



Johnson Shoyama Graduate School of Public Policy
Self-Study
April 1, 2026

Provided to the Review Team for the
CAPPA Accreditation Process
University of Regina Academic Unit Review
University of Saskatchewan Academic Program Review

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Acronym Legend

CAPPA: Canadian Association of Programs in Public Administration

CGPS: College of Graduate and Postdoctoral Studies, USask

EE: Executive Education

FGSR: Faculty of Graduate Studies and Research, U of R)

FNUniv: First Nations University of Canada

FSIN: Federation of Saskatchewan Indian Nations

GENI: Master of Governance and Entrepreneurship in Northern and Indigenous Areas

HIIM: Health Informatics and Information Management

INB-GC: Indigenous Nation-Building Graduate Certificate

JSGS: Johnson Shoyama Graduate School of Public Policy

MHA: Master of Health Administration

MN-S: Métis Nation-Saskatchewan

MPA: Master of Public Administration program

MPP: Master of Public Policy

OMPA: Online Master of Public Administration program

PhD: Doctor of Philosophy in Public Policy

SECNP-GC: Social Economy, Co-operative, and Non-Profit Graduate Certificate

SUMA: Saskatchewan Urban Municipalities Association

U of R: University of Regina

UIT: UIT The Arctic University of Norway

USask: University of Saskatchewan

JSGS Course Listing

April 2026

Course #	Course Name	Course #	Course Name
800	<u>Métis Governance: Historical Legacy and Contemporary Transformation</u>	816	<u>Tax Pol & Fiscal Federalism</u>
801	<u>Governance and Administration</u>	817	<u>Health Policy</u>
802	<u>Public Finance</u>	818	<u>Program Evaluation</u>
803	<u>Quantitative Methods</u>	819	<u>Gender and Public Policy</u>
805	<u>Economics for Public Policy Analysis</u>	820	<u>Micro-Economics for Policy Analysis</u>
806	<u>Public Policy Analysis</u>	821	<u>Macro-Economics for Policy Analysis</u>
807	<u>Statistics for Public Managers</u>	822	<u>Comparative Public Policy</u>
808	<u>Ethical Leadership and Democracy in Public Service</u>	823	<u>Health Promotion</u>
809	<u>Introduction to Law in Public Administration and Policy</u>	824	<u>Health Program Planning and Evaluation</u>
810	<u>Co-operative and Nonprofit Governance and Leadership</u>	825	<u>Saskatchewan in Canadian Federalism</u>
811	<u>Foundations of the Nonprofit Sector</u>	826	<u>Human Resources Management in Healthcare</u>
812	<u>Indigenous Health Policy</u>	827	<u>Health Care Organizations and Administration</u>
813	<u>Managing Change</u>	828	<u>Project Management</u>
814	<u>Biostatistics for Public Health</u>	829	<u>Decision Making and Leadership in Healthcare Organizations</u>
815	<u>Strategic Human Resource Management: Legal and Policy Issues</u>	830AA	<u>Master of Health Administration Residency I</u>

Course #	Course Name	Course #	Course Name
830AB	<u>Master of Health Administration Residency II</u>	839	<u>Classic and Contemporary Readings in Policy Theory</u>
831	<u>Performance Management</u>	840	<u>Public Policy and Public Opinion</u>
832	<u>Population Based Health Program Management</u>	841	<u>Health Law and Policy</u>
833	<u>Performance Measurement in Health Care Organizations</u>	842	<u>American Foreign Policy in a New Era</u>
834	<u>Financial Management of Health Care Organizations</u>	843	<u>Data Science for Health Analytics and Decision Support</u>
835AJ	<u>Environmental Policy</u>	846	<u>Cooperatives in the New Economy Institutions Governance and Policy</u>
835AK	<u>Resource Policy</u>	849	<u>Foundations in Social Economy and Public Policy</u>
835AL	<u>Foreign Aid Policy</u>	850	<u>JSGS Internship</u>
835AM	<u>International Trade Policy</u>	851	<u>Qualitative Methods</u>
835AO	<u>Global Governance and Regulation</u>	852	<u>Inside Government Practices and Procedures</u>
835AS	<u>Canadian Foreign Policy</u>	853	<u>Negotiation and Conflict Resolution</u>
835AV	<u>COVID-19 and Public Policy</u>	854	<u>Higher Education Policy</u>
835AY	<u>The Machinery of Government in Canada</u>	855AA	<u>Advanced Standing Direxion Canada Courses</u>
835AZ	<u>Creating the Humble Civil Servant</u>	856	<u>Health Information Privacy Policy</u>
836AF	<u>Local Governance and Government</u>	857	<u>Legal Issues in Public Administration</u>
837	<u>Health Economics</u>	858	<u>Enterprise Information Management</u>
838	<u>Public Sector Financial Management</u>	859	<u>Innovation Policy</u>

Course #	Course Name	Course #	Course Name
860	<u>Health Systems Research Methods</u>	888	<u>Health Informatics and Health Information Technology</u>
861	<u>Health, Post-Secondary Ed & Social Programs: Funding, Structure & Reform</u>	889	<u>Negotiations and Consultations in Northern and Indigenous Areas</u>
862	<u>Political Economy</u>	890AG	<u>Canadian Post-Secondary Education</u>
863	<u>Indigenous Peoples and Public Policy</u>	891	<u>Public Policy Professionalism</u>
864	<u>Social Policy Interdisciplinary Perspectives</u>	892	<u>MPA Capstone Class</u>
865	<u>Decision Making in Organizations</u>	893	<u>Foundations of Indigenous Governance</u>
866	<u>Public Leadership: Theory and Practice</u>	894	<u>Indigenous Nation Building In Practice</u>
867	<u>Advanced Policy Analysis</u>	895	<u>Community Residency</u>
868	<u>Resource and Environmental Policy</u>	896	<u>Indigenous Nation Building in Canada</u>
869	<u>Ideas in Public Policy</u>	900	<u>Research Project</u>
870	<u>Water Policy in an Age of Uncertainty</u>	901	<u>Research</u>
880	<u>Advanced Governance Analysis</u>	906	<u>PhD Seminar</u>
881	<u>Constitutional Law and Public Policy</u>	990AA	<u>WRTC Seminar Series</u>
882	<u>Strategic Management in the Public Sector</u>	990	<u>Public Policy Seminar</u>
886	<u>MHA Placement</u>	994	<u>Research – Thesis</u>
887	<u>Clinical Terminologies and Classification Systems</u>	996	<u>Research – Dissertation</u>

