

**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

External Review Report

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Executive Summary

The external review team for the Johnson-Shoyama Graduate School of Public Policy (JSGS) visited the University of Saskatchewan and the University of Regina on April 20-22, 2016. The team had extensive consultations and meetings throughout its visit, and was provided with a range of background documents, including a *Self Study* conducted by JSGS. Based on these meetings and documents, the review team arrived at a total of 31 recommendations (listed below), which are elaborated throughout this report.

Mission and Vision

1. Develop a joint degree structure for the School's programs (though see recommendation #2 under Academic and Educational Activities).
2. Develop a single admissions process to the JSGS.
3. Draft a focused plan to have research published in leading international journals.
4. Develop a strong relationship with a sister school (possibly in Australia) around student exchanges and study abroad options, buttressed with a joint interest across the two institutions in indigenous issues.
5. Re-focus or reframe some of the School's research around the theme of "social license." The public understanding of science, and the challenges of public engagement around science-based policies, might be a key niche for the JSGS that would serve both the province and the nation, but also be relevant to an international audience of researchers and practitioners wrestling with the same generic challenges, whatever the location or the specific technology in question.

Organization and Governance

1. Establish an Advisory Council, as envisaged in the original MOU for the JSGS, to provide external perspectives to help support achievement of strategic priorities (this complements recommendation #7 below under Partnerships).
2. Prioritize the objectives identified in the most recent Strategic Plan 2016-2020, assign leads and set milestones. Undertake regular reviews of progress.
3. Establish metrics to measure performance of at least the most important strategic plan objectives (priorities), where possible and appropriate.
4. Review current organizational structure and administrative budgets to ensure staff and resources are aligned with strategic priorities.
5. Establish and communicate a Student/Alumni Engagement Strategy to ensure effective, two-way communication and feedback.
6. Establish formal mentorship opportunities between junior and senior faculty (this complements recommendation #2 below under Research).

Academic and Educational Activities

1. Identify the academic and educational activities that are essential to the School's continued success, and those that might be trimmed or eliminated (or, alternatively, how new human and financial resources might be identified to maintain and enhance them).
2. In the absence of pursuing a joint degree (see #1 above in Mission and Vision), then if the JSGS is interested in maximizing the quality of its degree programs, it might consider consolidating each program

in either the U of R or the U of S. Or, in line with observed programmatic preferences, ensure that each program has a suitable balance across degrees.

3. Expand enrollment in the MPA, MPP, Ph.D., MHA, and MIT (but see #7 immediately below) programs only to the extent that there is a comparable expansion in faculty resources.
4. Explore accreditation by NASPAA at the earliest feasible opportunity.
5. Expand the internship program to the extent this is consistent with maintaining high quality placements and applicants.
6. Match advertised degree completion times to actual completion times.
7. Review the MIT program in terms of the School's mission, vision, goals and resources.
8. Ensure that Outreach and Training programs fulfill their joint goals of educating/training public and private individuals and institutions, while also producing revenue for broader JSGS purposes.

Research Activities

1. Assess and monitor imbalances in research activities between the two institutions, and to the extent possible, take measures to ensure greater equity.
2. Develop a more formal research mentoring program between senior and junior faculty (this complements recommendation #6 above under Organization and Governance).
3. Establish "mini-strategic plans" for each of the research clusters to publish research results in at least three of the top ten journals.
4. Cultivate the international dimension of what might appear as "local" policy issues, such as indigenous policy and some science-based areas.
5. Consider a "horizontal" policy focus that might cut across the three research clusters: social license and the challenges of public engagement in "wicked" problems. Given the state of the world, this is definitely a growth industry.

Partnerships

1. Prioritize the recruitment and placement of indigenous students in internships.
2. Increase the number of high quality internship placements for its students.
3. Continue to enhance relations with the Government of Saskatchewan through faculty-practitioner exchanges.
4. Continue indigenization efforts, especially at the University of Saskatchewan.
5. Make targeted efforts to develop additional ties with international institutions, particularly in central research areas.
6. Establish an Alumni Board.
7. Establish an Advisory Council (this complements recommendation #1 under Organization and Governance).

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1. INTRODUCTION

The Johnson-Shoyama Graduate School of Public Policy (JSGS) is a joint program of the University of Saskatchewan and the University of Regina. As part of their regular review of programs, the two universities cooperated in inviting an external review team to assess the JSGS. The team consisted of Ms. Penny Ballantyne (Secretary to Cabinet, Government of the Northwest Territories), Prof. Leslie A. Pal (School of Public Policy and Administration, Carleton University), and Prof. Mark Rom (McCourt School of Public Policy, Georgetown University). The team was supported by two internal members: Prof. Bram Noble (University of Saskatchewan) and Prof. Gina Grandy (University of Regina). The internal members provided valuable advice and logistical support during the visit, but as a matter of internal review policy, did not contribute to the writing of this report.

The team visited the two universities on April 20-22, 2016 (for a schedule of meetings, see Appendix).

In the 2007 Memorandum of Understanding between the two universities, the objective was to

create a single school of public policy in Saskatchewan that will advance the agenda of research, graduate program offerings, and outreach in the areas of public policy, public administration, health administration, international trade, and law, among others. It is the aim of this school to become the key institute in Western Canada for the training of people interested in public policy, whether they are public service professionals, members of industry and other associations, or future academics. The school will be a destination program for Master's and PhD students from Canada and around the world, and will have a national and international reputation in public policy research and outreach.

If these constitute a frontier of aspirations, our view is that the JSGS has, in a remarkably short time, staked its ground along that frontier, and positioned itself to move forward with its Strategic Plan 2016-20. This observation is supported by various indicators:

- **Students:** A steady increase in the total number of student applications, from 280 in 2010-11 to 620 in 2014-15. The number of enrolled students across all programs (Master's, PhD, Certificates) increased 25% between 2010-11 and 2014-15.
- **Programs:** A rich array of academic programs in public administration (MPA), public policy (MPP and PhD), international trade (MIT), health administration (MHA), and five Master's Certificates (Public Management, Health Systems Management, Economic Analysis for Public Policy, Public Policy Analysis, and Social Economy and Co-operatives). No other school in Canada, with the possible exceptions of the École nationale d'administration publique (ENAP) and Carleton, has this range and depth of programs.
- **Accreditation:** The School is one of only four accredited in Canada (for both MPA and MPP) by the Canadian Association of Programs in Public Administration (CAPPA).
- **Outreach and Training:** An extensive suite of executive training programs, and a close relationship with the Government of Saskatchewan as a key client.
- **Internships:** An internship program that has placed 160 students, with a 90% rate of transition to employment.

- **Research:** High research productivity from a complement of excellent faculty, working in various JSGS-affiliated research centres. This is demonstrated through a total of almost \$11 million of external research grants in the last seven years, and a high number of peer-reviewed publications (*Self Study*, p. 8).

In our meetings with JSGS stakeholders, both within and outside the university, we found that the School is universally respected and valued. Indeed, both universities consider it a standard of successful inter-institutional cooperation, unique to the province.

In light of this evidence, our review is strongly positive. There are no major areas of critical failure or glaring risks. The School's Strategic Plan 2016-20 is ambitious and can build on the solid foundations established in its first period of growth and development.

