-person residency is an intensive 3 days focusing largely on group exercises. Each residency will have different guiding themes.

Program Name	Master of International Trade (MIT)
Date Established	The MIT program became part of the JSGS programming in 2009.
Objectives	Addressing a range of political, economic, commercial, technological, legal and social issues, the MIT program is designed for professionals and practitioners currently engaged in international trade and trade policy in government, international organizations and the private sector, as well as students interested in pursuing a career in international trade.
How objectives are achieved	The MIT is an online, course-based program that brings together practical experience with academic expertise in a unique and innovative interdisciplinary approach to international trade. Delivered through any broadband connection using Blackboard, the online MIT program offers students an alternative means to gain a master's degree at home or at work, all on their own schedule.
Areas of Specialization	<p>Students enrolled in the online program will study:</p> <ul style="list-style-type: none"> ■ primary economics principles and indicators relevant to international trade; ■ public and private legal infrastructure that regulates international trade and trade financing; ■ significant policy and practical issues, and strategies associated with the conduct of business across jurisdictional boundaries; ■ issues of political organization and government affecting trade between market participants located in two or more states; and ■ methodological tools required to read relevant literature and policy reports, as well as to fashion reports and policy papers.
Areas of Specialization (cont'd)	
Special/Innovative Features	Interaction is a key attribute of this carefully designed program. Through online discussion forums, students can discuss issues and debate ideas with their instructor and fellow classmates. Students also have at their disposal the materials prepared by instructors and access to course guides, readings and online seminars.
Admission Standards	<p>All applicants must complete a four-year undergraduate degree, or equivalent, from a recognized college or university. Students from a wide variety of disciplines - including everything from the fine and liberal arts, to commerce, to law - are eligible.</p> <p>Equivalent academic and experiential preparation or academic preparation in other disciplines may also be considered for the program. A cumulative weighted average of 70 per cent or better must have been maintained during the final full two years (60 credit units) of undergraduate and/or graduate study before application to the program. Applicants are required to have academic credit for one introductory course in both micro-economics and macro-economics before commencing their course work.</p>

Degree Requirements

The MIT program consists of nine online courses (27 credit units), all of which are required:

- JSGS 871 - Research Methods in International Trade Policy
- JSGS 872 - International Trade and Commercial Policy
- JSGS 873 - International Trade Theory
- JSGS 874 - International Monetary Economics
- JSGS 875 - Politics of International Trade
- JSGS 876 - International Trade Law
- JSGS 877 - International Sales and Finance Law (International Commercial Transactions)
- JSGS 878 - International Business Environment
- JSGS 879 - The Management of Technology

Students must also register in GSR 960 Introduction to Ethics and Integrity. This is a non-credit course, at no expense to the student.

This online program is intended to be completed in one year; however, students have up to five years to complete all required courses.

Program Name	Master's Certificate: Social Economy and Co-operatives
Date Established	The Social Economy and Co-operatives Master's Certificate was established in 2015.
Objectives	Students will be provided with an understanding of the role played by co-operatives and social economy organizations in the modern economy.
How objectives are achieved	<p>Through course work, students will learn how to:</p> <ul style="list-style-type: none"> ■ analyze the historical and present day conditions that led/lead to the formation of co-operatives and social economy organizations ■ articulate the policy conditions that support the development of co-operatives and social enterprises ■ evaluate the role of co-operatives and social economy enterprises in delivering services ■ compare and contrast the governance structures in co-operatives, social economy, and other organizations ■ reflect on a range of leadership and decision-making theories ■ describe the relationship among co-operatives, the social economy, and the state ■ apply the ideas and concepts learned in the program to specific co-operative and social economy organizations using the case study method
Areas of Specialization	The focus of the certificate is on policy and governance questions — what are the social, political, economic, and institutional contexts that serve as catalysts for the formation of organizations that use the co-operative model, and how should the governance structure of social economy and co-operative organizations be structured to best deal with the challenges of modern society?
Special/Innovative Features	Following successful completion of the Master's Certificate, students may elect to ladder into either the MPA or MPP Program.
Admission standards	A four-year undergraduate degree with a minimum overall GPA of 70 per cent.
Degree Requirements	<p>All students must complete the following course (3 credit units):</p> <ul style="list-style-type: none"> ■ JSGS 846 - Co-operatives in the New Economy: Institutions, Policy, and Sustainability <p>All students must complete one of either (3 credit units):</p> <ul style="list-style-type: none"> ■ JSGS 849 - Social Economy and Public Policy ■ JSGS 885 - Co-operative Governance and Leadership in Action <p>One course (3 credit units) from the following is required (courses can only be taken once):</p> <ul style="list-style-type: none"> ■ JSGS 801 - Governance and Administration ■ JSGS 808 - Ethical Leadership and Democracy in Public Service ■ JSGS 849 - Social Economy and Public Policy ■ JSGS 885 - Co-operative Governance and Leadership in Action

Program Name	Master's Certificate: Economic Analysis for Public Policy
Date Established	The Economic Analysis for Public Policy Master's Certificate was established in 2006.
Objectives	Students will enhance their conceptual and technical skills in the field of public policy.
How objectives are achieved	Through coursework, students will learn the skills of sound economic analysis of public policy, along with understanding the advantages or disadvantages of various policy models.
Specialization area	The focus of the certificate is economic analysis.
Special/Innovative Features	With the goal of career advancement in mind, many students continue their education by moving into the MPA program upon completion of their certificate. Students with an MCert will receive transfer credit for three courses (nine credit units) towards their MPA.
Admission Standards	Applicants interested in entering the MCert program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%. There is also a mid-career option for admission, through which prospective students with at least five years of government or non-profit organization management experience may be admitted without an undergraduate degree.
Degree Requirements	<p>Students must complete:</p> <ul style="list-style-type: none"> ■ JSGS 806 – Public Policy Analysis <p>Students must also complete two of the following elective courses:</p> <ul style="list-style-type: none"> ■ JSGS 803 – Quantitative Methods ■ JSGS 805 – Economics for Public Policy Analysis ■ JSGS 807 – Statistics for Public Managers ■ JSGS 820 – Microeconomics for Policy Analysis ■ JSGS 821 – Macroeconomics for Policy Analysis ■ JSGS 837 - Health Economics

Program Name	Master's Certificates: Health Systems Management
Date Established	The Health Systems Management Master's Certificate was established in 2013.
Objectives	Students enhance their conceptual and technical skills in the field of health care organizations.
How objectives are achieved	Through coursework, students gain a good understanding of the complex issues that will be encountered by those managing health systems in today's changing health care organizations.
Specialization area	The focus of the certificate is health systems management.
Admission Standards	<p>Master's Certificates: Health Systems Management... continued</p> <p>Applicants interested in entering the MCert program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%. There is also a mid-career option for admission, through which prospective students with at least five years of government or non-profit organization management experience may be admitted without an undergraduate degree.</p>
Degree Requirements	<p>Students must complete:</p> <ul style="list-style-type: none"> ■ JSGS 827 – Health Care Organization and Administration <p>Students must also complete two of the following elective courses:</p> <ul style="list-style-type: none"> ■ JSGS 812 – Aboriginal Health Policy ■ JSGS 814 – Biostatistics for Public Health ■ JSGS 817 – Health Policy ■ JSGS 823 – Health Promotion ■ JSGS 824 – Health Program Planning and Evaluation ■ JSGS 826 – Human Resource Management in Health Care ■ JSGS 829 – Decision Making in Health Care Organizations ■ JSGS 832 – Population-Based Management ■ JSGS 833 – Performance Measurement in Health Care Organizations ■ JSGS 834 – Financial Management in Health Care Organizations ■ JSGS 835AT – Health Law and Policy ■ JSGS 837 – Health Economics

Program Name	Master's Certificates: Public Management
Date Established	The Public Management Master's Certificate was established in 2006.
Objectives	Students will enhance their conceptual and technical skills in the field of public administration.
How objectives are achieved	Through coursework, students are provided a solid foundation of understanding and skills in public sector management.
Specialization Area	The focus of the certificate is to meet the needs of practicing public administrators.
Special/Innovative Features	Students develop the ability to analyze governing institutions and the processes of modern government, along with some of the basic skills and techniques required to manage effectively in the public sector.
Admission Standards	Applicants interested in entering the MCert program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%. There is also a mid-career option for admission, through which prospective students with at least five years of government or non-profit organization management experience may be admitted without an undergraduate degree.
Degree Requirements	<p>Students must complete:</p> <ul style="list-style-type: none"> ■ JSGS 801 – Governance and Administration <p>Students must also complete two of the following electives:</p> <ul style="list-style-type: none"> ■ JSGS 802 – Public Finance ■ JSGS 807 – Statistics for Public Managers ■ JSGS 808 – Ethical Leadership and Democracy in Public Service ■ JSGS 828 – Project Management ■ JSGS 853 – Negotiation and Conflict Resolution

Program Name	Master's Certificates: Public Policy Analysis
Date Established	The Public Policy Analysis Master's Certificate was established in 2006.
Objectives	Students will enhance their conceptual and technical skills in the field of public policy.
How objectives are achieved	Through coursework, students gain a basic foundation in public policy analysis, development and implementation.
Specialization Area	The focus of the certificate is to meet the needs of policy analysts.
Special/Innovative Features	Students will develop analytical skills and gain a solid understanding of the basics of public policy implementation and development.
Admission Standards	Applicants interested in entering the MCert program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%. There is also a mid-career option for admission, through which prospective students with at least five years of government or non-profit organization management experience may be admitted without an undergraduate degree.
Degree Requirements	<p>Students must complete:</p> <ul style="list-style-type: none"> ■ JSGS 806 – Public Policy Analysis <p>Students must also complete two of the following elective courses:</p> <ul style="list-style-type: none"> ■ JSGS 805 – Economics for Public Policy Analysis ■ JSGS 807 – Statistics for Public Managers ■ JSGS 818 – Program Evaluation ■ JSGS 819 – Gender and Public Policy ■ JSGS 822 – Comparative Public Policy ■ JSGS 864 – Social Policy ■ JSGS 867 – Advanced Policy Analysis

Program Name	Executive Internship
Date Established	The Executive Internship program was established in 2005.
Objectives	The Executive Internship program offers MPA and MPP students the opportunity to enhance their education with hands-on experience with a broad range of activities and issues related to public administration, public policy analysis and evaluation.
Areas of Specialization	Throughout the duration of an internship, students gain the skills they need to thrive in a public service environment. The many concrete benefits to interns include valuable career preparation and experience, remuneration, the development of an extensive professional network, as well as accelerated professional growth and achievement.
Special/Innovative Features	The depth and quality of the internship options distinguish them from any other in the country. The program pairs student interns with mentors who are at the most senior level of government and focuses on the development of a high-quality mentorship experience.
Admission Standards	JSGS will perform an initial screening of the applications to ensure that all applicants have completed or are registered to complete 50% of their program courses prior to the internship. Students who also meet a GPA of 75% will be invited to participate in an interview to further assess their competencies. Interns will be selected based on academic performance, the quality of the application package and an in-person interview.
Degree Requirements	Provincial, municipal, and non-governmental interns receive a scholarship of \$25,000 for an eight-month internship. Federal interns are compensated at a rate of pay determined by the employer.

Program Name	Public Policy Workshop Series
Date Established	The Public Policy Workshop Series with the Saskatchewan Public Service Commission (PSC) was established in 2008.
Objectives	Participation in public policy workshops will contribute to individual employee development and job satisfaction, ensure policy and managerial outcomes are of the highest quality, and support the public service as a stimulating, creative and exciting place to work. For each workshop, specific learning outcomes are stated so that students know when to expect. Workshops include the following: Dynamics of Public Policy Development ; Collaborative Policy Management; Evaluation/Logic Models; Legislative Processes; Social Media in the Public Sector; Research and Policy Analysis; Policy Planning Cycles; Comparative Public Policy; Preparing Better Cabinet Decision Items; Preparing Briefing Notes; Negotiation; Duty to Consult and Accommodate: A Practical Application of Saskatchewan’s First Nations and Métis Policy; Policy Tools for Government; Effective Written Communications in Government.
Areas of Specialization	JSGS specialized in public policy and administration at the academic level and has transferred that academic excellence to the public policy workshops. The Public Policy Workshop Series and other customized workshops are designed to assist Government of Saskatchewan participants in developing practical skills in public management, leadership, communication, engagement and policy development.
Special/Innovative Features	<p>A unique feature of the workshops is that they were developed from the academic excellence of JSGS faculty along with Government of Saskatchewan practitioners. JSGS has a relationship with the Government of Saskatchewan whereby former Deputy Ministers and other senior executives have been provided the opportunity to work as a JSGS Executive in Residence and contribute to the growth of the School and the development and delivery of workshops. Unique to JSGS is that the majority of the workshops are co-delivered by a JSGS faculty or Executive-in-Residence and a Government of Saskatchewan topic expert.</p> <p>All workshops are customized and refreshed depending on the facilitators and the participants, to provide a choice of topics to suit their needs. Facilitators will tailor the workshop content to provide real-life case studies and use examples in the classroom that are relevant to the participants’ daily work.</p>
Admission Standards	Eligibility criteria are determined in collaboration with clients.
Degree Requirements	A Certificate of Completion is provided in partnership with the PSC to participants who complete a minimum of 6 workshops, one of which must be “Dynamics of Public Policy Development” prior to attending any other workshops. Public servants who have completed an MPA, MPP or JSGS 801 are exempt from this prerequisite.