1. Self-Study Overview

1.1 Welcome message to Review Team

Dear Review Team:

Welcome to the Johnson Shoyama Graduate School of Public Policy (JSGS). We greatly appreciate your time and expertise and are excited to share our School with you. Your review comes at a pivotal time: in 2025, we renewed the partnership between the University of Saskatchewan (USask) and University of Regina (U of R) for JSGS as a single provincial school of public policy, concluded our 2021-2025 strategic plan, renewed our faculty complement, introduced new courses and programs, and continue to build momentum for the School's future. This process is a catalyst for learning and improvement, and we value your insights as partners in that journey.

JSGS is a true "one-School" enterprise, operating as a single academic unit. Our faculty, staff, and Executives-in-Residence work effectively in teams to deliver and support students in academically rigorous, professionally relevant programs in public administration, public policy, and health administration – supported by a strong culture of service to governments, communities, the non-profit sector, and the broader public.

During this review, you will meet a community that:

- Puts students first along clear program pathways and well-defined learning outcomes aligned with public sector competencies.
- Includes award winning teachers and staff and high-impact researchers.
- Engages meaningfully with Indigenous communities and supports the principles of and takes action toward achieving Reconciliation.
- Advances the goals of Equity, Diversity, Inclusion (EDI) through curriculum, partnerships, and School culture.
- Connects research to practice, ensuring the delivery of our degree programming, Executive Education workshops and programs, and public programming respond to real policy needs.
- Enjoys a particularly close relationship with the provincial public service and is working hard to grow its relationship with First Nations and Métis Nation-Saskatchewan.
- Is a research centre of excellence.

Thank you for investing your time and expertise in getting to know JSGS and providing recommendations for improvement. We are proud of the School – our people, programs, and purpose – and we look forward to the site visits.

1.2 Brief statement about unit structure, including unique aspects of structure and programming

JSGS is uniquely structured as a partnership between two universities and operates as a single provincial graduate school of public policy.

This structure – comprising two academic campuses and the Executive Education unit (at the U of R) – brings together faculty, staff, Executives-in-Residence, and students from both institutions into a single community with shared governance, unified strategic priorities, coordinated program delivery, and collaborative operations.

JSGS's programming reflects this integrated structure. The School offers innovative graduate degrees and certificates and continuing professional development programs, supported by a cross-campus faculty with strengths in public policy, public administration, Indigenous policy and governance, health policy, co-operative and non-profit governance, and public-sector leadership. The School's strategic priorities – Innovation, Impact, and Integration – help guide curriculum design, applied learning, and community engagement across all programs.

This dual-university co-leadership model allows JSGS to leverage the complementary strengths, research environments, and external partnerships of both USask and URegina, enabling students to benefit from shared resources, collaborative teaching, joint events, and broad practitioner networks. As a result, JSGS has established itself as a distinct, province-wide policy school with a strong reputation for interdisciplinary, practice-focused training.

1.3 Scope of academic program review

This review includes a comprehensive examination of academic programs offered by JSGS at both campuses: Master of Public Administration (MPA), Master of Public Policy (MPP), PhD in Public Policy (PhD) and graduate certificate programs; programs offered by a single campus – Master of Health Administration (MHA) and Health Systems Management Certificate offered by the U of R and the online MPA and Joint Master in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) programs offered by USask; and the non-credit programming delivered by Executive Education. The review should consider the quality, coherence, relevance, and competitiveness of all programs, including curriculum design, learning outcomes, assessment practices, pathways, and alignment with professional public sector competencies.

JSGS functions as a one-School, two-campus model; therefore, the review includes studying the cross-campus governance structures, teaching delivery, academic coordination, and student services, with attention to how effectively these systems support a unified student and then alumni experience. This includes recruitment, applications and admissions processes, advising, program management, internship administration, hybrid/online/multi-site course delivery, transition to employment, and alumni relations.

The review further examines how Indigenization and EDI commitments are embedded across curriculum, student supports, staffing structures, and community partnerships and how these commitments align with the strategic directions of both universities.

In addition, the review assesses the School's use of human, physical, technological, and financial resources to ensure sustainable, high-quality program delivery. This includes consideration of faculty and staff roles, classroom and hybrid-teaching infrastructure, university-provided academic services, and the relationship between the School's diversified program mix and its long-term sustainability.

Finally, the scope includes identifying opportunities to strengthen program vitality, research-practice integration, external partnerships, student outcomes, and operational alignment as the School transitions into its next strategic planning cycle.

1.4 Special initiatives, events, or circumstances that have impacted the academic environment

Over the past several years, JSGS has operated in a rapidly shifting post-secondary environment. Particularly important, given the School's success attracting international students, have been national policy changes affecting international study permits and work permit pathways. These have reduced international enrolments across Canada and heightened financial pressures, resulting in the need to increase tuition. Both the U of R and USask have experienced enrolment fluctuations, budget adjustments, and closer scrutiny on program and unit sustainability. These conditions required JSGS (and all academic units at both universities) to plan proactively, diversify recruitment channels, and clarify the value proposition for prospective students.