Consequently, most of our recommendations are aimed at those points along the frontier of the School's aspirations where it is already good, but could be better. We largely accept the School's Strategic Plan (though see below), and our recommendations are intended to sharpen, focus and improve its initiatives.

However, these recommendations are framed within a broader observation that we think should guide the School's thinking over the next five years: *The School is at an inflexion point in its history where it has to think carefully about balancing consolidation with development, stewardship with growth, and prudence with entrepreneurship, while maintaining excellence in its programs and research.* Our strong impression is that the School – through the energy of its leadership, faculty and staff, combined with the strong support of the two universities – expanded energetically and simultaneously in all directions. There are strong pressures to continue on that path, particularly since there are so many opportunities that beckon. As one senior administrator put it, with every push forward on hard science research funding, “we can't avoid public policy researchers getting involved.” The School seems to be in the sights of all of its key stakeholders for “more.”

These opportunities should certainly be considered, but considered carefully in light of what should be the over-riding objective of excellence, not simply an expanding portfolio of activities. Three sets of questions should guide the School's strategic decisions in the next five years:

1. Just because something is framed as a “need” or as “strategic,” is it actually core or fundamental to the School's strategy, and commensurate with its resources?
2. For a given activity or program, is it at appropriate scale and configuration? If not, what is an appropriate target? If yes, how can it be incrementally improved?
3. Are there complementarities across strategic objectives, or ways of leveraging activities and programs so that they have broader collective benefit – for example, combining the local and the international?

2. MISSION AND VISION

We noted the original 2007 mission statement above. The objective then was to create a “single school of public policy in Saskatchewan that will advance the agenda of research, graduate program offerings, and outreach.” In 2011, JSGS refined that vision in a document entitled *Strategic Directions 2011-2015*. The stated Mission and Vision were:

Mission

We are an interdisciplinary team of scholars and practitioners who seek to improve the knowledge base from which policy makers draw, the critical abilities of public policy practitioners, and the public’s understanding of how and why policy is created.

Vision

To be recognized among our peers and among practitioners as Canada’s best policy school: a centre for advanced education in policy and administration, a source of respected policy advice and commentary, and the home to world-class research and scholarship.

The focus of work outlined in that document listed a series of governance related areas: multi-level government, agenda-setting, decision-making, ethical leadership and good governance, public process intelligence, budgets and public finance – and then a series of “content areas” that included energy policy, health policy, innovation policy, public-sector management, resource and environmental policy, and trade and immigration policy.

The School’s most recent strategy document, *JSGS Draft Strategic Plan for 2016-2020*, has more parsimonious versions of its Mission and Vision. The Mission: “We inform public policy, develop thoughtful and skilled decision-makers, and improve the quality of life in our communities through excellence in our research, teaching and engagement activities.” The Vision: “To be Saskatchewan’s world-class policy school that educates, informs, and engages with public policy and administration.” It goes on to highlight three strategic directions with four cross-cutting priorities. The directions are innovation, indigenization, and internationalization. The four cross-cutting “priority areas” are enriching the education experience, research excellence, community engagement and knowledge impact, and academic and staff professional development. It then lays out a series of detailed initiatives under each of these headings.

Though the Plan only mentions these in passing, we should note that the JSGS has very recently created three “research clusters” to try to give some shape, focus and support to the School’s research efforts. They are: (1) inequality and social policy, (2) governance, and (3) innovation, science and technology policy. While at one level these are informal, and intended to facilitate faculty exchange and discussion about on-going work and organize events, they will be showcased on the School’s website and they are supported, in different ways, by various centres and Chairs (e.g., the new Canadian Institute for Science and Innovation Policy, the Centre for the Study of Co-operatives, the Centre for Northern Governance and Development, a new CRC I in Energy Policy, the Cisco Systems Research Chair in Big Data and Open Government).

Other parts of this report will discuss various aspects of the mission and vision in more detail. Here we focus on the idea of a “single school” and on being “world class.”

JSGS is unusual in that it is a single school anchored in two universities. Various interviewees and the documentary evidence attested to the complexities of that arrangement, though the cooperation between the two universities has been exemplary. Various governance mechanisms have been developed to adapt to the complexities and ensure a balance between the two institutions (most of these were outlined in a 2009 Addendum on Operating Principles to the June 2007 MOU between the two universities):

- Identical core programs at the two campuses.
- Joint enrollment plan and management.
- Student mobility and accessibility – while admitted to one campus, students are eligible for courses at the other.
- Joint leadership – the Executive Director and Director positions are held at different campuses, and rotate periodically.
- Cooperation among faculty in research clusters, informal contacts, etc.

Nonetheless, when students graduate from this “single school” they do not have a “single degree” – it is awarded by one or the other of the universities. The logical extension of the model in the 2007 MOU would be a joint degree, and indeed the JSGS reviewed this possibility in 2015 (*JSGS Briefing Memo*). It concluded, after reviewing the Top 10 requirements for a successful joint degree that “the JSGS has already achieved a vast majority of these key requirements suggesting a joint JSGS degree would be fairly straight forward with very low levels of risk to either institution.”

We support this analysis, indeed as did most of our interviewees during our site visit. A joint degree would sharpen the profile of the School, strengthen its identity, and give students a stronger sense that they have participated in and graduated from a single, coherent entity. We would also encourage the two universities to develop a single admissions model, so that applications are directly to the JSGS, rather than to either of the universities.

In terms of becoming “world class” – the persistent mantra of every program director and university administrator in Canada – the JSGS admits in its *Self Study* that this will be challenging. Moreover, this goal is “not shared equally” by colleagues across the two campuses, with a “significant current of opinion ... that aspiring to be world class is a betrayal of the universities’ mission to serve the people of the province” (p. 10). We agree that balancing the global and local aspirations and responsibilities of a program like this are challenging, but they are not impossible. In fact, we were struck at the number of apparently local/Saskatchewan issues or challenges that have strong international dimensions. Some examples:

- **Indigenous issues:** Saskatchewan is in many ways the epicenter of a host of provincial and national issues surrounding indigenous reconciliation. But these issues are international as well, challenging governments from Australia to Mexico.
- **Environment, agriculture and energy:** Saskatchewan is leading on carbon capture, and may become a world hub on policy related initiatives because of its investments in the technology. In addition, there is substantial interest in the concept of “small” nuclear reactors that can provide local power at low environmental risk. The two universities have a significant edge in research in agriculture and energy, and the JSGS has an opportunity to contribute to policy thinking in these fields.

- **Innovation and science:** We were impressed by the research funding captured by JSGS faculty in this area. Again, this is not a choice between international and local – the two are mutually reinforcing.

We support the School’s objective to become world class, and do not think that this has to be at the expense of serving the people of the province. Moreover, we would suggest that being “world class” implies that the JSGS programs are on par with the best universities in the world, rather than that term only signifying that the JSGS is highly international.