In the Public Executive Development Program, participants must complete the Dynamics of Public Policy Development introductory workshop prior to attending any other workshops. Public servants who have completed an MPA, MPP or JSGS 801 are exempt from this prerequisite.

Program Name

Board Governance Programming

Date Established

JSGS' Board Governance Programming was established in 2010 in partnership with Brown Governance Inc.

Objectives

Attendance in the Board Governance Programming enables Directors of public sector Boards to learn the skills necessary to govern effectively, including accountability, strategic planning, risk management, and human and financial resource skills. By having a comprehensive program available to the public sector, a common set of governing principles, concepts, expectations of roles and responsibilities enables improved organizational outcomes.

Areas of Specialization

Through the partnership with Brown Governance Inc. (BGI), JSGS is able to offer a world-class university-level director education program that specializes in delivery to public sector organizations. It is uniquely designed to enable adult learners to gain the skills, knowledge, attitude and capabilities to fully contribute to the pursuit of excellence in corporate governance in the public sector.

Special/Innovative Features

A special feature of the governance programming is customization for specific public sectors attending the training. JSGS works with a client representing a public sector group to determine their specific needs. To date, customization has occurred for Saskatchewan Health Authorities, post-secondary institutions, Saskatchewan school boards, and First Nations Tribal Councils and their organizations. We also engage faculty from the specific sectors, use Indigenous gathering space (Wanuskewin) and support ceremonial practices.

Unique to the program is the requirement for continuing education to maintain certification. This ensures board members who graduated are refreshing their skills with new information.

To accommodate the needs of our wide-ranging clients, the JSGS and BGI have also developed a number of advanced, stand-alone sessions dealing with various aspects of governance. These sessions are customized to ensure the discussions are relevant to the sector and experience of the audience. In doing so, we take full advantage of the skills and expertise of our own faculty members. These one to two day workshops include: "Governance Fundamentals", "Governance Essentials", "Community Engagement", "Advanced Chair and Board Dynamics", "Advanced Financial Governance", "CEOs and Senior Executives, Governance and the Public Good".

**Admission
Standards**

In addition to the in-person Professional Director Education and Certification Program™, JSGS and BGI offer the only Professional Director™ education and certification program that is delivered completely online, where students work at their own pace to earn university-level certification as an accredited professional director.

Although the programming is geared for sitting Directors of Boards and some programs are targeted for Senior administrators who work with Boards, eligibility criteria are determined in collaboration with clients.

**Degree
Requirements**

The Professional Director Certification Program™ is comprised of four separate two-day modules. Following completion of the modules and a comprehensive exam, participants will receive their Professional Director (Pro.Dir.™) designation certified by JSGS. Thirty hours of approved continuing education in every three year period following receipt of certification is required to maintain certification and the use of the Pro.Dir.™ designation.

2.2 List of Courses Offered

Course Number / Name	2010-11		2011-12		2012-13		2013-14		2014-15		
	U of R	U of S									
JSGS /PUBP 801 Governance and Admin.	yes	yes	yes								
JSGS/PUBP 802 Public Fin.	yes	yes	yes								
JSGS 803 Quantitative Methods	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes
PUBP 804 Public Policy Anal and Method	no	yes	no	no	no	no	no	no	no	no	no
GSPP/JSGS 804 Research and Writing	yes	no	yes	yes	yes	yes	yes	yes	no	no	no
JSGS /PUBP 805 Economics for Public Policy Analysis	yes	yes	yes								
JSGS 806 Public Policy Analysis/PUBP 806 Public Policy Processes	yes	yes	yes								
JSGS 807 Statistics for Public Managers	no	no	no	no	no	no	yes	yes	yes	yes	yes
PUBH 807 Political Economy	no	yes	no	no	no	no	no	no	no	no	no
JSGS 808 Ethical Leadership and Democracy	yes	no	no	yes	yes	yes	no	no	yes	yes	yes
JSGS 809 Intro Law Pub Admin and Policy	no	no	no	no	yes	no	no	no	no	no	no
PUBP 811 Quan Methods Research Design	no	yes	no	no	no	no	no	no	no	no	no
JSGS 814 Biostatistics for Public Health	no	no	no	no	no	no	yes	no	no	no	No

Course Number / Name	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S								
PUBP 814 Social Policy Interdisc. Persp.	no	yes	no	no	no	no	no	no	no	no
JSGS 815 Strategic Human Resource Management	no	no	no	no	no	yes	yes	yes	yes	yes
JSGS 816 Tax Policy and Fiscal Federalism	no	no	yes	no	no	no	no	no	yes	no
JSGS 817 Health Policy	no	no	yes	no	no	no	yes	yes	yes	yes
JSGS 818 Program Evaluation	yes	no	no	no	no	no	yes	no	no	no
JSGS 819 Gender and Public Policy	no	no	yes	no	no	no	no	no	yes	yes
PUBP 820 Comparative Public Policy	no	yes	no	no	no	no	no	no	no	no
JSGS 820 Microeconomics for Policy Analysis	yes	no	no	no	no	no	no	no	yes	no
JSGS 822 Comparative Public Policy	yes	no	yes	no	yes	no	yes	yes	no	no
JSGS 823 Health Promotion	no	no	no	no	no	no	yes	no	no	no
JSGS 824 Health Program Planning and Evaluation	no	no	no	no	no	no	yes	no	yes	no
JSGS 826 Human Resource Management in Health Care Organizations	no	no	no	no	no	no	no	no	yes	no
JSGS 827 Health Care Organization and Admin.	no	no	yes	yes	yes	no	yes	yes	yes	yes
JSGS 828 Project Management	yes	no	yes	yes	no	no	yes	yes	yes	yes

Course Number / Name	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S								
JSGS 829 Decision Making in Health Care Organizations	no	no	no	no	no	no	no	no	yes	no
PUBP 830 Decision Making Organizations	no	yes	no	no	no	no	no	no	no	no
JSGS 830AA MHA Residency I	no	no	no	no	no	no	no	no	yes	no
JSGS 831 Seminars on Public Admin / Performance Management	no	no	yes	no	yes	yes	no	no	yes	yes
JSGS 832 Population Based Health Program Management	yes	no	no	no	no	no	no	no	yes	yes
JSGS 835AL Foreign Aid Policy	yes	no	no	no	no	no	no	no	no	no
JSGS 835AM International Trade Policy	yes	no	no	no	no	no	no	no	no	no
JSGS 835AO Global Governance & Regulation	no	no	no	no	yes	no	no	no	no	no
JSGS 835AQ Advanced Policy Analysis	yes	no	no	no	no	no	no	no	no	no
JSGS 835AR Case Study in Health Policy	yes	no	no	no	no	no	no	no	no	no
JSGS 835AS Canadian Foreign Policy	no	no	yes	no	no	no	no	no	no	no
JSGS 835AT Health Law and Policy	no	no	no	no	yes	no	no	no	yes	no

Course Number / Name	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S								
JSGS 835AU Water Policy	no	no	yes	no	no	no	no	no	no	no
JSGS 836AF Local Governance & Government	no	no	yes	no	yes	no	no	no	yes	no
JSGS 837 Health Economics	no	no	yes	no	yes	yes	no	no	yes	yes
JSGS 838 Public Sector Financial Management	no	no	yes	no	yes	yes	no	yes	yes	yes
JSGS 839 Readings in Policy Theory	yes	no	no	no	no	no	no	no	no	no
JSGS 840 Public Policy and Public Opinion	yes	no	no	no	no	no	no	no	yes	yes
GSPP 842 Am Foreign Pol in a New Era	yes	no	no	no	no	no	no	no	no	no
JSGS 846 Cooperatives in the New Economy	no	no	no	no	no	no	no	yes	no	yes
JSGS 847 Strategic Planning	yes	no	no	no	yes	yes	no	no	yes	yes
JSGS 849 Social Economy & Public Policy	no	no	yes	yes	no	yes	no	no	yes	yes
JSGS 850AA Provincial Executive Internship	yes	no								
JSGS 850AB Federal Executive Internship	yes	no								
JSGS 850AC Municipal Executive Internship	yes	no								
JSGS 850AD SSBA Executive Internship	no	no	yes	no	no	no	no	no	no	no
JSGS 851 Qualitative Methods	no	no	yes	yes	yes	yes	yes	yes	yes	yes

Course Number / Name	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S								
JSGS 853 Negotiation and Conflict Resolution	yes	no	no	no	yes	yes	yes	yes	yes	yes
JSGS 854 Higher Ed. Policy	no	no	no	yes	no	no	no	no	no	no
JSGS 859 Innovation Policy	no	yes	no	yes	no	no	no	yes	no	yes
JSGS 860 Health Systems Research	no	no	yes	no	no	no	yes	no	yes	no
JSGS 861 Health, Education & Social Programs	no	no	yes	yes	no	no	no	yes	no	no
JSGS 862 Political Economy	no	no	no	yes	no	yes	no	yes	no	yes
JSGS 863 Aboriginal Peoples & Public Policy	no	no	no	no	yes	yes	yes	yes	yes	yes
JSGS 864 Social Policy	no	no	yes	yes	no	yes	yes	yes	yes	yes
JSGS 865 Decision Making in Organizations	no	no	yes	yes	yes	yes	yes	yes	yes	yes
JSGS 866 Public Leadership	no	No	yes	yes	no	no	no	no	no	no
JSGS 867 Advanced Policy Analysis	no	no	no	no	yes	no	no	no	yes	no
JSGS 868 Resource & Environmental Policy	no	no	yes	yes	no	no	yes	no	no	no
JSGS 869 PhD Reading Course	no	no	yes	yes	yes	yes	yes	yes	yes	yes
JSGS 870 Water Policy	no	no	no	yes	yes	yes	yes	yes	yes	yes
JSGS 871 Research Methods in Int'l Trade Pol.	no	no	no	yes	no	no	no	yes	no	yes
JSGS 872 International Trade & Commercial Policy	no	no	no	no	no	yes	yes	yes	no	yes

Course Number / Name	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S								
JSGS 873 International Trade Theory	no	no	no	yes	no	no	no	yes	no	yes
JSGS 874 Int'l Monetary Econ.	no	no	no	no	no	yes	no	yes	no	yes
JSGS 875 Politics Int'l Trade	no	no	no	no	no	yes	no	yes	no	yes
JSGS 876 Int'l Trade Law	no	no	no	yes	no	no	no	yes	no	yes
JSGS 877 Int'l Commerce Transactions	no	no	no	no	no	yes	no	yes	no	yes
JSGS 878 Int'l Business Environment	no	no	no	no	no	yes	no	yes	yes	yes
JSGS 879 Mgt Technology	no	no	no	yes	no	no	no	yes	no	yes
JSGS 880 Advanced Governance Analysis	no	no	no	no	no	no	no	no	Yes	yes
JSGS 881 Constitutional Law and Public Policy	yes	no	yes	yes	yes	no	yes	no	no	no
JSGS 882 Strategic Mgmt. in the Public Sector	no	no	no	no	no	no	no	no	yes	yes
JSGS 883 Essentials for Public Policy & Admin.	no	no	no	no	no	no	no	no	yes	yes
JSGS 884 Professional Planning	no	no	no	no	no	no	no	no	yes	yes
JSGS 898 Special Topics	no	yes	no	yes	no	yes	no	no	no	yes
JSGS 890AD Canadian Foreign Policy	yes	no	no	no	no	no	no	no	no	no
JSGS 890AE History of the Voluntary Sector	yes	no	no	no	no	no	no	no	no	no

Course Number / Name	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S								
JSGS 890AF History of Gambling in Canada	yes	no	no	no	no	no	no	no	no	no
JSGS 890AG Canadian PSE	no	no	yes	no	no	no	no	no	no	no
JSGS 900 Research Project	yes	no	yes	no	no	no	no	no	no	no
JSGS 901 Research	yes	no								
JSGS 906 PhD Seminar	yes	no	no	no	no	no	no	no	no	no
JSGS 990AA WRTC Seminar	yes	no								
JSGS 990AB Public Policy Seminar	no	no	yes	no	yes	no	yes	no	yes	no
INTR 802 Intl Trade Commercial Policy	no	yes	no	no	no	no	no	no	no	no
INTR 803 Intl Trade Theory	no	yes	no	no	no	no	no	no	no	no
INTR 804 Intl Monetary Econ	no	yes	no	no	no	no	no	no	no	no
INTR 805 Politics Intl Trade	no	yes	no	no	no	no	no	no	no	no
INTR 807 Intl Comm Transactions	no	yes	no	no	no	no	no	no	no	no
INTR 808 Intl Bus Enviro	no	yes	no	no	no	no	no	no	no	no

Executive Education

	2010-11		2011-12		2012-13		2013-14		2014-15	
	# of events	# Attended								
Public Lectures	33	1818	42	2249	34	1736	26	1471	24	995
Conferences / Symposiums	1	125	2	374	2	226	4	381	1	80
PSAS Lecture Series	5	105	6	180	5	139	6	218	6	173
Other Seminars	2	70	2	50	2	41	3	96	4	121
Totals	<u>41</u>	<u>2118</u>	<u>52</u>	<u>2853</u>	<u>43</u>	<u>2142</u>	<u>39</u>	<u>2166</u>	<u>35</u>	<u>1369</u>

2.3 Course Evaluation

Course Evaluation

JSGS Grade Descriptors

85+ Excellent

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 Very Good

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 Good

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.
- Some ability to apply theories to real-world problems and intersect with related disciplines.
- A generally satisfactory and intellectually adequate performance with evidence of
- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

0-49 Unacceptable Performance

Please note - The average of a JSGS course should normally fall in the range of 78-80, but it may vary with circumstances.