JSGS has adapted strategically and operationally. The School strengthened career-relevant academic pathways, expanded applied and experiential learning, and enhanced advising to protect program quality and continuity. Notably, the MPA with internship option (planned and implemented by staff, with faculty providing the academic framing and assessment expectations) and the redesigned internship training (grounded in mentor feedback) align learning with labour market and immigration realities while maintaining strong domestic and international interest.

Improvements by the institutions and the two campuses have had a positive effect. Investments in refreshed student spaces, enhanced wellness and mental-health supports, and technology modernization in classrooms provide direct benefits for JSGS learners.

Research momentum at JSGS remains strong. The establishment of the partner-funded JSGS Research Chair in Métis Governance and Policy and the externally funded Governing Sustainable Municipalities project, as well as collaborations with the Saskatchewan Urban Municipalities Association, Métis Nation–Saskatchewan (MN–S), and Federation of Sovereign Indigenous Nations (FSIN) demonstrate JSGS’s strengths as a research-intensive School that simultaneously prioritizes high-quality teaching and applied learning opportunities.

JSGS has advanced EDI principles beginning with the development of its Equity, Diversity, and Inclusion Strategy 2022-25. Implementation included the introduction of an EDI lecture series that is extremely well attended. Other efforts described later in this document have embedded inclusive practices across programs and operations.

The School has taken concrete actions toward Reconciliation. A full-time staff position – Indigenous Student Recruitment and Initiatives Coordinator – was created, and they quickly implemented changes to the School’s physical spaces to ensure that Indigenous students felt welcomed and safe, expanded community partnerships and cultural learning opportunities, and increased enrolment of Indigenous students. Faculty have worked on curriculum renewal, including developing new Indigenous courses (one of which will ideally become a core course for the MPA program) and refined supervisory and assessment practices to better recognize Indigenous and community-based research.

Operationally, staff and faculty have continued to identify and implement cross-campus process improvements (e.g., unified course planning and scheduling, coordinated supervision), shared planning tools, and harmonized student support teams to increase reliability for multi-site delivery. The whole JSGS team worked collectively to translate strategic priorities into an operational plan with clear initiatives, timelines, and accountabilities, keeping day-to-day business focused while also working to achieve strategic initiatives.

The USask campus has gone through a full-scale faculty renewal process following the retirement and resignation of several faculty members and the opportunity to accept an internal transfer from within USask; this has resulted in a more diverse cohort of faculty, several of whom are pre-tenure but on track to succeed.

Finally, Executive Education sustained non-tuition revenues and strengthened public-sector networks, supporting financial resilience without compromising academic standards. It continually renews its complement of former senior public servants who teach in its programming.

1.5 External accreditation process summary

This multi-focus review and accreditation process is unique for JSGS. This singular process is intended to meet the requirements of CAPP’s accreditation process for the MPA and MPP programs, the Academic Unit Review process at U of R, and the Academic Program Review process at USask.

All three processes consist of the same components:

- Comprehensive self-study document prepared by JSGS (the template used was a compilation of what the three processes requested);
- Establishment of a review team comprising two external academic reviewers, one external practitioner reviewer, and an internal reviewer for each campus;
- Site visits to each campus;

- Report from the review team; and
- Response to the report from JSGS, submitted to the U of R and USask.

1.6 Highlight of review questions or areas where feedback is especially appreciated.

We welcome the review teams' candid feedback on the following areas, as well as any other areas where you feel JSGS could improve.

1. Relevance and quality of our programs
 - How well are the programs structured, and how clearly do courses build on each other within each program? Are there opportunities to better share resources or courses between programs and different delivery modalities?
 - Do learning outcomes and program competencies match the skills needed in today's public sector?
 - Are there opportunities to strengthen applied and experiential learning?
 - Are there opportunities for new programs (i.e., professional doctorate) or substantial revision of existing programs (such as improving digital competencies)?
 - Are there opportunities to grow or improve Executive Education offerings?
 - Across all programs, is there the 'right' balance in federal, provincial, municipal, Indigenous, and third-sector requirements?
 - What is your assessment of the quality and accessibility of academic advising, writing support, and other services?
2. Graduate training and research opportunities
 - What is your assessment of the strength of supervision, preparation for research, and overall experience for MPP and PhD students?
 - In what ways can JSGS meaningfully expand its Executive Internship Program?
 - Are there opportunities to expand applied research and community-based projects?
 - Is the training in the research degrees sufficiently rigorous?
3. Enrolment planning and sustainability
 - Have we identified realistic enrolment targets?
 - Are recruitment and marketing strategies innovative and effective?
 - In your assessment, does JSGS have the ability to balance growth, quality, and sustainability?
4. Indigenous content and EDI
 - How effectively are Indigenous perspectives integrated throughout the School (culture, programs, activities, values)?
 - How effectively are EDI principles integrated throughout the School (culture, programs, activities, values)?
 - Are the School's partnerships with Indigenous communities and organizations benefiting JSGS programs, students, and research programs?
5. Operational support and governance
 - How well do staff structures, processes, and communication support students, faculty, and programs, especially across campuses?
 - Does the current governance and reporting structure lead to efficient outcomes?

6. External partnerships

- What is the effectiveness of relationships with governments, Indigenous communities and organizations, and community partners?
- Are there opportunities to deepen applied learning and collaborative policy work?

7. General

- Are there ways that the 'one-School, two-university' model of governance and leadership could be improved?
- Are there opportunities for JSGS to co-operate with other university units without weakening its distinctive identity and culture?

Thank you for agreeing to conduct this review. We look forward to the site visit!