In light of our opening observation on the need for prudence and “strategic complementarities”, we recommend the following:

Recommendations – Mission and Vision
1. Develop a joint degree structure for the School’s programs.
2. Develop a single admissions process to the JSGS.
3. Draft a focused plan to have research published in leading international journals (see section below on Research for details).
4. Develop a strong relationship with a sister school (possibly in Australia) around student exchanges and study abroad options, but buttressed with a joint interest across the two institutions in indigenous issues. At one stroke this would internationalize the program in terms of student mobility and research cooperation.
5. Re-focus or reframe some of the School’s research around the theme of “social license.” The public understanding of science, and the challenges of public engagement around science-based policies, seems to us a key niche for the JSGS that would serve both the province and the nation, but also be relevant to an international audience of researchers and practitioners wrestling with the same generic challenges, whatever the location or the specific technology in question. [See section on Research in this report for more detail.]

3. ORGANIZATIONAL STRUCTURE AND GOVERNANCE

Structure

As one of three Schools established in 2007 by the University of Saskatchewan (the others being the School of Environment and Sustainability and the School of Public Health), the JSGS is unique, in that it has been a Joint School of both the University of Saskatchewan and the University of Regina since its inception.

The partnership between the two universities was established in a Memorandum of Understanding in June, 2007. The MOU provided for a single graduate school with two campuses, with a single Executive Director, to be initially appointed for a term of three to five years.

In 2009, an addendum to the 2007 MOU, entitled *Operating Principles*, referred to “a growing spirit of cooperation and collaboration, coupled with a commitment to balance and equity” between the two campuses, as well as the Outreach and Training Unit, which was delivering the executive training and student internships programs in addition to research communication and event planning. The *Principles* addressed the matter of Joint Leadership (*Principle 8*), affirming that the Executive Director and Director would jointly share responsibility for operational leadership and administration.

Findings

The reviewers found that the JSGS continues to operate in accordance with the organizational structure envisaged in the *Operating Principles*. The Executive Director and the Director work well together, with evident good communication and mutual respect. Both travel frequently between campuses and maintain good working relationships with faculty and staff.

The physical facilities at both campuses provide sufficient space and an attractive environment for faculty, staff and students. The only consistent concern voiced (by all) was frustration with the video-conferencing equipment which is so central to the effective delivery of the School’s programs. As one School with two campuses, it is absolutely essential that technological support for program delivery is reliable. This will be increasingly important as the School’s outreach to First Nations in remote communities grows, as anticipated.

It is clear that the JSGS’s faculty are well-respected by peers and are sought after as valued research partners. It was interesting (and heartening) to hear the leaders of research institutes and physical science schools note the growing importance of public policy expertise to their own research agendas, and their confidence in the JSGS to contribute that expertise.

The JSGS has been fortunate in having strong and effective leadership. The first Executive Director (Dr. Michael Atkinson) brought the experience of a seasoned, senior university administrator to the job. The performance of the current Executive Director, Dr. Kathy McNutt, was praised by many interviewees, including administrators, faculty, staff and students from both universities. She was described as “proactive”, “a force of nature”, and “visionary”. The reviewers note her passion for advancing the School, and applaud its continued growth under her leadership. We encourage the Executive Director to balance consolidation of gains with pursuit of new partnerships and relationships, and to ensure that effective administrative systems are in place to support the JSGS’s ambitious agenda.

The JSGS is also fortunate to have well-established and well-respected senior faculty, including two Canada Research Chairs and two supernumerary faculty members. This is particularly notable at the University of

Saskatchewan campus. However, despite the School's focus on indigenization and internationalism, the composition of the faculty does not yet appear to represent those priorities, at either faculty. The faculty does not appear to be gender or seniority balanced. Over time, efforts should be made to achieve a more representative faculty.

The reviewers heard that junior faculty at the University of Regina feel that they are carrying a disproportionate administrative workload, and that opportunities for tenure/advancement of their research are consequently limited. This increases the risk that the JSGS may lose talented junior faculty to other institutions.

Junior faculty would also appreciate the opportunity to have formal mentorship relationships with senior faculty. Some organizations have established "reverse mentoring" programs as well, pairing younger staff with older colleagues, usually to assist with new technologies or social media.

The JSGS has an experienced and enthusiastic complement of administrative staff, who appear to work together collaboratively to support the wide range of outreach programming offered by the JSGS, as well as its academic programs. This was especially evident in the interviews with University of Regina staff.

Given the decision by the University of Saskatchewan to move to Responsibility Centered Management (RCM) it is unclear whether the current alignment of administrative staff with the programs they support is optimal. A review of the current organization and assignment of administrative staff may be helpful.

The JSGS's Outreach Programs are highly valued by the Government of Saskatchewan and others, and are generating revenue. The pairing of an academic instructor with a practitioner is felt, by Deputy Ministers, to be a key factor in the success of the school's programs. Deputy Ministers also praised the internship program, while cautioning that the School must ensure that the quality of the interns is maintained. Support for a greater number of indigenous interns was also expressed, while acknowledging this is a function of the small number of indigenous students in the program.

Governance

As a single School shared by two universities, the governing structure is understandably complex.

The Executive Director reports to the Provosts of both Universities, who are responsible for performance management, except for collegial processes, for which the Executive Director is accountable to the Deans of the College of Graduate Studies and Research, again, at both Universities. The Executive Director is also a member of the Dean's Council at both Universities. These duplicative and multiple reporting relationships add complexity to the Executive Director's role, but they are important, and both Provosts and Deans reported good working relationships with the Executive Director and few, if any, issues with the JSGS.

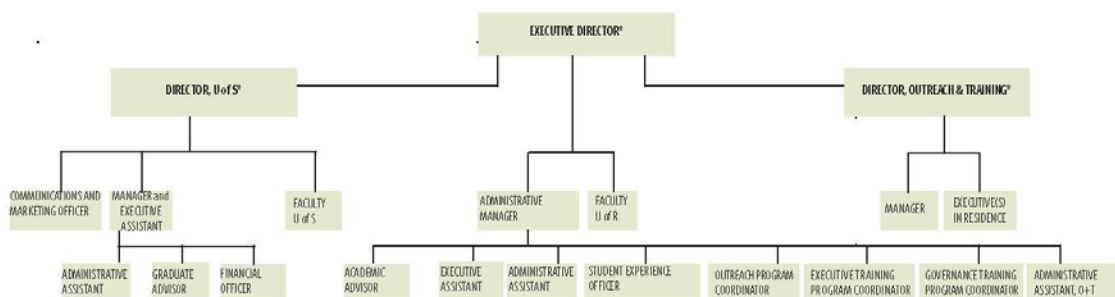
The 2011 document *Academic and Administrative Governance*, jointly adopted by both Universities, identifies nine distinct governing and administrative bodies, of which eight have been implemented:

- Executive Committee (Executive Director, Director and Director of Outreach and Training – administrative matters)
- Joint Faculty Council (all tenure-track and tenured faculty members, Director of Outreach and Training, chaired by the Executive Director)

- Joint Admissions and Scholarships Committee (the members of each campus’s Admissions and Scholarship Committee – at least two from each campus, rotating Chair)
- Joint Curriculum Committee (two faculty members from each campus, Executive and Directors ex-officio, Director of Outreach and Training as needed, rotating Chair)
- Joint Nominations Committee (one faculty member from each campus)
- Campus-Specific Faculty Councils (chaired by the academic leader at each campus)
- Admissions and Scholarship Committee (campus-specific)
- Graduate Chair (campus-specific)
- Advisory Council (not implemented)



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Principle 9 (Entrepreneurship and External Relations) stipulated that an Advisory Council would be established for the School. The membership of the Advisory Council was to be drawn from “prominent leaders from both the public and private sectors.....to provide guidance to the School’s Executive Director.....”. The Advisory Council was never established. The review team was advised that the rapid growth of the school and expansion of its academic and research programs took priority; however, the concept of an Advisory Council was still felt to be of value. The review team agrees that an external Advisory Council, with an appropriate Terms of Reference, could be a valuable resource to the JSGS; indeed, a well-chosen Council would be useful in expanding the academic and research programs.