Course evaluation - JSGS, University of Regina campus

Class: JSGS XXX	Instructor:	Semester:			
			Strongly Disagree	Neither agree nor disagree	Strongly agree
1. The objectives for the course were made clear.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
2. Students were told how they would be evaluated in the course.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
3. The grading system in this course was fair and impartial.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
4. Examinations and assignments reflected the important aspects of the course.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
5. The instructor raised challenging questions or problems for discussion.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
6. The instructor seemed knowledgeable and well-informed about the course material.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
7. The instructor explained concepts and topics clearly.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
8. The instructor was open to and encouraged other viewpoints.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
9. The instructor encouraged students to think for themselves.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
10. The instructor provided useful feedback on assignments.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
11. The instructor seemed genuinely concerned with students' progress and was actively helpful.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
12. The instructor was available for consultation with students.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
13. In my opinion, the instructor was good at communicating thoughts.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
14. In my opinion, the instructor has accomplished the course objectives.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
15. My interest in the subject area has been stimulated by this class.			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
16. If this course is an elective, would you recommend that we continue to offer it?			<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>

Course evaluation - JSGS, University of Regina campus (continued)

	Light		Sufficient		Heavy
	<input type="radio"/>				
17. Compared to other classes at this level, the work required was:	<input type="radio"/>				

18. I am enrolled in the following program:

- a. MPA
- b. MPP
- c. other (e.g. PhD, Non-degree, audit, etc.)

19. I am a:
- Full time Student
 - Part time Student

20. Rank class schedule times 1 to 8, 1 being most preferred to 8 being least preferred:

- ONLINE Course _____
- Week Day between 8:30 a.m. - 4:30 p.m. _____
- Selected Fridays between 8:30 a.m. - 4:30 p.m. _____
- Early Evenings 5:30 p.m. - 8:30 p.m. _____
- Evening 7:00 - 9:45 p.m. _____
- Saturday morning 9:00 a.m. - 11:45 a.m. _____
- Two week block 9.00 am to 1.00 pm _____
- One week Block _____

21. Please provide general comments on the course. What would improve the course?

Course evaluation - JSGS, University of Regina campus

22. What are the instructor's strengths?

23. What improvements would you suggest to the instructor?

24. Please comment on text and/or other materials as well as UR Courses.

25. Please comment on assignments and/or term papers.

26. Other general comments regarding your JSGS program.

Student evaluations - JSGS, University of Regina campus

Course:
Semester:
Professor:
Enrolled:
Responded:
Responded %:

JSGS XXX

Frequency Table

	1	2	3	4	5	Average
	<i>Strongly Disagree</i>	<i>Neither Disagree nor Agree</i>			<i>Strongly Agree</i>	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
	A	B	C	D	E	
	<i>Light</i>		<i>Sufficient</i>		<i>Heavy</i>	
17						
	<i>MPA</i>	<i>MPP</i>	<i>Other (PhD, Certificate, audit, etc.)</i>			
18						
	<i>Full Time</i>	<i>Part Time</i>				
19						

Student evaluation - JSGS, University of Regina campus

20		<i>1 most preferred</i>	2	3	4	5
	ONLINE Course					
	Weekdays between 8:30-4:30					
	Selected Fri. between 8:30-4:30					
	Early Evenings 5:30 - 8:30					
	Evening 7:00 - 9:45					
	Saturday morning 9:00 - 11:45					
	Two week block 9.00 am to 1.00 pm					
	One Week Block					

Course evaluation - JSGS, University of Saskatchewan campus

Instructions: For each of the following statements select the response that most closely expresses your opinion.

LEARNING

1) I have found the course intellectually challenging and stimulating.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
2) I have learned something which I consider valuable.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
3) My interest in the subject has increased as a consequence of this course.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
4) I have learned and understood the subject materials of this course.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>

ENTHUSIASM

5) Instructor was enthusiastic about teaching the course.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
6) Instructor was dynamic and energetic in conducting the course.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
7) Instructor enhanced presentations with the use of humour.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
8) Instructor's style of presentation held my interest during class.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>

Course evaluation - JSGS, University of Saskatchewan campus (continued)
ORGANIZATION

9) Instructor's explanations were clear.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
10) Course materials were well prepared and carefully explained.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
11) Proposed objectives agreed with those actually taught so I knew where the course was going.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
12) Instructor gave lectures that facilitated taking notes.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>

GROUP INTERACTION

13) Students were encouraged to participate in class discussions.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
14) Students were invited to share their ideas and knowledge.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
15) Students were encouraged to ask questions and were given meaningful answers.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
16) Students were encouraged to express their own ideas and/or question the instructor.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>

INDIVIDUAL RAPPORT

17) Instructor was friendly towards individual students.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
18) Instructor made students feel welcome in seeking help/advice in or outside of class.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>

Course evaluation - JSGS, University of Saskatchewan campus (continued)

19) Instructor had a genuine interest in individual students.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
20) Instructor was adequately accessible to students during office hours or after class.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>

BREADTH

21) Instructor contrasted the implications of various theories.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
22) Instructor presented the background or origin of ideas/concepts developed in class.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
23) Instructor presented points of view other than his/her own when appropriate.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
24) Instructor adequately discussed current developments in the field.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>

EXAMINATIONS

25) Feedback on examinations/graded materials was valuable.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
26) Methods of evaluating student work were fair and appropriate.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
27) Examinations/graded materials tested course content as emphasized by the instructor.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>

ASSIGNMENTS

28) Required readings/texts were valuable.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
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Course evaluation - JSGS, University of Saskatchewan campus (continued)

29) Readings, homework, laboratories contributed to appreciation and understanding of subject.	Not Applicable <input type="radio"/>	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>
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OVERALL

30) Compared with other courses I have had at the U of S, I would say this course is:	Not Applicable <input type="radio"/>	Very Poor <input type="radio"/>	Poor <input type="radio"/>	Average <input type="radio"/>	Good <input type="radio"/>	Very Good <input type="radio"/>
31) Compared with other instructors I have had at the U of S, I would say this instructor is:	Not Applicable <input type="radio"/>	Very Poor <input type="radio"/>	Poor <input type="radio"/>	Average <input type="radio"/>	Good <input type="radio"/>	Very Good <input type="radio"/>
32) As an overall rating, I would say the instructor is:	Not Applicable <input type="radio"/>	Very Poor <input type="radio"/>	Poor <input type="radio"/>	Average <input type="radio"/>	Good <input type="radio"/>	Very Good <input type="radio"/>
33) Should this instructor be nominated for an outstanding teaching award?	Yes <input type="radio"/>	No <input type="radio"/>	No opinion <input type="radio"/>			

STUDENT AND COURSE CHARACTERISTICS

34) Course difficulty, relative to other courses was:	Not Applicable <input type="radio"/>	Very Easy <input type="radio"/>	Easy <input type="radio"/>	Average <input type="radio"/>	Difficult <input type="radio"/>	Very Difficult <input type="radio"/>
35) Course workload, relative to other courses was:	Not Applicable <input type="radio"/>	Very Light <input type="radio"/>	Light <input type="radio"/>	Average <input type="radio"/>	Heavy <input type="radio"/>	Very Heavy <input type="radio"/>
36) Course pace was:	Not Applicable <input type="radio"/>	Too Slow <input type="radio"/>	Slow <input type="radio"/>	About Right <input type="radio"/>	Fast <input type="radio"/>	Too Fast <input type="radio"/>
37) Hours per week outside of class:	0 <input type="radio"/>	1 to 5 <input type="radio"/>	6 to 10 <input type="radio"/>	11 to 15 <input type="radio"/>	16 to 20 <input type="radio"/>	More than 20 <input type="radio"/>
38) Level of interest in the subject prior to the course was:	Not Applicable <input type="radio"/>	Very Low <input type="radio"/>	Low <input type="radio"/>	Medium <input type="radio"/>	High <input type="radio"/>	Very High <input type="radio"/>
39) Overall average at U of S. Leave blank if not yet established:	Less than 50% <input type="radio"/>	50% to 59% <input type="radio"/>	60% to 69% <input type="radio"/>	70% to 79% <input type="radio"/>	80% to 89% <input type="radio"/>	90% to 100% <input type="radio"/>
40) Expected grade in the course:	Less than 50% <input type="radio"/>	50% to 59% <input type="radio"/>	60% to 69% <input type="radio"/>	70% to 79% <input type="radio"/>	80% to 89% <input type="radio"/>	90% to 100% <input type="radio"/>

Course evaluation - JSGS, University of Saskatchewan campus (continued)

41) Reason for taking the course. Select the one which is best:	Required For Major <input type="radio"/>	Elective For Major <input type="radio"/>	Degree Requirement <input type="radio"/>	Minor or Related Field <input type="radio"/>	General Interest Only <input type="radio"/>	Other <input type="radio"/>
42) Year in program:	First <input type="radio"/>	Second <input type="radio"/>	Third <input type="radio"/>	Fourth <input type="radio"/>	Fifth <input type="radio"/>	Sixth or more <input type="radio"/>
43) Year in University:	First <input type="radio"/>	Second <input type="radio"/>	Third <input type="radio"/>	Fourth <input type="radio"/>	Fifth <input type="radio"/>	Sixth or more <input type="radio"/>

COMMENTS/FEEDBACK

44) Please provide any additional comments or feedback.	<div style="border: 1px solid #ccc; padding: 5px; min-height: 200px;">  </div> <p>4096 characters left</p>
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3. STUDENT PROFILE AND OUTCOMES

3.1 Number of Applicants, Accepted and Registered Students – Credit Students

	2010-11		2011-12		2012-13		2013-14		2014-15	
Applicants	U of R	U of S								
Applicants	102	178	90	231	154	302	232	343	241	379
Accepted	70	19	44	47	62	33	109	49	131	67
Registered	n/a	17	n/a	45	n/a	30	n/a	45	n/a	49

Number of Applicants, Accepted and Registered Students – Executive education

	2010-11			2011-12			2012-13			2013-14			2014-15		
Applicants	PSC ¹	Custom ²	Public ³	PSC ⁴	Custom ⁵	Public ⁶	PSC ⁷	Custom ⁸	Public ⁹	PSC ¹⁰	Custom ¹¹	Public ¹²	PSC ¹³	Custom ¹⁴	Public
Courses offered	36	3	1	32	15	2	37	5	3	33	10	1	33	5	0
Reg's received	1582	65	26	1943	269	65	2041	116	90	2029	225	25	2689	102	0
Reg's accepted	1032	65	26	713	269	50	1016	116	79	929	218	25	889	102	0
Attendance	516	65	26	512	269	50	425	116	79	525	125	25	446	102	0
Location – SK	516	65	26	512	269	50	425	116	79	525	125	25	446	102	0
Completed program	41 (PWS only)	n/a	n/a	45 (PWS only)	n/a	n/a	69 (PWS only)	n/a	n/a	46 (PWS only)	n/a	n/a	61 (PWS only)	n/a	n/a