2. Program Overview

Program Names	<p>Master's Programs</p> <ul style="list-style-type: none">• Master of Public Administration• Online Master of Public Administration• Master of Public Policy• Master of Health Administration• Joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas (delivered in partnership w/ UiT the Arctic University of Norway) <p>Doctoral Programs</p> <ul style="list-style-type: none">• PhD in Public Policy• PhD in Applied Economics (out of scope of this review) <p>Graduate Certificate Programs</p> <ul style="list-style-type: none">• Public Administration• Online Public Administration• Health Systems Management• Indigenous Nation-Building• Social Economy, Co-operatives, and Non-Profit Sector• Public Policy Research
College/School	Johnson Shoyama Graduate School of Public Policy
Date of Last Accreditation	The MPA and MPP were initially accredited by CAPP in 2011; accreditation has been extended to present due to various factors.
Program URLs	<p>Master's Programs</p> <ul style="list-style-type: none">• Master of Public Administration: https://www.schoolofpublicpolicy.sk.ca/programs/masters-programs/master-of-public-administration.php• Online Master of Public Administration: https://www.schoolofpublicpolicy.sk.ca/programs/masters-programs/online-master-of-public-administration.php• Master of Public Policy: https://www.schoolofpublicpolicy.sk.ca/programs/masters-programs/master-of-public-policy.php• Master of Health Administration: https://www.schoolofpublicpolicy.sk.ca/programs/masters-programs/master-of-health-administration.php• Master of Governance and Entrepreneurship in Northern and Indigenous Areas: https://www.schoolofpublicpolicy.sk.ca/programs/masters-programs/master-of-governance-and-entrepreneurship-in-northern-and-indigenous-areas.php <p>Doctoral Programs</p> <ul style="list-style-type: none">• PhD in Public Policy: https://www.schoolofpublicpolicy.sk.ca/programs/doctoral-programs/phd-in-public-policy.php• PhD in Applied Economics: https://appliedecon.usask.ca/ (out of scope of this review)

Graduate Certificate Programs

- Public Administration:
<https://www.schoolofpublicpolicy.sk.ca/programs/certificate-programs/public-administration-certificate.php>
- Online Public Administration:
<https://www.schoolofpublicpolicy.sk.ca/programs/certificate-programs/online-public-administration-certificate.php>
- Health Systems Management:
<https://www.schoolofpublicpolicy.sk.ca/programs/certificate-programs/health-systems-management-certificate.php>
- Indigenous Nation-Building:
<https://www.schoolofpublicpolicy.sk.ca/programs/certificate-programs/indigenous-nation-building-certificate.php>
- Social Economy, Co-operatives, and Non-Profit Sector:
<https://www.schoolofpublicpolicy.sk.ca/programs/certificate-programs/social-economy-co-operatives-and-the-nonprofit-sector-certificate.php>
- Public Policy Research:
<https://www.schoolofpublicpolicy.sk.ca/programs/certificate-programs/public-policy-research-certificate.php>

Mission Statement

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.

Brief History and Structure of the Unit

In June 2007, a Memorandum of Understanding (MOU) was signed between the U of R and USask to establish JSGS as a single provincial school after extensive consultation with senior leaders in government, industry, and academia. Prior to the School's establishment, the U of R offered the Master of Public Administration program in what was then the Faculty of Administration (now the Hill Levene School of Business).

In 2009, JSGS developed a set of operating principles signed by the Presidents and Provosts at both universities that became an addendum to the 2007 MOU.

Immediately following the signing of the 2007 MOU, JSGS was created as a separate faculty unit at the U of R reporting to the Provost and as a college-equivalent graduate school at USask reporting to the Provost. The then-Outreach unit (now Executive Education) was led by a Director; the three Directors worked collaboratively. The MOU specified a single Executive Director (ED) overseeing the School and reporting to the Provosts at both universities; the intent was for the ED to rotate between the two campuses every five years. In July 2008, Michael Atkinson from USask was appointed by USask and the U of R as the founding Executive Director; Ken Rasmussen (U of R Director) and Dan Perrins (Outreach Director) remained in their roles for several years. In 2015, Kathleen McNutt from the U of R campus was appointed as the ED, and Jeremy Rayner served as the Director at USask until he stepped down voluntarily in 2017 and was succeeded by Murray Fulton. Kathy stepped down in 2018 to take a senior position at the U of R, and Doug Moen (Director of Executive Education) was appointed on an acting basis. In 2020, the ED position rotated back to USask with the appointment of Loleen Berdahl; Jim Farney was appointed as the U of R Director.

This leadership model was in effect until 2025, although throughout the years, the campus that was home to the ED sometimes also had an Academic Director; as the School grew, there was a need for additional leadership capacity.

In June 2025, a new Memorandum of Agreement (MOA) was developed and signed by the senior leaders of both universities and JSGS. This MOA renewed the partnership between the U of R and USask and identified two major changes in the governance of the School: 1) the overarching Executive Director with a Director at the opposite campus was replaced by a co-leadership model of two equal Directors (one at each campus); and 2) the establishment of the Executive Coordinating Committee, comprising the two Directors and the Provost from each campus; the ECC's mandate is to ensure strategic collaboration (see appendices for MOA that provides full details).

The School was named in honour of Albert Johnson and Thomas Shoyama, who earned the label, “the Greatest Generation” for becoming part of a group of modernizers who saw government as a positive catalyst of change in post-war Canada. Using their practical and theoretical knowledge, Johnson and Shoyama both challenged existing policies and practices to explore new ways of meeting the changing needs of Canadians. In doing so, they created a legacy of achievement and established a standard for professionalism in the civil service that remains a continuing inspiration for public servants in Saskatchewan and across the country.

At USask, two centres report to JSGS: the Diefenbaker Canada Centre and the Canadian Centre for the Study of Co-operatives; these centres are not in scope of this review.