The Advisory Committee’s mandate should be to review and advise on strategic matters only (not operational), and to provide objective, external feedback to the JSGS’s leadership. Meeting once or twice a year should suffice, and a limited time commitment requirement to serve on the Advisory Council would help attract the caliber of Advisor that could be truly helpful to the JSGS. For example, the membership could include any/all of the following:

- A high-level Provincial Government leader (or two – given the JSGS’s strong history and connection with the Provincial government, it would be helpful to include a practitioner-leader from another jurisdiction to support the JSGS’s strategic objective of becoming “world class” and relevant outside the Province).
- A recognized Indigenous leader
- A high-level corporate leader (who could potentially also attract donors)
- An Alumnus (now in a senior leadership position)
- A Dean or Associate Dean of another leading (but not directly competing) public policy School

Strategic Planning

An effective strategic plan is essential to guide the development and growth of any organization. The JSGS has been guided by strategic plans since its inception. As noted above, the most recent draft (2016-2020) identifies three strategic directions (Indigenization, Innovation, and Internationalization), and four priority areas within those directions (Enriching the Education Experience, Research Excellence, Community Engagement, and Academic and Staff Professional Development).

With respect to the first priority area, *Enriching the Education Experience*, we note that there is no mention of engagement with students and alumni to understand and learn from their School experience. Although the JSGS surveys students, alumni and staff and faculty (together), it is not clear how this information is utilized or helps inform decision-making, or how the JSGS engages with its students, alumni and staff/faculty to take note of and build upon areas of positive comment and satisfaction (of which there are many) and address concerns

As would be expected, the Strategic Plan is a visionary, ambitious, high-level document. Over sixty specific actions are proposed. While some of these continue or build upon existing activities, others are new, and will require effort and/or resources. It will be important for the JSGS to prioritize these activities, develop a clear implementation plan, identify appropriate accountabilities for priorities, set metrics where possible and appropriate and establish regular reviews. Rigorous and disciplined project management of the implementation plan will be required to ensure successful achievement of the strategic agenda while maintaining the already established and largely successful suite of academic programs and research activities.

As noted in the sections on Mission and Values as well as Academics and Training, the JSGS also needs to think prudently and carefully about the risks of overextension.

Recommendations – Organizational Structure and Governance
1. Establish an Advisory Council, as envisaged in the original MOU for the JSGS, to provide external perspectives to help support achievement of strategic priorities.
2. Prioritize the objectives identified in the most recent Strategic Plan 2016-2020, assign leads and set milestones. Undertake regular reviews of progress.
3. Establish metrics to measure performance of at least the most important strategic plan objectives (priorities), where possible and appropriate.
4. Review current organizational structure and administrative budgets to ensure staff and resources are aligned with strategic priorities.
5. Establish and communicate a Student/Alumni Engagement Strategy to ensure effective, two-way communication and feedback.
6. Establish formal mentorship opportunities between junior and senior faculty. Assess interest in “reverse mentoring” as well.

4. ACADEMIC AND EDUCATIONAL ACTIVITIES

The JSGS has developed a solid set of academic and educational activities. We were impressed by the quality and breath of its degree programs and training efforts, and identified no critical errors of commission or omission.

However, we wonder if perhaps the JSGS is at the brink of being overextended given the size of its faculty and the demands they face from their teaching, scholarship, and service commitments and from the fact that JSGS identifies itself as being “one program, two schools”. We thus suggest that the JSGS leadership consider carefully what academic and educational activities are essential to its continued success, and which ones might be trimmed or eliminated (or, alternatively, how new human and financial resources might be identified to maintain and enhance them).

This section of our report focuses on the degree programs and the other education activities of the JSGS. We focus primarily on the degree programs, and offer a few words on other educational activities.

Degree Programs

For a fairly new school of modest size, the JSGS offers an impressively (or, depending on one’s perspective, excessively) broad range of degree programs. In 2016, the JSGS “offers five graduate programs, five Master’s certificates and a number of executive and board education options” (*Self Study*, p.3). Given a faculty of 21, this equates to one Master’s program for every four faculty members! While this speaks well for the energy and devotion of faculty and administration, it also at least whispers that overreach and overload are real threats. In addition, if the JSGS aspires to improving its research profile — and recruiting and retaining faculty with strong research records — the burdens of running and enhancing these programs create real opportunity costs on research.

If anything, the JSGS *Self Study* understates the ‘true’ number of degree programs it offers. The University of Regina (U of R) and the University of Saskatchewan (U of S) both offer the Masters of Public Administration (MPA) and Masters of Public Policy (MPP) degrees, as well as the Ph.D. in Public Policy. Each campus enrolls its own students in its program, and although students may take courses at either campus we understand that students in all programs prefer to take their courses *in situ*. Each student receives a degree from their ‘home’ university. In terms of enrollment, however, the MPA program at the U of R dominates the one offered at the U of S, while the MPP/Ph.D. degrees are dominated by the U of S. In general, the U of R has almost twice as many MPA students as does the U of S; while the U of S has about three times as many MPP/Ph.D. students as does the U of R. We note that the MPA is larger than the MPP at both schools, but by a factor of 10-1 at the U of R and 2-1 at the U of S (*Self Study*, p. 63).

As a thought experiment, we present two hypothetical options.

First, imagine two schools with solid, but not spectacular, hockey and volleyball programs. It is probably the case that if all hockey resources were moved to one school, and all volleyball resources to the other, players, coaches, and ultimately the universities would benefit from the transfer **relative to other universities with which they compete** because each program would then be able to consolidate strengths. But we also recognize that universities are very, very, reluctant to make such decisions. This seems to be the position that the JSGS is in regarding their MPA and MPP/PhD programs.

We do note that two of the JSGS degree programs are in fact ‘owned’ by a single university, with the U of R hosting all students in the Master of Health Administration (the MHA, which admittedly is a primarily online program) and the U of S entirely responsible for the Master of International Trade (also an online program). This division of administrative labour seems wise to us.

Second, imagine two schools with ‘imbalanced’ hockey and volleyball programs, with one school routinely having a more powerful hockey program and the other one more powerful in volleyball. If the schools decide that they must keep each program, then it would seem that it would be better for both schools to have a more competitive balance with each school having the same resources. If this is the model that the JSGS seeks, then we encourage it to think carefully about the best ways to ensure ‘competitive equity’.