¹ **2010-11 PSC:** a) Deputy Minister Briefing: *People Management*; b) Executive Development Sessions: *Advanced Public Sector Service Fundamentals* (4); *Project Management*; *Results-Based Management*; *Leadership for Public Service Renewal*; c) Policy Workshops: *Dynamics of Public Policy Development* (6); *Negotiation* (2); *Cost-Benefit Analysis* (1); *Research and Policy Analysis* (3); *Policy Analysis in the Government of Saskatchewan* (2); *Preparing Briefing Notes* (1); *Evaluation* (2); *Collaborative Policy Management* (3); *Advanced Policy Application* (2); *Preparing Better CDIs* (3); *Comparative Public Policy* (1); *Logic Models* (1); d) Policy Forum: *Deep Impact: Implications for the Public Service in a Technological Age*

² **2010-11 Custom:** *Budgeting and Financial Management* (United Way); *Conducting Verbal Briefings* (Intergovernmental Affairs); *Preparing Briefing Notes* (Intergovernmental Affairs)

³ **2010-11 Public:** *Budgeting and Financial Management* (Saskatoon)

⁴ **2011-12 PSC courses:** a) Deputy Minister Briefing: *Leading a Peak-Performance Culture*; b) Executive Development Sessions: *Values-Based Culture Transformation*; *Leading a High-Performance Culture*; *The World's Most Admired Companies: Lessons for Government*;

Creating Strategic Relationships; Designing and High-Performance Culture; Designing and High-Performance Culture: Post-Event Planning Session; What People Look For In Their Leaders; c) Policy Workshops: Dynamics of Public Policy Development (8); Negotiation (2); Cost-Benefit Analysis (1); Research and Policy Analysis (1); Policy Analysis in the Government of Saskatchewan (2); Preparing Briefing Notes (1); Evaluation (1); Collaborative Policy Management (2); Preparing Better CDIs (1); Comparative Public Policy (2); Logic Models (2); d) Policy Forum: Having an Impact on People's Lives: Why Policy Matters in Canada and Around the World

⁵ **2011-12 Custom courses:** a) *Preparing Briefing Notes (Health); Preparing Briefing Notes (Health); Preparing Briefing Notes (Health); Preparing Briefing Notes (Health); Conducting Verbal Briefings (SLGA); Individual Briefing Note Assessments (Health); Performance Measurements (PSC); Preparing Briefing Notes (Health); Preparing Briefing Notes (SLGA)*

⁶ **2011-12 Public courses:** *Budgeting and Financial Management (x2)*

⁷ **2012-13 PSC courses:** a) Deputy Minister Briefing: *Managing Growth in a Changing Global Economy*; b) Executive Development Sessions: *Horizontal Policy Coordination; Horizontal Policy Coordination: The Saskatchewan Child and Youth Agenda; Managing Growth in a Changing Global Economy*; c) Policy Workshops: *Dynamics of Public Policy Development (5); Negotiation (2); Cost-Benefit Analysis (2); Research and Policy Analysis (2); Policy Analysis in the Government of Saskatchewan (3); Preparing Briefing Notes (2); Evaluation (3); Collaborative Policy Management (3); Preparing Better CDIs (3); Comparative Public Policy (3); Logic Models (2); Legislative Processes (1); Policy Planning Cycles (1)*; d) Policy Forum: *Innovation Agendas: The Good, the Bad, and the Ugly*

⁸ **2012-13 courses:** *Dynamics of Public Policy Development (Highways); Negotiation (Intergovernmental Affairs); Performance Measurements (Public Service Commission) (2); Preparing Briefing Notes (Highways)*

⁹ **2012-13 Public:** *Effective Aboriginal Policy Development; Foundations of Aboriginal Policy Development; The Duty to Consult and Accommodate*

¹⁰ **2013-14 PSC:** Deputy Minister Briefing: *A Values-Based Culture Transformation: The FCC Story*; b) Executive Development Sessions: *Leading Through Influence; From Machinery to Mobility: Government and Democracy in a Participative Age; Organizational Culture: An In-Depth Exploration with Top Leaders*; c) Policy Workshops: *Dynamics of Public Policy Development (5); Negotiation (2); Cost-Benefit Analysis (1); Research and Policy Analysis (2); Preparing Briefing Notes (2); Evaluation (2); Collaborative Policy Management (1); Comparative Public Policy (1); Legislative Processes (3); Policy Planning Cycles (2); Duty to Consult and Accommodate (2); Social Media (3)*; d) Policy Forum: *Do Canada-US Relations Need a Reset?*; e) Middle Manager Sessions: *Leading Through Influence; Organizational Culture: An In-Depth Exploration with Top Managers*

¹¹ **2013-14 Custom:** *SMDS #1: Public Goods in Theory and Practice (Economy); SMDS #2: Informing the Decision-Making Process and Strategic Planning (Economy); SMDS #3: Designing and Implementing Programs and Policies (Economy); SMDS #4: Accountability in Public Institutions (Economy); SMDS #5: Application of the Model – The Budget Process (Economy); Budgeting and Financial Management (AGEN); Negotiation (AGEN); Preparing Briefing Notes (Agriculture); Strategic Planning (Agriculture); Public Policy and Government Decision-Making (LEADS)*

¹² **2013-14 Public:** *Children as Citizens: The Child Welfare System and Indigenous Peoples*

¹³ **2014-15 PSC:** a) Deputy Minister Briefing: *Public Service Accountability: A Journey from Saskatchewan to Ottawa*; b) Executive Development Sessions: *Public Service Accountability: A Journey from Saskatchewan to Ottawa*; c) Policy Workshops: *Dynamics of Public Policy Development (5); Negotiation (2); Cost-Benefit Analysis (1); Research and Policy Analysis (2); Preparing Briefing Notes (2); Evaluation (2); Collaborative Policy Management (1); Comparative Public Policy (1); Legislative Processes (2); Policy Planning Cycles (2); Duty to Consult & Accommodate (1); Social Media (3); Preparing Better CDIs (1)*; d) Policy Forum: *My Time as Prime Minister Harper's Clerk: Some Impressions*; e) Senior Management Workshops: *SMDS #1: Public Goods in Theory and Practice; SMDS #2: Designing and Implementing Programs and Policies; SMDS #3: Informing the Decision-Making Process and Strategic Planning; SMDS #4: Accountability in Public Institutions; SMDS #5: Application of the Model – The Budget Process*

¹⁴ **2014-15 Custom:** *Strategic and Operational Planning (Environment); Public Policy and Government Decision-Making (LEADS); Strategic and Operational Planning (Economy); Written Communications in Government (Crown Investments Corporation); SMDS #1: Public Goods in Theory and Practice (AGEN)*

3.2 Student Headcount by Program, JSGS

Programs	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S	U of R	U of S	U of R	U of S	U of R	U of S	U of R	U of S
Master of Public Administration	150	56	118	55	93	43	83	47	92	58
Master of Public Policy	0	13	5	20	9	20	8	28	9	29
Master of Health Administration	n/a	n/a	n/a	n/a	n/a	n/a	22	n/a	58	n/a
Master of International Trade	n/a	15	n/a	26	n/a	29	n/a	27	n/a	22
PhD in Public Policy	3	8	4	11	6	13	7	17	7	23
Master's Certificates	14	n/a	16	n/a	20	n/a	22	n/a	27	n/a
Non Degree	0	0	0	0	2	0	0	0	1	0
Totals	<u>167</u>	<u>92</u>	<u>143</u>	<u>112</u>	<u>130</u>	<u>105</u>	<u>142</u>	<u>119</u>	<u>194</u>	<u>132</u>

Student Headcount by Program, Executive Education

	2010-11	2011-12	2012-13	2013-14	2014-15
Public Lectures	1818	2249	1736	1471	995
Conferences/symposiums	125	374	226	381	80
PSAS Lecture Series	105	180	139	218	173
Other seminars	70	50	41	96	121
Totals	<u>2118</u>	<u>2853</u>	<u>2142</u>	<u>2166</u>	<u>1369</u>

In addition, the JSGS offers students the opportunity to enhance their course work through experiential learning events, including competitions, workshops, lectures and round tables. Over 40 events are organized each year for students by the Student Experience Officer; some of which are also open to the public.

3.3 Student Headcount of all Graduate Programs (2014-2015)

Graduate Program, University of Regina	Count	%
Arts	160	12%
Kenneth Leven Graduate School of Business	177	13%
Education	372	27%
Engineering	279	20%
Fine Arts	32	2%
Johnson Shoyama School of Public Policy (JSGS)	194	14%
Kinesiology and Health Studies	37	3%
Nursing	14	1%
Social Work	93	7%
Visiting Research students	17	1%
Total	<u>1375</u>	<u>100%</u>
Graduate Program, University of Saskatchewan	Count	%
Agriculture and Bioresources	310	8%
Arts and Science	896	23%
Education	541	14%
Edwards School of Business	291	8%
Engineering	407	11%
Graduate Studies and Research	242	6%
Johnson Shoyama School of Public Policy	132	3%
Kinesiology	40	1%
Law	20	1%
Medicine	334	9%
Nursing	104	3%
Pharmacy and Nutrition	76	2%
School of Environment and Sustainability	110	3%
School of Public Health	208	5%
Veterinary Medicine	128	3%
Total	<u>3,839</u>	<u>100%</u>

3.4 Student Geographic Origins of All Students – JSGS

Geographic Origin		2010-11		2011-12		2012-13		2013-14		2014-15	
		U of R	U of S								
In province	Count	96	15	84	8	71	9	77	7	78	8
	%	57	32	59	18	55	29	54	15	40	17
Out of province	Count	71	1	47	1	42		50		97	4
	%	43	2	33	2	32		35		50	8
International	Count	0	15	12	10	17	10	15	13	19	15
	%	0	32	8	23	13	33	11	28	10	31
Unknown	Count	0	16		25		12		26		21
	%		34		57		38		57		44
Total	Count	167	47	143	44	130	31	142	46	194	48
	%	100	100	100	100	100	100	100	100	100	100

3.5 Aboriginal Status* of All Students

Aboriginal Status		2010-11		2011-12		2012-13		2013-14		2014-15	
		U of R	U of S								
JSGS students		4	4	8	6	6	5	8	7	8	8
Graduate students		52	162	46	177	67	207	84	241	104	239

* Aboriginal status is self-reported

3.6 Additional Comments - Number of New Students

Number of New Students

The Master of Health Administration (MHA) program is an online/distance degree program that has experienced tremendous student growth in recent years. The program continues to be popular amongst Canadian health sector professionals that are seeking to expand their career options. The MHA students are eager to gain management and leadership expertise in their prospective field. The program strives to maintain student representation from every Province and Territory in Canada. The MHA program enrollment is steadily

at 100 students. These enrollment numbers are expected to grow as the program increases in reputation amongst health sector professionals across the country. The MHA has become a central Master's degree program for the Johnson Shoyama Graduate School of Public Policy.

Johnson Shoyama Graduate School of Public Policy (JSGS) offers a variety of Master's Certificate Programs (i.e. Public Management, Health Systems Management, Public Policy Analysis, Economic Analysis for Public Policy, and Social Economy and Co-operatives). The Master's Certificate programs primarily serve a dual function for students: 1) to enable students to acquire quick competency-based learning in a selected field of study, and 2) to build a route for prospective Master's degree students to become accepted into the full degree programs (i.e. for those students that do not have the necessary academic and/or experience standards to initially enroll in full Master's degree programs). The Master's Certificates have proven successful in both regards and their popularity is growing amongst public employees and prospective students. JSGS will be adding more Certificate programs in the near future that will better engage different types of public administration professionals. The Certificate Programs have proven to be a good tool for outreach into the community of public professionals.

3.7 Additional Comments - Student Recruitment Plans

Student Recruitment Plans

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

Determining what characteristics are unique to the School will help in setting it apart from others across Canada. JSGS's marketing plan will focus on the content of the programs, the School's personality and on experiential learning opportunities. JSGS is able to offer additional value in the form of its extensive outreach and training activities. Reputation-building events such as the national case competition and the Tansley Lecture provide an annual focus on the School. The School has established a reputation for being innovative and for housing faculty with significant years of both academic and applied experience, as well as research strength.

Establishing brand loyalty will contribute to the School's ability to maintain active engagement with alumni, raise funds for student awards and priority projects, attract students, and establish internship opportunities with organizations where alumni and stakeholders are employed.