3. Leadership and Administration

Leadership Team	<p>Jim Farney: Director, U of R</p> <p>Martha Smith: Acting Executive Director, USask</p> <p>Sheldon Green: Director, Executive Education</p> <p>Sadia McInnes: Director, Finance and Administration, U of R</p> <p>Amber McCuaig: Director of Administration, USask</p> <p>Andrea Geisbauer: Manager, Executive Education</p>
Graduate Chairs	<p>Michelle Bussière-Prytula: Graduate Chair, USask</p> <p>Justin Longo: Graduate Chair, U of R</p> <p>Akram Mahani: MHA Program Director, U of R</p>

3.1 Administrative Staff

Title	Brief Job Description
Executive Assistant to U of R Academic Director, U of R	Provides executive-level administrative, coordination, and strategic support to the Director, enabling effective leadership operations and school governance
Administrative Coordinator, USask (USask-central managed position)	Supports the smooth functioning of operations at USask campus; coordinates and supports cross-campus meetings and events; provides administrative support to USask Executive Director and Director of Administration
Manager of Graduate Programs, U of R (two positions)	Oversees planning, delivery, and continuous improvement of graduate programs; leads operational processes, student lifecycle management, and academic policy implementation
Manager, Graduate Programs (On-Site Delivery), USask	Leads planning, delivery, and evaluation of on-site graduate programming, ensuring high-quality student experiences and academic operations
Manager, Graduate Programs (Distance Delivery), USask	Leads the planning, delivery, and evaluation of distance and online graduate programming, ensuring quality assurance, accessible learning design, and student support

Title	Brief Job Description
Indigenous Student Recruitment and Initiatives Coordinator (serves both campuses)	Leads recruitment and retention of Indigenous students; leads efforts to decolonize physical spaces; liaises with Indigenous JSGS alumni and potential donors; supports communications to ensure appropriate representation of Indigenous content and images; coordinates Indigenous educational efforts for JSGS community
Student Experience Officer (serves both campuses)	Based at the University of Regina campus and serving both campuses, this position supports student engagement by coordinating student-focused programs and acting as a key contact for initiatives such as the Executive Internship Program. The role contributes to improving student experience and supporting experiential learning opportunities
Student Writing Advisor (serves both campuses)	Provides academic writing support to students, delivering individualized consultations and programming to strengthen graduate-level communication skills
Graduate Admissions Coordinator, USask	Manages admissions for all academic programs at JSGS-USask, liaising with applicants and faculty to ensure timely, consistent, and policy-aligned admissions decisions
Graduate Programs Coordinator, USask	Provides support to students and academic programs at JSGS-USask campus and helps coordinate student and program matters with the School's U of R campus
Administrative Assistant, Student Services, U of R	Provides frontline administrative and operational support to student services, ensuring smooth delivery of academic advising, registration processes, and student-facing communications
Communications and Marketing Specialist (serves both campuses; USask-central-managed position)	Develops, executes, and evaluates communications initiatives designed to increase student enrolment, advance alumni engagement, foster strong donor relationships, and profile the School's research

Title	Brief Job Description
Community Engagement Coordinator (serves both campuses)	Working from the University of Regina campus and supporting both campuses, this position leads community outreach activities, event coordination, and engagement initiatives. The role includes organizing public events, supporting discussions on policy-related topics, and strengthening relationships between JSGS and external communities.
Development Officer, U of R	Cultivates donor relationships, manages giving portfolios, and advances fundraising priorities to support JSGS strategic initiatives. Located in central administration and supports JSGS as well as other faculties.
Alumni Relations Officer (serves both campuses, JSGS-USask buys .25 FTE from USask central)	Builds and fosters relationships with alumni through events, outreach, and programs, supporting long-term engagement and development goals
Research Project Administrator, U of R	Manages research project logistics, funding administration, reporting, and compliance, supporting faculty-led research initiatives
Administrative Accounting Assistant, U of R	Supports financial operations, including expense processing, reconciliation, purchasing, and financial documentation for academic and administrative units
Financial Coordinator, USask	Provides financial support to JSGS USask campus and its direct-reporting centres based in Saskatoon; ensures timely and accurate processing of financial transactions and supports effective management of finances; provides support and guidance to staff and faculty on financial-related matters
Strategic Business Analysts, USask (centrally paid & managed, provide strategic services to JSGS)	Facilities, Finance, Human Resources
Instructional Designer, U of R (three positions)	Collaborate with Executives-in-Residence to design, develop, and enhance online and blended courses, incorporating pedagogical best practices and technology-enabled learning

Title	Brief Job Description
Executive Education Assistant, U of R	Provides administrative and logistical support for Executive Education programming, ensuring efficient delivery of courses, workshops, and client services
Program Coordinator, Executive Education, U of R	Manages planning, scheduling, client engagement, and operational delivery of executive programs, supporting revenue generation and external engagement

4. Program Narrative and Value Proposition

Provide a brief history of the graduate programs. Describe the value proposition of your program offerings. (i.e., what differentiates your programs from other programs that prospective students may choose).

Please refer to Section 2 Program Overview for a history of JSGS.

JSGS differentiates itself from other Canadian policy schools by the strength of its partnerships and commitment to making first-rate graduate education and policy research accessible to non-traditional students. At its core a partnership between the U of R and USask, it also has close partnerships with First Nations University of Canada and UiT The Arctic University in Norway, as well as with the Saskatchewan Public Service. It has research strengths in innovation, governance, Indigenous engagement, health and social policy, and inequality. Students benefit from faculty-led research opportunities, executive internship placements, interdisciplinary learning, and holistic student advising. All of JSGS's programs take a flexible and interdisciplinary view on admissions, working intentionally to consider individual's work and lived experiences in making admissions decisions.

The **on-site MPA** program offers unparalleled flexibility and professional preparation among Canadian policy schools, combining in-person delivery with the ability to complete the program in as little as 12 months or up to four years – features that support working professionals and diverse learning needs. Core courses are offered in person at each campus, and elective courses are generally offered online, creating efficient synergies. At the U of R campus, in-person courses are offered at night and on weekends, a scheduling practice being adapted at USask for 2026-27. Building on its CAPP-accrued curriculum, the program integrates applied learning with opportunity to apply for the competitive JSGS Executive Internship Program. This program is especially popular with international students as it offers an excellent opportunity to gain Canadian work experience. The MPA program's strengths are amplified by its diverse student body. Students benefit from holistic support from the JSGS Student Success Team.