The MPA program is carefully designed to develop core competencies in its students to prepare them for public service, broadly defined. The faculty has obviously devoted much time and attention to developing the curriculum, revising it as recently as last year, and it is sensible and solid. Students and alumni raised a few, modest, concerns: the desire for more electives (only two of 13 courses are electives); the frustration with video technology failures; the requirement to take “0 credit” courses (which apparently are required by the universities, not the JSGS), and the typical array of issues that annoy graduate students. Some stakeholders expressed the view that not all students were held to the same high standards, but were nonetheless allowed to graduate. Were this to be true, it could damage the JSGS reputation for quality.

All-in-all, however, we perceive high satisfaction rates across stakeholder groups, and the MPA program is strong. Given the high student-faculty ratio, we do caution against additional growth in enrollments absent additional growth in faculty. To further demonstrate the quality of the MPA, and build on its accreditation with CAPPA, we urge the JSGS to explore the possibility of accreditation by NASPAA at the earliest feasible opportunity.

Likewise, the **MPP program**, although much smaller than the MPA program, is also in fine shape. Its goal is to “provide students with opportunities to conduct research and contribute to the study of public policy and the application of policy expertise in the real world” (*Self Study*, p. 22) and we believe it is well designed to do so. As with the MPA, the program’s designers have taken great care to identify core policy analysis skills and to embed them in the curriculum, while also providing students substantial flexibility to pursue their own interests.

The MPP also serves as a useful entree into the **Ph.D. in Public Policy**. This program is small, and suitably focused on three main priority areas. Only a few students thus far have completed their Ph.D., but their placement record is solid. We have no concerns about this program.

The internship program is one of the jewels in the JSGS crown. What makes it a jewel is its comparative rarity. Internships are limited in number, so that only a fraction of JSGS students can obtain them. They are well-compensated. These factors make the internships highly competitive, so that only the most qualified students are selected. By all accounts, the students benefit greatly from the internships, and their sponsors – including the Deputy Ministers with whom we met -- believe the interns contribute value to their agencies.

As valuable as the internship program is, it appears that it will be difficult to expand, for two reasons. First, by virtue of the size of the potential ‘intern market’ (public and private employers) it will be a challenge to increase substantially the number of internship slots. Second, if the size of the intern market did increase measurably we believe there would be concerns that the quality of the ‘marginal interns’ (that is, the next interns selected by the expanded demand) would begin to decline. This risk was also flagged by Deputy

Ministers. For better or worse, the internship program may be close to its optimal supply and demand equilibrium. On balance, however, we believe that it would be beneficial for the JSGS to expand the internship program if possible.

As noted elsewhere in this report, we believe that the JSGS and other stakeholders would benefit if additional slots were identified as high priority for indigenous students, and if additional indigenous students could be successfully placed in these slots.

One concern we have with both MPA and MPP degrees is that the ‘real’ time-to-completion (around 21 months, but often more for the MPP) is quite often substantially longer than the ‘advertised’ time-to-completion (16 months). This creates problems both in how the program is perceived (‘truth in advertising’) and how students are to finance their studies. This time mismatch can be resolved in three ways: 1) creating and enforcing deliverable deadlines so that students complete the requirements as currently designed; 2) changing the requirements so that a 16-month completion is more likely; 3) providing students additional funding.

The **MHA program** is a bit new to evaluate fully as it was created only in 2013. It did more than double in size, from 22 to 58 students, in its first two years. While this growth provides an early indicator of quality (or, at least, a demand for the content and degree), we caution against seeking rapid additional growth. Online programs — at least high quality ones — are no less intensive in terms of faculty demands than are in-person programs. We also understand that the MHA program creates fairly heavy administrative burdens regarding inquiries and remote-student contacts. If the JSGS wants it to grow, it should not seek to do so on the cheap.

The **MIT program** seems something of an afterthought for the JSGS. It was virtually absent from our conversations with administrators, faculty, staff, and students. No full-time JSGS faculty teach in the program, and it is administered by a contract (emeritus) professor. It is the smallest of the degree programs, and in contrast to the MHA’s attraction to other JSGS students (because of its focus on health policy), the MIT student cohort is almost completely self-contained. It seems to lack clear focus, as its description indicates that it will address “a wide range of political, economic, commercial, technological, legal and social issues” (*Self Study*, p. 31). Does the JSGS really consider the MIT a core part of its academic program? If so, the program should be reviewed to ensure that it is aligned with the research and teaching strategies of the School.

Certificate Programs

The JSGS has five certificate programs. Each certificate requires three courses, with one mandatory course and two electives. Each program fits reasonably well with the degree programs, faculty strengths, and research interests. They often provide a ladder for recruiting talented students into the degree programs, as the certificate courses are the regular ones that degree students take. For those who do not wish to seek a degree, the programs can nonetheless serve the public interests for those who wish only to enhance their professional skills with a certificate and so are valued by provincial officials. The programs appear well-designed and thoughtful, but they did not feature prominently in our discussions with JSGS stakeholders.

Outreach and Training

The JSGS has a fairly well developed educational outreach and training (O&T) program. The most important components include the “Public Policy Workshop Series with the Saskatchewan Public Service Commission (PSC)” (*Self Study*, p. 39) and the “Board Governance Programming was established...in partnership with Brown Governance Inc.” (*Self Study*, p. 40). These provide both custom and, to a lesser extent, public (open)

educational opportunities. Certificates of completion can be earned by those who attend six Public Policy Workshops, and Professional Director designations can be earned by those who fulfill specified requirements.

O&T, as we understand it, is to fulfill two main functions: 1) to provide appropriate education/training to public and private individuals and institutions; 2) to generate revenues to support the broader education missions of the JSGS. Enrollments have varied somewhat by program and year, but overall there has been no systematic growth in these O&T activities over the past five years (*Self Study*, p. 61). In other sections of this report we have cautioned about the JSGS may be growing beyond its capacities, but here we wonder whether O&T activities are growing enough. If they are not, then this implies that O&T activities will neither provide revenue growth for the School, nor broader educational opportunities for the public. This might be cause for concern.

We understand that O&T is in a transitional position, primarily due to staffing changes. We also learned that O&T is undergoing a strategic planning process, and we encourage participants to think carefully about how the main goals of O&T can be more effectively met.

Recommendations – Academic and Educational Activities
1. Consider carefully what academic and education activities are essential to its continued success, and which ones might be trimmed or eliminated (or, alternatively, how new human and financial resources might be identified to maintain and enhance them).
2. Absent creating joint degrees, consider consolidating each program in either the U of R or the U of S. Or, in line with observed programmatic preferences, consider ensuring that each program has a suitable balance across degrees.
3. The MPA, MPP, Ph.D. and MHA programs expand enrollment only to the extent that there is a comparable expansion in faculty resources.
4. Seek accreditation by NASPAA at the earliest feasible opportunity.
5. Expand the internship program to the extent this is consistent with maintaining high quality placements and applicants.
6. Match advertised degree completion times to actual completion times.
7. Review the MIT program in terms of the School’s mission, vision, goals and resources.
8. Continue strategic planning to ensure that its O&T programs fulfill their joint goals of educating/training public and private individuals and institutions in ways that at the same time produce revenue for broader JSGS purposes.