3.8 Average Number of Months to Completion by Program (based on convocation year)

	2010		2011		2012		2013		2014	
	U of R	U of S								
JSG School of Public Policy	n/a	19	n/a	20	n/a	22	n/a	22	n/a	25
Master's Course	n/a	19	n/a	19	n/a	21	n/a	21	n/a	21
Master's Project	n/a	20	n/a	24	n/a	---	n/a	---	n/a	---
Master's Thesis	n/a	---	n/a	24	n/a	36	n/a	30	n/a	41
PhD Thesis	n/a	12	n/a	---	n/a	---	n/a	---	n/a	---

3.9 Number of Students Completed by Program (based on convocation year)

	2011		2012		2013		2014		2015	
	U of R	U of S								
Master of Public Administration	64	18	45	20	39	17	24	14	40	16
Master of Public Policy	0	2	0	1	2	2	2	5	3	3
Master of Health Administration	n/a	n/a	n/a	n/a	0	n/a	0	n/a	3	n/a
Master of International Trade	n/a	2	n/a	2	n/a	8	n/a	8	n/a	9
Doctor of Philosophy in Public Policy	0	0	0	0	0	0	1	0	2	2
Master's Certificates	<u>14</u>	<u>n/a</u>	<u>4</u>	<u>n/a</u>	<u>10</u>	<u>n/a</u>	<u>13</u>	<u>n/a</u>	<u>13</u>	<u>n/a</u>
Totals	<u>78</u>	<u>22</u>	<u>49</u>	<u>23</u>	<u>51</u>	<u>27</u>	<u>40</u>	<u>27</u>	<u>61</u>	<u>30</u>

Number of Students Completed by Program – Executive Education

	2010-11		2011-12		2012-13		2013-14		2014-15	
Executive Education	# of Students	# Completed								
Professional Director Certification Program¹	58	37	57	37	54	31	87	55	103	84
Stand-alone 2-day workshops² (non-cert)	0	0	125	125	120	120	84	84	135	135
Totals	<u>58</u>	<u>37</u>	<u>182</u>	<u>162</u>	<u>174</u>	<u>151</u>	<u>171</u>	<u>139</u>	<u>238</u>	<u>219</u>

“Aboriginal Student” numbers for governance programs are unable to be tracked as students do not self-identify. In 2014-15, training was provided to 60+ students from File Hills Tribal Council boards, the majority of whom were First Nations individuals. The numbers above reflect accepted, registered students. There are no waitlists for governance as we are able to accommodate all registrations.

¹ *Professional Director Certification Program is comprised of four separate two-day modules including: Module One: Governance and Strategy; Module Two: Governance and Resources; Module Three: Governance and Risk; Module Four: Governance and People. Following completion of the modules and a comprehensive exam, participants will receive their Professional Director (Pro.Dir.™) designation. As of 2014-15, the Professional Director Certification Program is available online as well. Student completion of the program began in 2015-16 and is a “work at your own pace” program so there is currently no data on the average length to completion at this point as the program is new with only two students completed as of March 2016.*

² *Stand-alone 2-day workshops included: Governance Fundamentals and Governance Essentials; Community Engagement; Advanced Chair and Board Dynamics; Advanced Financial Governance; CEOs and Senior Executives; Governance and the Public Good*

3.10 Student Incompletes/withdrawals

	2010		2011		2012		2013		2014	
	U of R	U of S								
Master of Public Administration	n/a	1	n/a	1	n/a	2	n/a	3	n/a	2
Master of Public Policy	n/a	0	n/a	0	n/a	1	n/a	0	n/a	0
Master of International Trade	n/a	2	n/a	1	n/a	3	n/a	3	n/a	2
PhD	n/a	0	n/a	0	n/a	2	n/a	1	n/a	0
Totals	n/a	<u>3</u>	n/a	<u>2</u>	n/a	<u>8</u>	n/a	<u>7</u>	n/a	<u>4</u>

3.11 Student Awards, Scholarships and Other External Rewards

Source		2010-11	2011-12	2012-13	2013-14	2014-15	
University of Regina	Tri-Council	Count	0	0	0	0	
		Total \$	0	0	0	0	
	Dean's Scholarship	Count	10	14	10	8	18
		Total \$	59,000.00	84,000.00	60,500.00	48,000.00	108,000.00
	Other Awards	Count	15	15	15	19	18
		Total \$	36,792.25	39,342.70	56,842.70	97,792.70	107,754.25
	GTA,JSOA	Count	15	15	15	19	18
		Total \$	36,792.25	39,342.70	56,842.70	97,792.70	107,754.25
	Total	Count	26	30	29	33	43
		Total \$	95,792.25	123,342.70	117,342.70	145,792.70	215,754.25
University of Saskatchewan	Tri-Council	Count	0	0	0	2	
		Total \$	0	0	0	0	23,333.28
	Dean's Scholarship	Count	0	0	0	1	1
		Total \$	0	0	0	14,667.64	10,333.32
	Other Awards	Count	33	50	38	57	65
		Total \$	281,468.94	440,695.96	561,625.92	762,380.95	912,277.87
	Total	Count	33	50	38	58	68
		Total \$	281,468.94	440,695.96	561,625.92	777,047.59	945,944.47

3.12 Additional Comments - Student Awards/Scholarships

Student Awards/Scholarships

Name of Award	Annual Amount	Eligibility	
Aboriginal Graduate Student in Public Policy Studies Scholarship	\$4,000	Indigenous Student	U of R campus
All My Relations Award	\$1,000	Indigenous Student	School award
Drope Family Fund	\$1,000	Master's or PhD students pursuing research into the challenges and development of public policy relating to the fields of science and technology	School award
Robert C. Douglas and Joanne R. Sutherland Scholarship	\$1,000	Full time student with min average of 80%	School award
IPAC Award	\$250	Awarded to the student who attained the highest final grade point average in JSGS 806	U of R campus
IPAC - Doug Stevens Public Policy Graduate Student Scholarship	\$5,900	Full time MPA student	U of R campus
JSGS Graduate Student Award Fund	Varies	Open to all JSGS students	School award
R.H.D. (Bob) Phillips Book Prize	\$200	Awarded to the student who attained the highest final grade point average in JSGS 806	U of R campus
Robertson Scholarship PHD	\$35,000	Full-time students studying science in public policy	School award
Robertson Scholarship MPP	\$20,000	Full-time students studying science in public policy	School award
Thomas Shoyama Graduate Student Award	\$1,200	Full time student	U of R campus
Wayne Wouters Scholarship	\$1,000	Full time MPA student	School award

Experiential Learning

The Johnson Shoyama Graduate School of Public Policy (JSGS) believes in immersing students in experiential learning to apply the academic knowledge learnt in course work, to develop new skills and new ways of thinking which will assist them in transitioning into the workforce. At JSGS we offer students both field-based experiences (internships, competitions, workshops) and classroom-based (case studies, presentations, group work) experiential learning. Below are descriptions of the field-based experiential learning JSGS offers students.

JSGS Executive Internship Program

The JSGS Executive Internship Program offers MPA and MPP students the opportunity to enhance their graduate experience with an internship in the federal or provincial public service, in municipal or local government, and in non-governmental organizations. Unlike other policy schools, our Student Experience Officer works with employer representatives to pair students with senior-level executives within the organization, and works with mentors to establish a mutually beneficial and high-quality experience for all parties.

The goal of each internship placement is to expose MPA and MPP students to and give them hands-on experience with a broad range of activities and issues related to public administration, public policy analysis and evaluation. For students enrolled in the JSGS Executive Internship Program, concrete benefits include remuneration, valuable career preparation and experience, development of an extensive professional network, as well as accelerated professional growth and advancement. Interns prepare for future careers by learning about government processes through direct involvement in policy change, budget preparation, program development and delivery, and strategic planning and reporting.

JSGS Master of Health Administration (MHA) Placement Program

The Johnson Shoyama Graduate School of Public Policy offers Master of Health Administration students the opportunity to enhance their post-graduate experience with a one month placement in the Ministry of Health, Government of Saskatchewan. This competitive placement counts as three credit units (the equivalent of one course) towards the successful student's MHA degree. Placement opportunities will be available in both the Fall and Winter semesters.

Throughout the one month placement, students gain valuable experiential learning and make a positive contribution to the Ministry of Health with their work on a designated policy project. The many concrete benefits to students in the JSGS MHA Placement Program include valuable provincial-level policy making experience, remuneration and knowledge exchange, as well as accelerated professional growth and advancement through the rich networking opportunities it will present.

JSGS Case Competition

The annual JSGS Case Competition provides students with a valuable opportunity to test their knowledge and expertise to think quickly and critically on their feet and to develop self-confidence presenting in a team setting. Teams are required to analyze and evaluate two real-world scenarios, using the skills, knowledge and experience

they have acquired from their studies within an hour and a half period for each scenario. The team is responsible for crafting a set of plausible policy options and one recommendation. They will create a PowerPoint presentation, and deliver and defend their recommendation to a panel of judges for the first scenario. The team then creates a briefing note using the second scenario. Both the presentation and briefing note will be used to determine the winning team.

A national team will be selected by judges, coaches and faculty based on performance at the competition. The national team represents JSGS at the National Policy Administration Case Competition held annually in February.

Poster Competition

The annual JSGS Policy Research Poster Competition is an excellent opportunity for JSGS students to prepare and present research resulting from their JSGS program work. Held in conjunction with the annual Tansley lecture, the poster competition provides students with an opportunity to showcase their work in front of a crowd of government, corporate and university stakeholders. Posters are presented to and evaluated by a panel of three judges during the afternoon session, and later again to those attending the cocktail hour. One representative from the winning team goes on to compete at the national IPAC poster competition.

Student Workshops/Lectures

The JSGS offers students the opportunity to enhance their education by attending workshops, seminars and lectures organized throughout the year. These interactive workshops are facilitated by faculty and public servants from the community. Topics for these workshops vary from administrative issues to the current policy issues faced by public servants today.

Educational Support of International Student Programming

JSGS draws on a diversity of disciplines, cultures and experiences. Recognizing differences is a key to creating strong educational support for students. To produce exemplary professionals through JSGS programs, academic supports are provided for a diverse student body comprised of domestic and international students with diverse disciplinary backgrounds and varied English language proficiencies. As part of this educational support, workshops are offered at no additional cost to the student.

Basic Writing Skills Workshops are designed for students who want to master their English writing skills and for those whose first language is not English. These workshops target areas in which international students have particular difficulties. Examples of Basic Writing Skills Workshops include: Mastering the English Sentence, Improving Academic Vocabulary and Style, Improving Punctuation, and Mastering English Verb Tenses in Academic and Professional Writing.

Professional Writing Workshops intend to help students improve their writing skills in the realms of policy and administration. These workshops target general and specific writing tasks that students need to know in order to excel in their courses and beyond. Examples of these workshops include: Professional Communication Fundamentals, Writing Government Documents, Writing Academic Assignments, and Writing Literature Reviews.

Policy Shop

The Policy Shop is a student-run pro-bono policy analysis and research organization. It provides JSGS students with hands-on policy analysis experience to help them grow professionally and build their credentials. Through its student volunteers, the Policy Shop provides local non-profit and charitable organizations with professional-quality research services at no cost.

Student Association (JSGS-SA)

Representing all students of the JSGS at both the U of R and U of S campuses, the JSGS-SA's core aim is to serve its fellow students by making everyone's experience as rewarding and enjoyable as possible. While much goes on behind the scenes, the JSGS-SA's most recognizable activities are its social and professional development events. These include networking events such as the annual 'Wine and Cheese' in Regina, community outreach and volunteer activities such as food drives, and social events such as trivia or bowling.