The **online MPA program** amplifies JSGS's commitment to accessible, high-quality graduate education through a fully online program designed for working professionals and distance learners. Delivered asynchronously, the program combines rigorous academic coursework with applied policy analysis, collaborative online activities, and evidence-informed practice. A distinctive program feature is two short in-person residencies that provide structured opportunities for cohort building, experiential learning, and engagement with faculty and public-sector leaders. These residencies complement the online curriculum by fostering professional networks and deepening students' applied learning experiences.

The **MHA program**, including the **MHA–Health Information Management (MHA-HIM) stream**, is a nationally recognized professional degree that prepares current and emerging leaders for senior roles across Canada's health systems. Designed for working professionals, the program is delivered primarily asynchronously in an interactive online environment, enabling students to balance full-time employment with graduate studies over two to four years. Courses emphasize applied learning through case studies, collaborative discussions, and assessments grounded in real health-system challenges. A core value proposition of the MHA is its practice-informed model. The program attracts a diverse cohort of clinicians, administrators, and public health professionals, creating a rich interprofessional environment that enhances systems thinking. Like the OMPA, the MHA has two required in-person residencies to support experiential learning and cohort development. The program's competency-based curriculum is aligned with the Canadian College of Health Leaders and the LEADS in a Caring Environment framework. This approach equips students with essential professional capabilities to ensure graduates are prepared to lead effectively in complex health system environments.

The **GENI** program, delivered jointly by JSGS-USask and the Centre for Sami Studies at UiT, is designed to build governance and policy capacity in northern and Indigenous communities. The program provides a flexible online learning structure, allowing students to complete the degree in two to four years. Delivered through an engaging digital learning environment, GENI integrates rigorous academic coursework with applied research, case-based learning, and real-world scenarios that strengthen students' leadership capabilities in addressing the social, health, economic, and environmental challenges facing circumpolar and Indigenous regions. A distinctive program feature is two short residencies in Northern Canada and Norway that offer experiential learning, cohort building, and engagement with Northern and Indigenous communities, practitioners, and leaders. Through its interdisciplinary design and strong community partnerships, the GENI program equips graduates with the competencies and skills needed to support community development, uphold Indigenous rights, and contribute to sustainable futures in Northern and Indigenous contexts.

The **MPP** is a research-intensive, thesis-based program that prepares students for advanced policy analysis and academic research roles. Students conduct original policy research alongside internationally recognized faculty and are immediately embedded in active research communities. The program, taught by faculty at both campuses, provides strong grounding in theory, analytical frameworks, and qualitative and quantitative research methods.

The **PhD** program, taught by faculty at both campuses, provides an interdisciplinary and research-intensive environment that positions graduates to contribute advanced research within government, academia, and national and international research organizations. Students conduct original policy research alongside internationally recognized faculty and are immediately embedded in active research communities. The program provides strong grounding in theory, analytical frameworks, and qualitative and quantitative research methods.

JSGS offers a suite of flexible, course-based **graduate certificates** designed for professionals seeking competency building in policy and administration. Each certificate is three graduate-level courses and provides a ladder pathway into the MPA, OMPA, or MPP, making JSGS one of the few Canadian policy schools offering stackable credentials that support both immediate professional upskilling and long-term academic or employment progression.

- The **Public Administration Certificate** provides foundational training in public administration, making it ideal for professionals entering or advancing in government or publicly funded organizations.
- The **Health Systems Management Certificate** offers a flexible, fully online, part-time pathway for professionals seeking to enter or advance in healthcare administration while continuing to work. Grounded in the Canadian healthcare context, the program emphasizes applied learning in health system governance, leadership, performance measurement, and decision-making in complex organizations.
- The **Indigenous Nation-Building Certificate** is offered in partnership with First Nations University of Canada and is designed to strengthen governance capacity and policy leadership within First Nations, Métis, and Inuit communities. The certificate provides students with an in-depth understanding of traditional and contemporary Indigenous governance approaches and examination of the impacts of settler colonialism and the diverse forms of Indigenous resistance and resurgence. Delivered primarily online and complemented by a three-day in-person community residency, the program emphasizes learning with and from Indigenous communities, Elders, Knowledge Keepers, and local leaders, ensuring direct engagement with Indigenous ways of knowing, cultural protocols, and community-driven governance practices.

- The **Social Economy, Co-operatives, and Non-Profit Sector Certificate** examines social enterprise models, co-operative governance, and non-profit management. With practical relevance for professionals in NGOs, co-operatives, social enterprises, and community-based organizations, this certificate helps learners develop applied skills for managing programs, building collaborative structures, and navigating the complexities of the social economy.
- The **Public Policy Research Certificate** is not a direct-entry program and is used only in exceptional circumstances primarily as an off-ramp for MPP or PhD students who are unable to complete their full programs, often due to personal or professional life demands.

5. Programs Offered, Experiential Learning, Quality Enhancements, and Enrolment

5.1 Summary of Programs Offered

Provide a summary of the programs offered by your unit (one page).

JSGS offers a range of graduate programs designed to develop leadership, analytical capacity, and research expertise across the public, non-profit, Indigenous, and health sectors. Its master's, doctoral, and certificate programs reflect the evolving demands of these sectors, emphasizing evidence-informed decision making, effective administration, and strong policy analysis skills. They are reinforced by an extensive range of professional development (non-credit) programs offered by Executive Education.