5. RESEARCH ACTIVITIES

Schools of Public Policy are typically expected to be more research intensive than traditional university departments for three reasons: (1) they tend to focus on the graduate level, sometimes including Ph.D. programs, (2) they are interdisciplinary, and consequently are often drawn into wider research networks, and (3) they have a mission of addressing real world policy problems, which often leads to applied research projects. This was recognized in the 2007 MOU establishing the School, with an aim to “advancing the agenda of research, graduate program offerings, and outreach...”.

The JSGS’s research profile is impressive, both in its depth and variety. When it was launched, it recruited several senior faculty members who brought their existing research programs into the JSGS, giving it an immediate anchor. Over time, as the faculty and the JSGS grew, so did the level of research activity and output. All of this is impressively interdisciplinary, as befits a school of this type. As the *Self Study* notes, the faculty have backgrounds in “business administration, economics, education, geography, history, international political economy, law, political science, population health, public administration, and sociology.”

According to the *Self Study* (p. 8), the JSGS (across the two universities) has attracted almost \$11 million in externally peer reviewed research funds. Over the same period, that has yielded 35 peer-reviewed books and almost 200 peer-reviewed journal articles (*Self Study*, p. 81, Table 5.4), in addition to conference papers and other communications. This demonstrates a high level of scholarly productivity.

As we noted above, the JSGS in the last two years has created three “research clusters” to try to give some shape, focus and support to the JSGS’s research efforts. They are (1) inequality and social policy, (2) governance, and (3) innovation, science and technology. The clusters have joint “leads” from the two universities, and are aligned with and anchored in the JSGS’s research centres: the new Canadian Institute for Science and Innovation Policy, the Centre for the Study of Co-operatives, the Centre for Northern Governance and Development, a new CRC I in EnergyPolicy, and the Cisco Systems Research Chair in Big Data and Open Government. They are further supported by two other CRC positions (Drs. Coates and Béland).

Within its academic programming, the MPP and PhD (Public Policy) were explicitly created to strengthen and support the JSGS’s research efforts. Unlike the other professional Master’s programs, these two are research focused, and faculty clearly support them as opportunities to mentor students working in their respective research areas.

Moreover, the JSGS has significant internal cooperative research opportunities within the two universities. For example, the respective directors of the Global Institute for Food Security (Dr. Maurice Moloney, University of Saskatchewan), and the Sylvia Fedoruk Canadian Centre for Nuclear Innovation (Dr. Neil Alexander, University of Saskatchewan), enthusiastically endorsed more research cooperation with the JSGS.

These are all solid foundations for a strong and growing research profile for the JSGS. Our interviews did, however, expose some pressure points and challenges.

1. There is a sense that there is a danger of bifurcation between the two universities, with the University of Saskatchewan being the “research” side of the JSGS, and the University of Regina being more of the “teaching” side. This is not an outcome that anyone wants, but there is some evidence of imbalances that need attention:

- a. Senior versus junior faculty: According to the *Self Study's* Faculty Profile (p. 74, Table 4.1), the University of Saskatchewan has 8 full professors, one associate professor, and no assistant professors/lecturers. The University of Regina has 3 full professors, 2 associate professors, and 4 assistant professors and 1 lecturer.
 - b. Research monies: Of the \$5.9 million in research awards cited in the *Self Study* (p. 78, Table 5.1), \$4.6 million was at the University of Saskatchewan, and \$1.3 million at the University of Regina.
 - c. Program distribution: If the MPP and the Ph.D. are considered more “research” degrees, and the MPA more “professional”, there is a skewed distribution between the registrations (of course, students can and do take courses and find supervisors at both institutions, but registration does matter). For 2014-15, the MPA had 92 students at the University of Regina, and 58 at the University of Saskatchewan; the MPP had 9 students at the University of Regina, and 29 at the University of Saskatchewan; the Ph.D. had 7 students at the University of Regina, and 23 at the University of Saskatchewan.
2. While the research clusters have joint leads across the two institutions, there probably is a tendency for the senior faculty member to dominate, and given the fact that most senior faculty are at the University of Saskatchewan, that can become an institutional dominance.
 3. There was a concern expressed about leveraging the research productivity of the JSGS more strategically, with an eye to the JSGS’s objective of becoming “world class.” As we noted above, the JSGS’s collective research output and knowledge mobilization has been impressive, and the research clusters are in fact intended to help focus efforts even further.
 4. Younger faculty supported the research clusters, especially the opportunity they provide for some administrative support. They did mention, however, that there were no formal provisions for mentoring them, something that they would much appreciate given the stature and experience of senior colleagues.
 5. We heard several times about how the JSGS could develop its comparative advantage in public policies around “wicked problems” involving complex and controversial technologies, problems that increasingly require some sort of “social license.” As we mentioned above, the point was made several times that Saskatchewan happens to be at the cutting-edge of several science-based research projects in agriculture, food security, and nuclear power, and the two universities have major research investments in these fields. The challenges of public engagement and social license around these issues are similar to many other fields (e.g., pipelines, vaccines, development on First Nations’ lands), and also have international resonance.

Our general assessment of the JSGS’s research profile and activities is strongly positive, but in light of these challenges and opportunities, we offer the following recommendations.

Recommendations – Research Activities

1. The JSGS should continue to be cognizant of imbalances in research activities between the two institutions, and to the extent possible, take measures to ensure greater equity. With respect to programs (MPA, MPP, and Ph.D.), for example, encourage a better distribution of students and co-supervisions. With respect to managing the research clusters, continue to support cross-institutional participation.
2. Develop a more formal research mentoring program between senior and junior faculty.
3. Establish “mini-strategic plans” for each of the clusters. The cluster idea itself is important and welcome, and seems to be working as a way of corralling at least some main vectors of research activity in the JSGS. But with respect to becoming “world class,” the objective has to be to place research results in the leading journals in the field. Some of these are specialized journals, but there are top-level more generic journals that tend to capture the attention of the field more generally. Each cluster should have a plan to publish research results in at least three of the top ten journals, both field specific and generic. Another step in this direction would be to secure some co-editorships of leading journals.
4. Cultivate the international dimension of what might, at first blush, appear as “local” policy issues. An obvious one, mentioned above, is indigenous issues. These are a strategic focus for both universities, the province, and indeed the country. But they also are challenges for many other countries, notably Australia. The same is true of the science-based policy fields (for example, nuclear power and bioengineering), as well as social policy areas like health.
5. Consider a “horizontal” policy focus that might cut across the three research clusters: social license and the challenges of public engagement in “wicked” problems. Given the state of the world, this is definitely a growth industry.

6. PARTNERSHIPS

The JSGS has developed a strong set of relationships with other faculties, departments and colleges within the U of R and the U of S, as well as close partnerships with institutions outside the universities. These relationships contribute to the quality of the JSGS while also providing broader benefits to the public.

Perhaps the most important external relationship for the JSGS is with the Government of Saskatchewan. The JSGS provides interns, selected through a highly competitive process from students in both Master of Public Administration (MPA) and Master of Public Policy (MPP) programs, for various Government ministries and other non-governmental entities. These internships are well-funded, and a substantial proportion of the JSGS students take advantage of them. These internships appear to be well-received by the ministries, and the postings frequently lead to permanent positions upon graduation. In our view, the JSGS internship program and its relationship with the Saskatchewan government is one of the strongest features of the JSGS.