4. FACULTY PROFILE

4.1 List of Faculty

Name	Campus	Rank	FTE	Rank	Specialization
Atkinson, Michael	U of S	Professor	1.0	Tenure	Government, Political Economy, Ethics
Beland, Daniel	U of S	Professor, CRC Tier 1	1.0	Tenure	Social policy
Coates, Ken	U of S	Professor, CRC Tier 1	1.0	Tenure	Northern Governance, Science and Technology
Dupeyron, Bruno	U of R	Associate	1.0	Tenure	Comparative Politics, multilevel governance
Fairbairn, Brett	U of S	Professor	1.0	Tenure	Non-profit governance, Co-operatives
Fulton, Murray	U of S	Professor	1.0	Tenure	Agriculture and Resource Policy, Co-operatives
Gober, Patricia	U of S	Professor Emerita	----	Tenure	Water Management, Climate Adaptation
Hawkins, Robert	U of R	Professor	1.0	Tenure	Administrative & Constitutional Law
Katapally, Tarun	U of R	Assistant Professor	1.0	Pre-tenure	Health Policy
Khovrenkov, Iryna	U of R	Assistant Professor	1.0	Pre-tenure	Public Economics
Longo, Justin	U of R	Assistant Professor, QSC Research Chair	1.0	Pre-tenure	Digital and Open Governance
Marchildon, Jim	U of R	Adjunct Professor	n/a	n/a	Public Policy and Economic History, Public Health Care
Marshall, Jim	U of R	Lecturer	.50	Pre-tenure	Public Finance
McNutt, Kathleen	U of R	Professor	1.0	Tenure	Digital Government, Social Media
Mou, Haizhen	U of S	Assistant Professor	1.0	Tenure	Health Policy, Fiscal Policy
Olfert, Rose	U of S	Professor Emerita	----	Tenure	Rural/Regional Economics
Phillips, Peter	U of S	Professor	1.0	Tenure	Science, Technology, and Innovation Policy
Poelzer, Greg	U of S	Professor (Joint)	.40	Tenure	Aboriginal Policy, Northern Development
Pohler, Dionne	U of S	Assistant Professor	1.0	Tenure	Labour Policy
Rasmussen, Ken	U of R	Professor	1.0	Tenure	Ethics and Leadership
Rayner, Jeremy	U of S	Professor	1.0	Tenure	Resources, Environment, Energy
Schmeiser, Peggy	U of R	Assistant Professor	.75	Pre-tenure	Canadian society, public policy, law, secularism and religion, culture and equality issues
Walker, Keith	U of S	Professor (Joint)	.40	Tenure	Education, Governance
Zarieczny, Amy	U of R	Assistant Professor	1.0	Pre-tenure	Health Law, Health Policy
Zhang, Lihui	U of R	Adjunct Professor	n/a	n/a	Applied Microeconomics

4.2 Teaching Assignments

Faculty Name	2010-11	2011-12	2012-13	2013-14	2014-15
Dupeyron, Bruno (U of R)	GSPP 804 GSPP 835AL GSPP 842	JSGS 804 JSGS 822 JSGS 835AS	JSGS 804 JSGS 822 JSGS 835AO	JSGS 806 JSGS 822 JSGS 864	JSGS 801 JSGS 806
Hawkins, Robert (U of R)	GSPP 801 GSPP 835AM GSPP 853 GSPP 881	JSGS 801 JSGS 881	JSGS 801 JSGS 809 JSGS 853 JSGS 881	JSGS 801 JSGS 853 JSGS 881	JSGS 853
Khovrenkov, Iryna (U of R)			JSGS 802	JSGS 802	JSGS 802
Marchildon, Greg (U of R)		JSGS 827 JSGS 860 JSGS 866	JSGS 827	JSGS 827 JSGS 860	JSGS 829
Marshall, Jim (U of R)	GSPP 802	JSGS 802 JSGS 838	JSGS 802	JSGS 805 JSGS 838	JSGS 805 JSGS 838
McNutt, Kathleen (U of R)	GSPP 806 GSPP 818 GSPP 835AQ	JSGS 806 JSGS 819	JSGS 806 JSGS 867	JSGS 818 JSGS 851	
Rasmussen, Ken (U of R)	GSPP 808	JSGS 801 JSGS 806 JSGS 831	JSGS 808 JSGS 831		JSGS 801 JSGS 865 JSGS 831
Zarieczny, Amy (U of R)		JSGS 817	JSGS 827 JSGS 835AT	JSGS 817	JSGS 827 JSGS 835AT
Zhang, Lihui (U of R)	GSPP 802 GSPP 805	JSGS 802 JSGS 805 JSGS 837	JSGS 805 JSGS 837	JSGS 805 JSGS 807	JSGS 807 JSGS 837
Atkinson, Michael (U of S)	PUBP 801 PUBP 830	JSGS 865 JSGS 865 JSGS 854	JSGS 806		JSGS 806 JSGS 801
Beland, Daniel (U of S)	PUBP 804 PUBP 814	JSGS 804 JSGS 864	JSGS 804 JSGS 864	JSGS 864 SOC 426 SOC 826	
Coates, Kenneth (U of S)			HIST 859 HIST 850 JSGS 849 JSGS 863	JSGS 863 JSGS 863 NORD 836 NORD 898	JSGS 849 JSGS 863 NORD 850 NORD 898 W01 NORD 898 W02 NORD 898 W02
Fairbairn, Brett* (U of S)					
Fulton, Murray (U of S)	PUBP 805 PUBP 805 PUBP 807	BPBE 842 JSGS 862	JSGS 862 JSGS 865 JSGS 898	JSGS 807 JSGS 862	JSGS 805 JSGS 846 JSGS 862

4.2 Teaching Assignments ... continued

Faculty Name	2010-11	2011-12	2012-13	2013-14	2014-15
Gober, Patricia (U of S)		JSGS 803 JSGS 870	JSGS 851 JSGS 870	JSGS 803 JSGS 870	JSGS 807 JSGS 870
Olfert, Patricia (U of S)		BPBE 432 JSGS 802 JSGS 805	BPBE 432 JSGS 802 JSGS 805	BPBE 432 JSGS 802 JSGS 805	
Mou, Haizhen			ECON 352 JSGS 803 JSGS 837		ECON 352 JSGS 802 JSGS 803
Phillips, Peter	PUBP 806 PUBP 859	JSGS 806 JSGS 859		JSGS 806 JSGS 859 JSGS 865	JSGS 806 JSGS 859 JSGS 865
Pohler, Dionne				COMM 489 JSGS 815 MBA 813	JSGS 815
Rayner, Jeremy		JSGS 801 JSGS 868 JSGS 868 RG1 JSGS 898	JSGS 801	JSGS 801 JSGS 868 POLS 111	JSGS 801 JSGS 806 JSGS 806
Schmeiser, Peggy*					

*Joined faculty in 2014-15 and was on sabbatical year that year

*Joined faculty in December 2015

4.3 Average Number of Classes Taught per Faculty

	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S								
Average classes taught/ faculty	3.4	1.7	2.75	2.0	2.4	2.0	2.6	2.3	1.8	2.5

4.4 Average Number of Graduate Students Supervised per Faculty

	2010-11		2011-12		2012-13		2013-14		2014-15	
	U of R	U of S								
Average Graduate students supervised/ faculty	1	n/a	3.5	2.4	2	3.3	3	4.3	2.2	6

4.5 Additional Comments - Faculty Profile

Faculty Profile

Multidisciplinary and Interdisciplinary Faculty

The faculty at the Johnson Shoyama Graduate School of Public Policy come from a variety of backgrounds including business administration, economics, education, geography, history, international political economy, law, political science, population health, public administration, and sociology. This diversity in faculty provides numerous benefits to students, researchers, and the campuses of the University of Regina and the University of Saskatchewan.

For students the diverse JSGS faculty allows them to further enhance their breadth and depth of knowledge by offering an array of courses from experts in different fields of study. A diverse faculty is also a marketing strength for the School as they try to attract and retain students. This is especially true for students interested in obtaining a research based degree such as a Master of Public Policy or a Doctor of Philosophy in Public Policy.

The diverse faculty at the JSGS has allowed the School to collaborate on a number of university wide research projects, further raising the profile of the JSGS at the two campuses. In addition, the JSGS is also taking a proactive role in fostering additional interdisciplinary research in the science, innovation and technology cluster through the proposed Canadian Institute for Science and Innovation Policy (CISIP). CISIP presents an opportunity for multi-disciplinary collaboration and research focused on policy and governance dimensions of science and innovation which can lead to comprehensive, evidence-based solutions for socially complex problems.

5. RESEARCH ACTIVITY

5.1 Research Funding Attributed to JSGS from Internal and External Sources

		2010-11		2011-12		2012-13		2013-14		2014-15	
		Award	\$'s	Award	\$'s	Award	\$'s	Award	\$'s	Award	\$'s
University of Regina	Non Tri-Agency	Spinal Cord-MITACS	\$53,332	Sask Justice - Judge Compensation	\$18,000	SHRF - Bending the Cost Curve	\$10,000			Stem Cell Network	\$45,500
		Sask Advanced Education (Regional College Review)	\$95,000			Stem Cell Network	\$50,000				
		Sask Health	\$520,102								
		SSHRC-Sustainable Energy	\$30,000	SSHRC - Sustainable Energy	\$75,000	CIHR-CNTRP Transplant	\$4,033	CIHR-Health Services Capacity	\$53,666	SSHRC-Grant-making foundations	\$4,000
		CIHR-Health Care	\$58,800	CIHR - Health Services Capacity	\$94,166						
	Tri-Agency				SSHRC-Production of Policy Analysis	\$5,000					
					SSHRC-Cross Boarder Governance	\$199,500					
Total		\$757,234		\$391,666		\$64,033		\$53,666		\$49,500	
		Award	\$'s	Award	\$'s	Award	\$'s	Award	\$'s	Award	\$'s
University of Saskatchewan	Non Tri-Agency	9 awards	\$614,671	9 awards	\$627,743	9 awards	\$705,513	5 awards	\$1,113,369	7 awards	\$304,306
	Tri-Agency	5 awards	\$369,143	2 awards	\$175,000	6 awards	\$156,667	8 awards	\$203,958	10 awards	\$429,682
	Total		\$938,814		\$802,743		\$863,180		\$1,317,327		\$733,988

5.2 Funding by JSGS Faculty Attributed to JSGS

Name	2010-11		2011-12		2012-13		2013-14		2014-15	
	Awards	\$'s	Awards	\$'s	Awards	\$'s	Awards	\$'s	Awards	\$'s
Marchildon, Greg	MITACS	\$53,332	CIHR	\$94,166	SHRF	\$10,000	CIHR	\$53,666		
Perrins, Dan	Adv. Education	\$95,000								
McNutt, Kathleen	SSHRC	\$30,000	SSHRC	\$75,000					Stem Cell Network	\$45,500
Rasmussen, Ken	Sask Health	\$520,102	SSHRC	\$5,000						
Marshall, Jim			Sask Justice	\$18,000						
Dupeyron, Bruno			SSHRC	\$199,500						
Zarieczny, Amy					Stem Cell Network	\$50,000				
					CIHR	\$4,033				
Khovrenkov, Iryna									SSHRC	\$4,000
Beland, Daniel	One	\$98,750			One	\$250,000	One	\$78,608		
Coates, Kenneth					Three	\$45,000	Five	\$15,000	Seven	\$250,667
Fulton, Murray			One	\$30,000	One	\$19,015	Three	\$1,122,500	One	\$105,000
Gober, Patricia							One	\$2,850		
Hammond-Ketilson, Lou							Two	\$99,169		
Mou, Haizhen							One	\$15,000	Two	\$75,707
Olfert, Margaret (Rose)					Two	\$7,373				
Phillips, Peter	One	\$7,500	Two	\$200,620	Four	\$60,125	n/a	\$-15,800	Two	\$54,135
Pohler, Dionne									Two	\$23,500
Rayner, Jeremy	Four	\$179,520	One	\$150,000					One	\$141,590
Total		<u>\$984,204</u>		<u>\$772,286</u>		<u>\$445,546</u>		<u>\$1,370,993</u>		<u>\$700,099</u>

5.3 Research Funding Held by JSGS Faculty Across Campus

Name	2010-11		2011-12		2012-13		2013-14		2014-15	
	Awards	Amounts	Awards	Amounts	Awards	Amounts	Awards	Amounts	Awards	Amounts
Marchildon, Greg	MITACS	\$53,332	CIHR	\$94,166	SHRF	\$10,000	CIHR	\$53,666		
Perrins, Dan	Adv. Education	\$95,000								
McNutt, Kathleen	SSHRC	\$30,000	SSHRC	\$75,000			PTRC	\$146,400	Stem Cell Network	\$45,500
	SSHRC-Howlett	\$203,500								
Rasmussen, Ken	Sask Health	\$520,102	SSHRC	\$5,000						
Marshall, Jim			Sask Justice	\$18,000						
Dupeyron, Bruno			SSHRC	\$199,500						
Zarieczny, Amy					Stem Cell Network	\$50,000				
					CIHR	\$4,033				
Khovrenkov, Iryna									SSHRC	\$4,000
Beland, Daniel	One	\$98,750			One	\$250,000	One	\$78,608		
Coates, Kenneth					Three	\$45,000	Five	\$15,000	Seven	\$250,667
Fulton, Murray			One	\$30,000	One	\$19,015	Three	\$1,122,500	One	\$105,000
Gober, Patricia							One	\$2,850		
Hammond-Ketilson, Lou							Two	\$99,169		
Mou, Haizhen							One	\$15,000	Two	\$75,707
Olfert, Margaret (Rose)			One	\$20,000	Two	\$7,373				
Phillips, Peter	Four	\$39,200	Two	\$200,620	Four	\$60,125	Zero	\$-15,800	Two	\$54,135
Pohler, Dionne									Two	\$23,500
Rayner, Jeremy	Four	\$179,520	One	\$150,000					One	\$141,590
Total		<u>\$1,219,404</u>		<u>\$792,286</u>		<u>\$445,546</u>		<u>\$1,517,393</u>		<u>\$700,099</u>

5.4 Faculty Knowledge Exchange*

Activity	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Books accepted, peer reviewed	3	6	6	9	11	35
Patents granted or pending	0	0	0	0	0	0
Expository and review articles	9	24	18	11	19	81
Book chapters accepted, peer reviewed	6	17	16	13	37	89
Invited journal articles	2	3	7	3	5	20
Journal articles accepted, refereed	33	35	26	41	60	195
Invited presentations, national/international conferences	9	17	31	23	21	101
Invited papers in published conference proceedings	10	9	3	10	5	37
Conference presentations/lectures	11	23	24	20	18	96
Public lectures/colloquiums	12	18	13	16	24	83
Contributed papers in published conference proceedings	9	11	16	15	6	57
Technical reports published, related to field	14	6	9	12	12	53
Conference posters/abstracts (refereed)	0	1	1	0	0	2
Conference posters/abstracts (non-refereed)	0	0	0	0	1	1
Other: Committee Member for National Association	2	2	3	2	3	11
Other: External Academic and Administrative Review Committees	0	2	1	2	0	5
Other: President, National/International Associations	0	2	3	1	1	7
Other: Preface/Introduction	0	0	0	0	1	1
Other: Encyclopedia Entries	3	1	2	0	0	6

*The above is not an exhaustive list.