The **MPA** is a professional 36-credit-unit course-based program that was first accredited by CAPPA in 2012. Delivered in person at both campuses, the MPA is structured to meet the needs of both early-career professionals seeking to transition to a career in the public service and those transitioning from front line to management roles. JSGS defines the public sector broadly and includes Indigenous governments and non-profit-sector organizations that it partners with in various ways. It emphasizes the skills modern public servants must possess, from research-based policy advice to effective program management, ensuring graduates are ready to contribute meaningfully across government institutions and public organizations. The current study body, which has remained fairly consistent for at least the last decade, comprises a large percentage of international students and – especially in the in-person program – substantial changes have been made to meet their needs. Typical completion timeline is two years for students who study full time. MPA students have the option to apply to the highly competitive Executive Internship Program where most placements are with the provincial government.

The **online MPA** is the same curriculum as the in-person MPA but is delivered by USask only, primarily online and asynchronously plus two in-person residencies that foster peer interaction and applied learning. Designed with flexibility for mid-career professionals balancing work and academic commitments, the program is attractive to people across Canada. The program aims to cultivate a deeper understanding of policy processes, leadership responsibilities, and the competencies expected of contemporary administrators. Students complete the degree in two to four years.

The **MHA** is a 30-credit-unit professional degree focused on the complexities of Canada's health systems. Offered by the U of R campus and delivered online with short residency components that foster peer interaction and applied learning, the MHA is well-suited for health-sector professionals seeking leadership roles in hospitals, government health agencies, or health-related non-profits. It attracts students from across Canada, with a plurality of students in Ontario. Students develop expertise in areas such as human resource management, financial stewardship, and system-level planning. The program's structure allows completion within two to three years. Within the MHA, there is the option to specialize in Health Information and Informatics (HIIM), a program accredited by the Canadian Health Information Management Association (CHIIMA).

The **GENI** program is for individuals working with or within Indigenous and northern communities and offers a unique hybrid model combining online, asynchronous study with two field schools. Developed collaboratively with UiT, the program integrates online coursework with intensive field schools in Canada and Norway. GENI emphasizes entrepreneurship, self-determination, governance, and community-centered policy development. The program can be completed over two to four years. Intake

has been paused on this program since fall 2024 while a review is undertaken; discussions with UiT are underway to replace the degree program with a four-course certificate program.

The **MPP**, also accredited by CAPPA in 2012, is a thesis-based program rooted in methodological training and policy theory. Students must complete at least 15 credit units of courses and a thesis, which equips aspiring researchers with the ability to critically examine public challenges across domains such as innovation, health, economics, and social inequality. Students typically study for two or more years full time, depending on the scope of the research undertaken.

The **PhD** is a dissertation-based degree designed to cultivate scholars capable of developing innovative policy solutions and contributing to academic, governmental, and think-tank environments. Students take 12 credit units of course work followed by a comprehensive exam, and the writing of a thesis based on original research; students normally take a minimum of 4.5 years to complete.

JSGS offers a suite of **Graduate Certificates**, each consisting of nine credit units of courses. They are designed to enhance professional skills and/or serve as pathways into master's studies at JSGS. They equip learners with foundational tools to interpret, implement, and evaluate policy decisions in their respective fields.

- The **Public Administration Certificate**, available both in person and online, introduces learners to governance, administrative processes, public finance, and evidence-based policy analysis. It naturally leads to laddering into the MPA.
- The **Health Systems Management Certificate** caters to professionals seeking to deepen their understanding of health system structures, managerial responsibilities, system-level planning, and leadership within healthcare environments. Offered entirely online, it enhances the capacity of current and aspiring administrators to operate effectively within evolving health systems. Many graduates move onto the MHA.
- The **Certificate in Indigenous Nation-Building** is offered jointly with First Nations University and supports specialized learning in Indigenous governance; it is delivered online and concludes with a short in-person residency. Students who successfully complete this certificate program can apply to ladder into the MPA or OMPA program.
- The **Social Economy, Co-operatives, and Non-Profit Sector Certificate** is specialized learning in co-operative economic models, non-profit leadership, and policy-oriented analytical research. Students who successfully complete this certificate program can apply to ladder into the MPA or OMPA program.
- The **Certificate in Public Policy Research** is not direct entry. Rather, it serves as a laddering out path for MPP and PhD students to enable them to get a credential when they are unable to complete the thesis program.

List each graduate program delivered by the academic unit.

Program #1

Degree Name	<p>Master of Public Administration (delivered on-site at both campuses) Master of Public Administration (delivered online by USask only, same curriculum)</p>
Date Established	<p>U of R offered the MPA well before JSGS was established, from the Faculty of Business Administration. Winter 2008 was the first registration in the MPA from JSGS.</p> <p>USask – 2008 (in person), 2019 (online)</p>
Program Description (from university catalogue)	<p>The Master of Public Administration is the flagship professional program of the Johnson Shoyama Graduate School of Public Policy. The program builds on the reputation and experience of a province renowned for innovation and professionalism in public policy and administration.</p> <p>The M.P.A. is an exciting program designed to prepare students for success in such diverse areas as non-governmental organizations (NGOs), industry associations and, of course, the public service. Students in the program build their knowledge and skills in three critical areas: evidence and strategic thinking, connection and collaboration, and implementation and improvement.</p>
Admission Requirements	<p>U of R Applicants must meet the entrance requirements of FGSR, with the following additions (where applicable):</p> <ul style="list-style-type: none"> • Applicants must satisfy the admission requirements of FGSR and additionally have an overall grade point average of 75%. In addition, JSGS requires three letters of reference. • The MPA program is open to persons with a four-year undergraduate degree in any area. • Those students without a background in economics may be required to complete introductory courses in micro and macro economics. <p>USask</p> <ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in CGPS’s Academic Policies. • Cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units) • Four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study • Current résumé that includes background and relevant employment history, letter of intent, and three letters of reference

Degree Requirements

U of R

MPA Course Option

Each course is three credit units for a total of 36 credit units.