We did identify two potential concerns for the future of the internship program. First, and most important, there is limited (if any) participation by indigenous students in this program. Provincial and university officials agreed that recruiting indigenous participants should be a high priority, but that this is not easy. To achieve this priority, a specific action plan is necessary and must be implemented. Second, given the perceived value of the internship program by both students and partners, it would be ideal if the program could be further expanded. There appear to be resource limits to expansion, however, in both the limited number of additional positions and highly qualified students. Creative thinking is called for if this most valuable JSGS experience is to be expanded.

For its part, the Government of Saskatchewan has also provided Executives-in-Residence (former Deputy Ministers and other senior executives) to help build the JSGS in support of its academic and executive education programming. One notable aspect of this partnership is the Policy Workshop series co-delivered by JSGS faculty and Executives-in-Residence. This relationship is worth continuing and strengthening.

We were especially impressed by the efforts of the U of R component of the JSGS to develop closer ties with the First Nations University (FNU) as part of JSGS's indigenization efforts. Leaders of both the JSGS (U of R) and FNU clearly were personally committed to strengthening these ties, to the benefit of both units. We perceived less urgency in the U of S's efforts to strengthen the JSGS relationships with indigenous populations. We recognize that this might possibly be attributed to the geographical distance of the U of S from FNU or to the fact that the U of S has a larger focus on its MPP program (relative to the U of R's greater emphasis on the MPA), which might be less attractive to indigenous students, but the U of S faculty might consider more carefully how to enrich its relationship with indigenous populations. The JSGS as a whole does recognize that indigenization is a "key area for immediate improvement".

The review committee was impressed with the partnerships JSGS had developed with the Global Institute for Food Security and the Sylvia Fedoruk Canadian Centre for Nuclear Innovation, as well as with the proposed Canadian Institute for Science and Innovation Policy (CISIP). These relationships were characterized by collegial relations, common research interests, and understandings of the mutual advantages of the relationship. As noted in the research section, we believe that the JSGS relationship with these research centers provides the chance for a sustained and prominent focus on policy issues involving "politically risky but socially beneficial" technologies, which could be a signature element of the JSGS "brand".

JSGS's relationship with the Institute of Public Administration of Canada (IPAC) is solid. As one commentator noted, the relationship between IPAC and U of S/U of R is probably stronger than between IPAC and any other university in Canada). The relationship is seen as mutually beneficial. They cooperate in co-hosting events and bring scholars and practitioners together, and have involved JSGS students in the National Study Case Policy Competition.

JSGS places substantial rhetorical value on developing international relationships as it aspires to be a "world class" institution, and numerous faculty and officials talked about JSGS's international aspirations. Its international relationships are currently modest. A substantial proportion of the JSGS international student cohort is Chinese, and JSGS is involved in some faculty exchanges with China, but we were unable to determine the existence of other international programmatic relationships. This struck us as a bit odd, not least because the JSGS offers the Master of International Trade degree. While this degree is completely online, and while a program might be taught purely from the Canadian perspective, it seems worth developing relationships with scholars and universities among Saskatchewan's major trading partners. JSGS's efforts to develop research centers and scholarly activity centered around complex technical, social, and political issues (e.g., genetically modified foods, nuclear reactors, etc.) surely are of great interest to other countries that might be natural partners for JSGS's international efforts. But the world is a big place: if JSGS seeks to expand its international footprint, it will need to think carefully about where to target its limited resources.

In our review we also met with a diverse group of university and departmental leaders from across both campuses (see Appendix A). The reviews of the JSGS were universally positive, and relations were always cordial, although some senior administrators had limited knowledge of JSGS operations and activities. We did not witness especially close connections between the JSGS and other departments, however, although some faculties (e.g., Engineering) were enthusiastic about developing closer ties. JSGS faculty appointments are almost always exclusively within the School, and this is likely a reason that the School was viewed respectfully but not intimately. It is our clear impression that JSGS was seen to be one of the stronger units on both campuses.

We identified two areas where relationships might be built to strengthen JSGS's ability to fulfill its visions.

First, an active and engaged Alumni Board can serve a wide variety of purposes (student recruitment, professional development and networks, fundraising, etc.) that accrue directly to JSGS. But an effective Alumni Board also can benefit the alumni themselves through maintaining their intellectual and emotional connection to their *alma mater*, by giving them an active voice in the future development of the JSGS, and so forth. A critical mass of graduates is prerequisite for an effective Board, but at this point in JSGS history that point might have been reached. The alumni met were enthusiastic about forming a Board; the JSGS should consider giving them an appropriate nudge (in resources and moral support) to do so.

Second, an active and engaged Advisory Council can serve many of the same purposes of the Alumni Board. A key initial step in forming an Advisory Council is determining clear purposes. Fundraising? International connections? Influence in Ottawa or Regina? Ability to generate publicity? While any single one of these purposes could be suitable, the best Council would be constituted so as to generate multiple benefits. And, as with the Alumni Board, the Council's success would depend at least in part because its members would themselves benefit: one marker of JSGS success would be for prominent Canadian and international individuals seek to be on the Council by the value it also brings them.

Recommendations – Partnerships

1. Prioritize the recruitment and placement of indigenous students in internships.
2. Increase the number of high quality internship placements for its students.
3. Continue to enhance relations with the Government of Saskatchewan through faculty-practitioner exchanges.
4. Continue indigenization efforts, especially at the US.
5. Make targeted efforts to develop additional ties with international institutions, particularly in its central research areas.
6. Establish an Alumni Board.
7. Establish an Advisory Council.

7. CONCLUSION

The JSGS has grown and developed remarkably in the past decade. The array and quality of its teaching programs, its research, and its outreach and training activities place it among the best public policy schools in Canada. The review team was impressed by the JSGS, and our recommendations are in the spirit of helping something that is already good become even better. Several broad themes emerge from our findings.

First, the School is at an inflexion point where it needs to consider the appropriate balance between entrepreneurial expansion and prudent consolidation. It has a Strategic Plan for 2016-20 with three “directions” and four cross-cutting “priorities.” We generally support these, and only urge that they be considered in terms of appropriate scale, configuration, and complementarities. As we noted in the Introduction, the “needs” and “opportunities” that constantly present themselves to the School should be considered carefully in terms of capacity, resources, and strategy. This informed some of our recommendations on prioritizing and measuring objectives in the Strategic Plan.

Second, the ambition to be “world class” does not necessarily contradict the School’s mandate to serve its communities and the province. We noted several areas where local policy issues have global implications and are of global interest, and the School is well-positioned to capitalize on these. Our recommendations on research and partnerships reflect this, as does our recommendation that the JSGS consider NASPAA accreditation. The School is already accredited with CAPP, and while the move to NASPAA accreditation would be a radical step for a Canadian school, it would automatically attract attention and provide a platform for greater visibility in the US and in the global MPA space.