5.5 Additional Comments – Faculty Knowledge Exchange

Faculty Knowledge Exchange

Research Institutes

The Johnson Shoyama Graduate School of Public Policy currently has two research institute arrangements at the University of Saskatchewan Campus. The International Centre for Northern Governance and Development (ICNGD) and the Centre for the study of Co-operatives provide greater research and training resources for faculty, staff and students.

ICNGD was formally launched in January 2009. The centre was built to enhance the capacity of Saskatchewan's northern communities through northern-tailored education programs and an extensive community-applied research program. The ICNGD's research and outreach activities currently focus on northern governance, health and social development, innovation, entrepreneurship and economic development, capacity building, and resource development and environmental management in Northern Saskatchewan, the Provincial North, and the Circumpolar North.

The Centre works in partnership with northern communities, Aboriginal and municipal leaders, the Government of Saskatchewan, northern industry representatives and its Circumpolar counterparts across Canada and abroad to define and meet the research and programming needs within its areas of expertise: governance; health and social development; innovation, entrepreneurship; and economic development; capacity building; and resource development and environmental management.

The ICNGD draws together an impressive network of researchers from not only the University of Saskatchewan, but also the Circumpolar world, to address questions of governance and development in the North. They examine everything from models of First Nations self-government, to innovation and wealth-generation strategies, to finding new ways to manage resource development and ensure environmental stewardship. Focus is placed on the following research areas: (1) governance, (2) health and social development, (3) innovation and entrepreneurship, (4) capacity building, and (5) resource development and environmental management. The five areas of focus have been identified as a result of workshops involving Northern stakeholders and the Centre. As such, the activities of the Centre address the needs of Northerners and are aimed at sustained economic growth and social development strategies through innovation and global partnerships.

The Centre for the Study of Co-operatives formally affiliated with the Johnson Shoyama Graduate School of Public Policy in July 2013. This affiliation with the School facilitates access to additional faculty and students interested in doing research on co-operatives. It also provides an opportunity for the Centre to enhance its research in areas dealing with governance and public policy. A more formal connection between the Centre and the School strengthens the capacity of both units to provide academic and practitioner career opportunities and to develop new course offerings.

The Centre for the Study of Co-operatives is an interdisciplinary centre of higher learning that provides people with conceptual and informational tools to understand co-operatives and to develop them as solutions to

economic and social needs. The Centre's work has two main aspects: the creation of knowledge, and its dissemination. These tasks are not separable, since interaction with students, co-operative members, and the public raises questions and problems that spur new research, and unlocks local knowledge that deepens our understanding of co-operatives.

When the Centre was established in 1982 it was done so with the following objectives in mind.

- To establish a program of study at the undergraduate and the graduate level with a specific focus on co-operatives and the credit unions. The courses of study will include classes available to students in the College of Law, Agriculture, Arts and Science, Commerce, and Education.
- To undertake off-campus programs in collaboration with the Co-operative College of Canada.
- To undertake research of particular interest and relevance to co-operatives and credit unions, and to make available the results of such research by publication, including textbooks and curricula for colleges and universities; and
- To undertake research concerning the legislation governing co-operatives and credit unions.

Community Engagement

We value the relationships developed with and the support garnered from the public sector, government, industry, and the local community. We continue to develop partnerships, collaborations and initiatives with the intention of projecting the work of the School onto the national and international stage while also providing meaningful opportunities for those that are interested in and would benefit from our work. In doing so, the School aims to make a positive and marked contribution to the lives of Canadians. Some examples of our community engagement initiatives include the following:

- A graduation feast held at the Treaty 4 Governance Centre in For Qu'Appelle to mark the training accomplishments of the File Hills Qu'Appelle Tribal Council's Professional Director Certification Program certificate recipients.
- Organized and co-hosted the "A Call to Action: Building Partnerships for Safe Communities" symposium with several Government of Saskatchewan ministries as well as the Saskatchewan policy community.
- The "Best Interest of the Child" conference and forum brought together academics and professionals from across human services sectors with public citizens to explore issues, challenges and initiatives associated with influencing decision-making and improving outcomes for Canadian children.
- In partnership with Heritage Saskatchewan and Sask. Culture the Living Heritage symposium began in 2015 as a way to showcase and encourage the expression of knowledge, skills and practices of Living Heritage. Living Heritage emphasizes the human experience; it lives in each of us and shapes our sense of identity, belonging and place in the world. The 2016 Living Heritage event will focus on truth & reconciliation through the sharing of stories, and will contribute to building positive relationships between Indigenous people and other Canadians.
- In Partnership with the Canadian Bar Association we host an annual Law Day event to celebrate the signing of Canada's Charter of Rights and Freedoms. The event aims at educating and informing the public about the role and importance of the law and justice system. This year the Honourable Thomas Cromwell discussed how ensuring appropriate access to legal services is a key component of access to justice.

- The annual Tansley Lecture is the School's flagship event which brings together our community to engage with students over their poster competition research as well as providing an opportunity to take in the thoughtful remarks of a noted contributor to public policy and administration.

Tansley Lectures 2008-2015				
Year	Speaker	Professional Credentials	Title	Attendees
2015	Chantal Hébert	National Affairs Columnist, The Toronto Star	Down the Social Media Rabbit Hole	300
2014	John Manley , P.C., O.C	President and Chief Executive Officer of the Canadian Council of Chief Executives and former Deputy Prime Minister of Canada.	Public-Private Collaboration: The Key to Overcoming Some of our Toughest Challenges	247
2013	Peter C. Smith	Professor of Health Policy, Imperial College London	Strategic Targets for Public Services: Lessons for Canada from the English Experience	237
2012	Ian Brodie	Former Executive Director, Conservative Party of Canada; Former Chief of Staff to Stephen Harper	In Defence of Political Staff	230
2011	Mel Cappe	Professor, School of Public Policy and Governance, University of Toronto; Former President, Institute for Research on Public Policy; Former Clerk of the Privy Council, Government of Canada	Analysis and Evidence for Good Public Policy: The Demand and Supply Equation	208
2010	Jessica L. McDonald	Executive Vice-President, Western & International Development, HB Global Advisors Corp. and former Deputy Minister to the Premier, Government of British Columbia	Implementing the Climate Change Policy Revolution in British Columbia	158
2009	Kent Weaver	Professor of Public Policy and Government, Georgetown University and Senior Fellow in the Governance Studies Program, Brookings Institution	If You Build It, Will They Come? Overcoming Unforeseen Obstacles to Program Effectiveness	149
2008	David R. Zussman Jarislowsky	Chair in Public Sector Management Graduate School of Public and International Affairs, University of Ottawa	The New Governing Balance: Politicians and Public Servants in Canada	153

The JSGS Policy Brief Series

The *Policy Brief* is a digital and print publication, written by JSGS scholars and leading policy experts, to provide context and perspective on important public issues and to further discussion and debate within the public sector. Its objective is to provide policy makers and those interested in policy formation with timely and expert analysis, observations and potential policy approaches to relevant issues concerning the public.

As reflections on current issues, the timing for *Policy Brief* will be based on the nature of the policy focus of public dialogue at the national, regional or provincial level, and will not be published on a set schedule.

The JSGS *Policy Brief* series is being issued to a broad national audience, that includes politicians at the federal and provincial level, senior public servants with both the federal and provincial governments, Canadian think-tanks, academia, relevant stakeholders and media.

Social Media

The JSGS is active in engaging with larger communities through social media channels such as YouTube, Twitter, Facebook and LinkedIn.

Currently, our YouTube Channel (JSGSPP) has 109 subscribers and our videos have received 21,670 views. Youtube provides a visually interactive way to engage with subscribers and the online community. Our channel consists predominately of JSGS hosted public lectures and panel discussions, but we also have videos highlighting faculty and student research. The JSGS continuously adds featured lecture videos, as they become available, to our website under Archived Events and Lecture Presentations.

The JSGS is most active on social media with Twitter (JSGSPP) and Facebook (Johnson-Shoyama Graduate School of Public Policy). We use these channels to keep students, alumni, and stakeholders informed on JSGS news (student and faculty), upcoming events and workshops, and important dates. Currently we have 685 followers on Twitter and on Facebook we have 401 Likes. The JSGS uses both Twitter and Facebook to promote interest stories about current students and Alumni. JSGS staff and Faculty are encouraged to post and share on social media as a way to increase our presence, and further our brand recognition. We hope that through these channels we not only strengthen our community relationships with students, alumni, faculty, and staff, but that we also further our brand recognition.

LinkedIn provides a great opportunity for JSGS to be recognized as a world-class policy school. Currently our LinkedIn group (Johnson-Shoyama Graduate School of Public Policy) has 366 members. LinkedIn provides an opportunity for faculty, students, and staff to engage socially through a professional channel. Having a strong following/group on LinkedIn allows JSGS to keep up to date with the professional careers of our alumni. By posting alumni and student related content through LinkedIn we can also help grow a sense of community among our alumni, students, faculty, and staff.

6. ADMINISTRATION

6.1 List of Staff (as of November 2015)

Name	Campus	Role	FTE
John Bird	U of R	Academic Advisor	1.0 term
Gillian Borys	U of R	Student Experience Officer [cross-campus position]	1.0
Brenda Buchanan	U of R	Governance Training Program Coordinator [budget recovery position]	1.0 term
Sharri Dewey	U of R	Executive Training Program Coordinator [budget recovery position]	1.0
Elizabeth Ealey	U of R	Administrative Assistant	1.0
Andrea Geisbauer	U of R	Manager, Outreach and Training	0.50
Amy Hassett	U of S	Graduate Student Advisor	1.0
Constance Heshka-Argue	U of R	Administrative Manager, U of R campus	1.0 term
Tracey Howell-Perret	U of S	Manager and Executive Assistant to the Director, U of S campus	1.0
Karen Jaster-Laforge	U of R	Outreach Program Coordinator	1.0
Giselle Marcotte	U of R	Director, Outreach and Training	1.0 term
Jim Marshall	U of R	Executive-in-Residence	0.5
Heather McWhinney	U of S	Workshop Co-ordinator	0.18 term
Rose Olfert	U of S	Program Coordinator, Master of International Trade Program	0.2 term
Dan Perrins	U of R	Executive-in-Residence	n/a
Nadene Perry	U of R	Executive Assistant to the Executive Director	1.0
Erica Schindel	U of S	Communications and Marketing Specialist [cross-campus position]	1.0
Julie Tsui	U of S	Financial Analyst	0.5 term
Amanda White	U of S	Clerical Assistant	1.0
Sarina Wowchuk	U of R	Administrative Manager, U of R campus	1.0 [on leave]
Janice Yule	U of R	Administrative Assistant	1.0 term
Wynne Young	U of R	Executive-in-Residence, Outreach and Training	1.0 term

6.2 Innovation in Policies and Procedures

Innovation in Policies and Procedures

The creation of JSGS was an innovative approach to the delivery of public policy and administration education and engagement in Saskatchewan. The following principles articulate how JSGS continues to demonstrate innovative policy and procedures in undertaking its mandate:

Principle 1: Program Consistency and Integrity

The School's two campuses offers the same core programs with the same content and requirements.

Principle 2: Enrolment Management

The School has developed agreed-upon enrolment targets, admission standards, and advertising strategies for each program. An enrolment plan addressed related issues, including the distribution of domestic and international applicants. The enrolment plan is predicated on the understanding that neither campus should be disadvantaged in the recruitment of students.

Principle 3: Student Mobility/Course Accessibility

Students are admitted to one campus, their "home campus", but are eligible to readily access courses at both campuses. Credits earned at one campus are applied without limit for purposes of degree completion at the other campus.

Principle 4: Regulatory Primacy

The approval of all programs and courses at each campus follow the requirements and processes of their respective university's governing bodies. Students are subject to the regulations and procedures regarding non-academic discipline, scholarships, promotion, and approval for the awarding of degrees that prevail at their home campus.

Principle 5: Equitable Treatment

Subject to internal budgeting priorities, best efforts are made to ensure that there is an equitable distribution of learning, research, and career opportunities for all students regardless of their home campus. The senior leadership of the two universities (defined for the purpose of this document as the Vice-Presidents Academic and Presidents) make best efforts to ensure that the programs and activities of the School are funded as equitably as possible. Similarly, with the goal of preserving equitable treatment, students taking the same degree program pay tuition and student fees that are as closely aligned as possible, regardless of which campus is their home campus.

Principle 6: Collegiality

The hiring of all faculty (including primary and joint appointments and associate members) and the supervision of career development is undertaken in a collegial fashion and consistent with the respective collective agreements.

Principle 7: Organizational Autonomy

At both the University of Saskatchewan and the University of Regina, the School seeks to operate as a stand-alone entity similar to a faculty or college for administrative and reporting purposes. As such, it should represent itself in academic and collegial forums, be invited to participate (where appropriate) in collective decision making, and adhere to procedures developed for colleges and faculties at the respective universities.

Principle 8: Joint Leadership

The Executive Director and the Director are jointly responsible for supporting the overall objectives of the School, managing the collegial processes, overseeing campus operations, and supervising the faculty and staff. The Executive Director is the principal public contact and spokesperson for the School, but the day-to-day leadership and administration is based on the concept of shared responsibility.

Principle 9: Entrepreneurship and External Relations

The School's Outreach and Training unit seeks opportunities to extend its programming in a manner that permits it to operate with a minimum of direct support from the two universities. This entrepreneurial orientation assists in connecting the School's work to a broad national audience and in drawing support from donors, as well as those who contract for services.

Principle 10: Enhancing the Universities' Images

As a unique entity, created by the province's two universities, the School has developed a branding and image strategy that provides generous recognition of the two universities while, at the same time, developing the School's singular identity.

7. PHYSICAL RESOURCES

7.1 Comments – Physical Space

Physical Space

University of Regina: Students take courses in various buildings on campus at the U of R, but primarily at 2 Research Drive, Innovation Place, where the JSGS offices are located. There is a classroom with a capacity of 30 people that has video conferencing capability that is used regularly. Smaller classes have taken place in the main boardroom (maximum 12 students) via video conference and also in the smaller, makeshift boardroom which includes a sink/coffee area, which also has video conference capability (maximum 5 students). When courses are in the Education Building, Research Innovation Building, or Classroom Building on U of R main campus, video conferencing is not generally used; however, can be provided through Audio Visual Services if required.

There are currently two offices set aside for PhD and MPP students who wish to have a place to work on research or their thesis. There is currently a student “lounge” area that students have been using for various projects/case studies, but only tables and chairs are housed in this location – no couches, etc. as in other traditional student lounges.

The Executive Education program rents space at the Mackenzie Art Gallery and also at various hotels within the City of Regina.

University of Saskatchewan: Through funding provided by the Government of Canada, the Canada Foundation for Innovation and the Provost’s Committee on Integrated Planning, the Diefenbaker Building has undergone significant renovations over the past few years. It is at a point where all of the academic and outreach programming undertaken by the school, Diefenbaker Canada Centre, and the Centre for the Study of Co-operatives can be hosted in the building which allows us to sustain a strong and diverse academic community within these walls. These improvements have provided very desirable space for multiple uses.

The Diefenbaker Building is home to JSGS, the Diefenbaker Canada Centre, The Centre for the Study of Co-operatives as well as some staff from the International Centre for Northern Governance and Development. Through funding provided by the U of S’ Provost’s Committee on Integrated Planning (PCIP) Adaptation Fund in 2014-15, the library space in the Diefenbaker Building was renovated to permit the development of additional office space for some staff from the International Centre for Northern Governance and Development.

There are two large classrooms within the Diefenbaker Building, including the Prairie Room with a capacity of 90 and the Canada Room with a capacity of 40. Smaller classes have taken place in Conference Room 162 (maximum 8 students) as well as the PIRS boardroom (maximum 8 students). All classrooms are equipped with video-conference technology. There have been some challenges associated with the video-technology

To the extent possible, PhD students are provided office space within the building. A workspace carousel that

seats three students is available for use by MPA or MPP students to work on their studies.

The Policy Innovation Research suite (PIRS) offers four separate work areas, primarily for students (including the PIRS boardroom); and video-conference technology exists within two of these workspaces. The lobby of the Diefenbaker Building is equipped with tables and chairs and benches, and students are invited to use this space as well.

The River Room is a lovely space that overlooks the riverbank and is often frequented by students as a space to work on various projects/case studies, or to relax. It is outfitted with large chairs and coffee-type tables, as well as a kitchen area.

An additional kitchen area exists within the building, outside of the Prairie Room, that is also available for use by faculty, staff and students within the building.

7.2 Comments – Equipment

Instructional/ Research Equipment

University of Regina: There are three video conference systems that are used extensively for courses, public lectures, and meetings. The largest classroom (for 30 students) has a computer so that presentations can be shown on the main screen and videoed to other locations during a video conference. Desktop computers are available in the PhD student office and the MPP student office, with capability to use the JSGS office printers.

Instructional/ Research Equipment

University of Saskatchewan: As we strive to make the one School/two campus model work, JSGS has seen an increased reliance on video conference technology that, at times, has been unreliable. Five rooms are equipped with video conference systems that are used extensively for courses, public lectures, and meetings. Through funding provided by PCIP (redirected surplus funds from the library renovation) and the School, JSGS will soon have new permanent video conferencing systems in the Prairie Room and the Canada Room at the Diefenbaker Building as well as information monitors within the School that will enable us to build capacity in terms of our teaching ability and outreach activities.

In a province renowned for innovation, the JSGS and the Policy Innovation Research Suite (PIRS) are enhancing public policy capacity by developing new ways to engage with communities and make policy decisions. The facility uses the latest in telepresence units, video-conferencing equipment, and integrated furniture and media solutions, designed to help researchers and graduate students connect and collaborate. Consisting of five independent but complementary workspaces, the PIRS accommodates groups ranging from two to 12 people, depending on the workstation.

The PIRS can and does make a positive contribution to governance, economic development, and social initiatives in rural and remote communities by improving the quality and ease of interaction with university researchers, policy makers, and area specialists across Canada and

internationally. This facility provides an alternate option for high-quality, personal, and frequent interaction.

The facility is made possible by the vision of Canada Research Chair in Regional Innovation, Dr. Ken Coates, and the combined financial support of the Canada Foundation for Innovation, the Government of Saskatchewan, the University of Saskatchewan, the Johnson Shoyama Graduate School of Public Policy, and the funding provided to Dr. Coates from the Canada Research Chairs program.

8. Financials



Johnson Shoyama Graduate School of Public Policy
Statement of Operations
For the period May 1, 2015 to March 31, 2016

	<i>Operating</i>	<i>Student Awards</i>	<i>Research</i>	<i>Capital</i>	<i>Total All Funds</i>
Revenues					
Tuition Graduate-MHA	\$ 274,911.83				\$ 274,911.83
Grants Provincial			\$ (40,000.00)		\$ (40,000.00)
Grants Federal			\$ (8,545.89)		\$ (8,545.89)
Contracts Provincial	\$ 352,249.98				\$ 352,249.98
Contracts Corporate			\$ (34,565.19)		\$ (34,565.19)
Gifts and Donations		\$ 98,022.00			\$ 98,022.00
Internal Cost Recoveries	\$ 3,857.67				\$ 3,857.67
External Cost Recoveries	\$ 912,003.27	\$ 375,000.00			\$ 1,287,003.27
	<u>\$ 1,543,022.75</u>	<u>\$ 473,022.00</u>	<u>\$ (83,111.08)</u>	<u>\$ -</u>	<u>\$ 1,932,933.67</u>
Miscellaneous Expenditures Budget	<u>\$ 1,101,788.31</u>				<u>\$ 1,101,788.31</u>
	\$ 2,644,811.06	\$ 473,022.00	\$ (83,111.08)	\$ -	\$ 3,034,721.98
Expenses					
Academic Salaries	\$ 916,653.37		\$ 78,278.22		\$ 994,931.59
Other Salaries	\$ 904,400.91		\$ 13,869.21		\$ 918,270.12
Benefits	\$ 305,027.31		\$ 900.52		\$ 305,927.83
Awards and Financial Assistance	\$ 27,719.75	\$ 362,975.01			\$ 390,694.76
Non-capital Expenditures	\$ 539,353.05		\$ 23,238.25		\$ 562,591.30
Capital Expenditures			\$ 10,692.43	\$ 33,539.88	\$ 44,232.31
	<u>\$ 2,693,154.39</u>	<u>\$ 362,975.01</u>	<u>\$ 126,978.63</u>	<u>\$ 33,539.88</u>	<u>\$ 3,216,647.91</u>
Interfund Transfers	<u>\$ 33,188.63</u>				<u>\$ 33,188.63</u>
Total Expenses	<u>\$ 2,726,343.02</u>	<u>\$ 362,975.01</u>	<u>\$ 126,978.63</u>	<u>\$ 33,539.88</u>	<u>\$ 3,249,836.54</u>
	<u>\$ (81,531.96)</u>	<u>\$ 110,046.99</u>	<u>\$ (210,089.71)</u>	<u>\$ (33,539.88)</u>	<u>\$ (215,114.56)</u>

Statement of Operations and Changes to Fund Balance

30-Mar-2016

All Funds
For the period May 1, 2015 to March 31, 2016

	Operating	Ancillary	Student Awards	Research	Endowment	Capital	Total All Funds
Revenues							
Grants & Contracts - Govt of Canada	0.00	0.00	0.00	485,767.00	0.00	0.00	485,767.00
Grants & Contracts - Govt of Sask	0.00	0.00	150,000.00	200,000.00	0.00	0.00	350,000.00
Grants & Contracts - Other Govts	0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Grants & Contracts - Non-government	0.00	0.00	75,000.00	242,456.00	0.00	0.00	317,456.00
Student Fees	2,250.00	0.00	0.00	0.00	0.00	0.00	2,250.00
Donations	0.00	0.00	2,770.00	35,431.82	200.00	0.00	38,401.82
Interest & Income from Investments	0.00	0.00	1,624.32	(123.46)	(3,133.81)	0.00	(1,632.95)
Miscellaneous Income (Less 59008)	10,699.62	0.00	0.00	42.50	0.00	0.00	10,742.12
Allocation of Operating Revenue (59008)	2,295,198.30	0.00	0.00	0.00	0.00	0.00	2,295,198.30
	2,308,147.92	0.00	254,394.32	663,573.86	(2,933.81)	0.00	3,523,182.29
Expenses							
Salaries	1,480,302.08	0.00	0.00	471,672.11	0.00	0.00	1,951,974.19
Employee Benefits	155,251.59	0.00	67.71	41,497.07	0.00	0.00	196,816.37
Operational Supplies and Expenses	98,073.17	0.00	0.00	34,284.94	0.00	5,186.68	137,544.79
Travel	30,528.81	0.00	1,737.64	31,079.69	0.00	0.00	63,346.14
Costs of goods sold	(220.00)	0.00	0.00	0.00	0.00	0.00	(220.00)
Scholarships, Bursaries and Prizes	1,000.00	0.00	454,078.98	182,938.73	0.00	0.00	638,017.71
Capital Assets	8,262.91	0.00	0.00	11,917.24	0.00	87,354.73	107,534.88
Internal Cost Recoveries (Less 78003)	(30.00)	0.00	0.00	0.00	0.00	0.00	(30.00)
Recovery of Ind Costs/Overhead (78003)	(4,000.00)	0.00	0.00	0.00	0.00	0.00	(4,000.00)
Interfund Transfers	178,392.70	0.00	(61,271.16)	(156,609.16)	0.00	(214,552.34)	(254,039.96)
	1,947,561.26	0.00	394,613.17	616,780.62	0.00	(122,010.93)	2,836,944.12
Net Increase (Decrease) In Fund Balance	360,586.66	0.00	(140,218.85)	346,793.24	(2,933.81)	122,010.93	686,238.17
Fund Balance, Beginning of the Period	741,364.44	0.00	547,196.51	836,468.47	46,559.80	36,577.58	2,208,166.80
Projected Fund Balance, End of the Period	1,101,951.10	0.00	406,977.66	1,183,261.71	43,625.99	158,588.51	2,894,404.97

This report has drill down capabilities to display further information.

The following fund types (administered by the college/unit on behalf of central administration) have been removed:

100 - Operating Reserve	111 - Future employee benefits
101 - Institutional Operating Budget	116 - Subsidiaries
102 - Clearing and Suspense Funds	117 - Reserves and Appropriations
104 - Infrastructure Maintenance	118 - SWAPS - Natural Gas Agreements