Third, while the “one school, two universities” model has worked well, the School’s organization and governance can be improved. Program consolidation might be considered, given the realities of the distribution of students across the two universities. Given the preferences of the JSGS administration and faculty, however, a joint degree and a single admissions process would seem to be a better direction to sharpen the School’s profile. Joint degrees and unified admissions would sharpen the “one school” side of the equation.

Fourth, the School is well-positioned to develop innovative approaches to facilitating public discourse on difficult public policy issues – i.e., “social license”. Complex issues, particularly those that may involve new or controversial solutions rooted in complex science, are increasingly challenging for governments and regulators to manage and resolve. The School is already being sought out as a partner by agencies that see the value in the perspective and discipline that the social sciences can bring to these discussions.

Fifth, we note the School’s and the Universities’ commitment to indigenization. A clear strategy to attract, support and successfully graduate indigenous students, combined with the development of program content and research around indigenous governance and administration, would solidify the School’s leadership in this area.

Finally, we noted the strong support the School enjoys among its various stakeholders and constituencies. The JSGS can build on this through more formal advisory and consultative mechanisms, such as an Alumni Board and an Advisory Council.

8. Appendix: Schedule of Meetings, April 20-22, 2016

WEDNESDAY, APRIL 20, 2016		
UNIVERSITY OF SASKATCHEWAN		
TIME	ACTIVITY	LOCATION
9:30–10:30 am	<p>Introductory meeting with:</p> <ul style="list-style-type: none"> ▪ Ernie Barber, Interim Provost and Vice-President Academic, U of S ▪ Tom Chase, Provost and Vice-President Academic, U of R ▪ Kathy McNutt, Executive Director, U of R ▪ Jeremy Rayner, Director, U of S ▪ Troy Harkot, Director, Institutional Effectiveness, U of S <p>Keith Fortowsky, Director, Institutional Research, U of R</p>	
11–11:30 am	Daniel Béland & Kathy McNutt, JSGS faculty Social Policy & Inequality Research Cluster	
11:30–12 pm	▪ JSGS faculty, University of Saskatchewan	Room 204, Peter MacKinnon Building, U of S
12–1 pm	Lunch Maurice Moloney, Executive Director & CEO, The Global Institute for Food Security	Canada Room, Diefenbaker Building
1-1:30 pm	Trever Crowe, Associate Dean, College of Graduate Studies & Research	
1:30–2 pm	Toddi Steelman, Dean, School of Environment and Sustainability & Daphne Taras, Dean, Edwards School of Business	
2–2:30 pm	Neil Alexander, Executive Director, Sylvia Fedoruk Canadian Centre for Nuclear Innovation	Conference Room 162, Diefenbaker Building
2:30–3 pm	Break	
3–3:30 pm	JSGS staff, University of Saskatchewan	
3:30–5 pm	Reserved for review team work	
6:30 pm	Dinner: external reviewers; Bram Noble, internal reviewer, U of S; & Michael Atkinson, JSGS faculty member	

THURSDAY, APRIL 21, 2016

UNIVERSITY OF REGINA

TIME	ACTIVITY	LOCATION
7–7:45 am	<i>Express Air flight to Regina Travel to #2 Research Drive, U of R (Nadene will greet guests at the building door)</i>	
8:30–9 am	<i>Michael Atkinson & Brett Fairbairn, JSGS faculty Governance Research Cluster</i>	
9–9:30am	<i>Armin Eberlein, Dean of Faculty of Graduate Studies & Research</i>	<i>Via video-conference</i>
9:30–10 am	<i>Peter Phillips & Amy Zarzeczny, JSGS faculty Innovation, Science & Technology Policy Research Cluster</i>	<i>Via video Conference</i>
10–10:30 am	<i>Break</i>	
10:30–11 am	<i>JSGS students, University of Regina & University of Saskatchewan</i>	
11–11:30 am	<i>Esam Hussein, Dean of Engineering & Applied Science</i>	<i>Via video-conference</i>
11:45–12:45 pm	<i>Lunch</i>	<i>Room 210</i>
1–1:30 pm	<i>Doris Morrow, President, Saskatchewan Chapter, Institute of Public Administration of Canada</i>	<i>University Club</i>
1:30–2 pm	<i>Dale Eisler, JSGS Senior Policy Fellow</i>	<i>Room 210</i>
2–2:30 pm	<i>Thomas Bredohl, Acting Dean of Arts</i>	
2:30–3 pm	<i>Break</i>	
3–4 pm	<i>Giselle Marcotte, Director, JSGS Outreach & Training</i>	
4–5 pm	<i>Reserved for review team work</i>	
5:15 pm	<i>Transportation to Delta Hotel</i>	
6:30 pm	<i>Dinner – external reviewers; Gina Grady, internal reviewer, U of R; Kathy McNutt & Jeremy Rayner</i>	

FRIDAY, APRIL 22, 2016
UNIVERSITY OF REGINA

TIME	ACTIVITY	LOCATION
7:15 am	<i>Transportation to University Club</i>	<i>Taxi</i>
7:30–8:30 am	<i>Breakfast with:</i> <ul style="list-style-type: none"> • <i>Doug Moen, Deputy Minister to the Premier</i> • <i>Louise Greenberg, Deputy Minister of Advanced Education</i> • <i>Lin Gallagher, Deputy Minister Parks, Culture and Sport</i> • <i>Karen Aulie, Chair, Public Service Commission</i> • <i>Kevin Fenwick, Deputy Minister of Justice</i> • <i>Kent Campbell, Deputy Minister of Intergovernmental Affairs</i> • <i>Dale McFee, Deputy Minister of Corrections and Policing</i> 	<i>University Club, 2nd floor College West Building</i>
8:45–9:15am	<i>JSGS staff, University of Regina</i>	<i>Room 210</i>
9:15–9:45 am	<i>JSGS faculty, University of Regina</i>	
9:45-10:15	<i>JSGS Executive Interns</i>	
10:15–10:30am	<i>Break</i>	
10:30–11 am	<i>Shauneen Pete, Indigenization Lead, University of Regina</i>	
11–11:30am	<i>Lynn Wells, Vice-President Academic, First Nations University of Canada & Bob Kayseas, Associate Vice-President, Academic, First Nations University of Canada</i>	
11:30–12 pm	<i>JSGS alumni, University of Regina & University of Saskatchewan</i>	<i>Via video-conference Rm 210 U of R; Rm 162 U of S</i>
12–1 pm	<i>Lunch (delivered)</i>	<i>Room 210</i>
1–1:30pm	<i>Livia Castellanos, Executive Director, U of R International</i>	
1:30–2 pm	<i>Dave Malloy, Vice-President (Research)</i>	
2–2:30 pm	<i>Break & walk to Administration-Humanities Building (AH)</i>	
2:30–3:45 pm	<i>Exit meeting with:</i> <ul style="list-style-type: none"> ▪ <i>Ernie Barber, Interim Provost and Vice-President Academic, U of S</i> ▪ <i>Tom Chase, Provost and Vice-President Academic, U of R</i> ▪ <i>Kathy McNutt, Executive Director, U of R</i> ▪ <i>Jeremy Rayner, Director, U of S</i> ▪ <i>Troy Harkot, Director, Institutional Effectiveness, U of S</i> 	<i>AH 527</i>
4-5 pm	<i>Reserved for review team work</i>	