JSGS 801	JSGS 838
JSGS 802	JSGS 882
JSGS 805	JSGS 891
JSGS 806	JSGS 892
JSGS 807	JSGS 8xx or approved elective*
JSGS 808	JSGS 8xx or approved elective*

*Subject to approval by graduate chair.

MPA Internship Option (no direct-entry option)

Same as above plus JSGS 850 (zero credit units)

USask

Course Option

Each course is three credit units for a total of 36 credit units.

JSGS 801	JSGS 838
JSGS 802	JSGS 882
JSGS 805	JSGS 891
JSGS 806	JSGS 892
JSGS 807	Approved elective*
JSGS 808	Approved elective*

*Requires approval of JSGS Graduate Chair.

Plus the following zero-credit-unit courses:

- GPS 960 Introduction to Ethics and Integrity
- GPS 961 Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962 Ethics and Integrity in Animal Research, if research involves animal subjects

MPA Internship Option (no direct-entry option)

Same as above plus JSGS 850 (0 credit units)

Areas of Specialization

Not applicable

Program #2

Degree Name	Master of Public Policy
Date Established	USask – Fall 2009 U of R – Spring 2011
Program Description (from university catalogue)	The JSGS Masters of Public Policy program prepares graduates to conduct policy research and analysis for use in the policy system. The MPP program trains students to apply their skills in the public policy domain. Graduates are prepared to work as policy researchers locally and globally in the public, not-for-profit, and corporate sectors and employ innovative strategies to address policy challenges. For more information, please visit the School of Public Policy .
Admission Requirements	<p>U of R</p> <p>All applicants must meet the FGSR general admission requirements and may enter the program from a wide variety of disciplines with the following additions (where applicable):</p> <ul style="list-style-type: none">• Applicants must satisfy the admission requirements of FGSR and additionally have an overall grade point average of 75%. In addition, JSGS requires three letters of reference.• Applicants must respond to the personal statement questions here. <p>USask</p> <ul style="list-style-type: none">• Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the CGPS's Academic Policies.• Cumulative weighted average of at least 75% (U of S grade system equivalent) in the last two years of study (i.e., 60 credit units)• Four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study• Current resume that includes background and relevant employment history, letter of intent, and three letters of reference
Degree Requirements	<p>U of R</p> <p>Each course is three credit units for a total of 30 credit units required:</p> <ul style="list-style-type: none">• JSGS 803 and JSGS 851 or another methods course as approved by JSGS Graduate Chair• One of JSGS 865 or JSGS 869• Two electives from JSGS courses (except MHA courses, JSGS 891, and JSGS 892)• JSGS 901 (15 credit units)• JSGS 990AB* (zero credit units)

*Students must register in JSGS 990AB each semester and attend at least 25 seminars during their program.

USask

Students in the M.P.P. program must achieve a minimum of 70% in each course to earn course credit and progress through program completion. Students must maintain continuous registration in the 994 course. A minimum of 15 credit units of course work is required.

- GPS 960 Introduction to Ethics and Integrity (zero credit units)
- GPS 961 Ethics and Integrity in Human Research, if research involves human subjects (zero credit units)
- GPS 962 Ethics and Integrity in Animal Research, if research involves animal subjects (zero credit units)
- JSGS 990 Public Policy Seminar (zero credit units)
- JSGS 994 Research – Thesis (zero credit units)
- One of JSGS 865 or JSGS 869
- One of JSGS 803, JSGS 851, or another methods course recommended by the Advisory Committee and approved by Graduate Chair
- Two electives from JSGS courses (except MHA courses, JSGS 891, and JSGS 892; electives outside JSGS may be taken with pre-approval of JSGS Graduate Chair and discussion with supervisor)

*Requires approval of JSGS Graduate Chair

Areas of Specialization

Identify any area of distinctive strength or formal options for specialization (minors, certificates, etc.).

Science and public policy; Canadian public administration; public consultation; regulation; natural language processing; Métis/Indigenous governance, policy, and politics; leadership policy; educational finance and financial accountability in higher education; public sector leadership; education policy; disability policy and policy co-design; childcare-related public policy; study of co-operatives; behavioural economics/psychology; income distribution; fiscal and monetary policy; food policy; experimental economics; consumer behaviour; farmer decision making; science communication

Program #3

Degree Name	Master of Health Administration (offered at U of R only)
Date Established	Fall 2013 – MHA Fall 2020 – MHA-HIIM
Program Description (from university catalogue)	The Master of Health Administration is primarily an online, course-based degree offering 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 will attend courses on a part-time basis while continuing their full-time employment and can finish the degree in as little as two

years. In addition to the coursework, students participate in two brief in-person residency periods. These are held over a weekend and involve group exercises, including case studies, management simulations, breakouts and presentations, creating important learning and networking opportunities for students.

Optional Major in Health Informatics and Information Management (MHA-HIIM)

To meet the growing demand for HIIM professionals, JSGS offers this major within the MHA program. HIIM encompasses a wide scope of practice that includes information management, information systems, information technology, and finance areas. The new major focuses on the capture, quality, and use of health information to support the Canadian health care system. During the course of the program, students will develop graduate level skills in the information sciences and health administration.

Admission Requirements

Applicants must meet the entrance requirements of FGSR, with the following additions (where applicable):

- Applicants must have a minimum of three years' relevant health-sector experience

MHA Mid-Career Option: For those who lack an undergraduate degree but have considerable relevant health-sector experience, there is an option to be admitted to the MHA program as mid-career.

Note: The Master's Certificate in Health Systems Management from the U of R ladders into the MHA program. Students will be allowed to concurrently hold this Master's Certificate and the MHA degree, using the same courses for both credentials. This means that a student could earn the Master's Certificate, apply for entry and be accepted into the MHA program, and then take the additional courses to earn the MHA degree.

Degree Requirements

Master of Health Administration
A total of 30 credit units are required.

Nine courses (27 credit units) from among JSGS 812, JSGS 814, JSGS 817, JSGS 823, JSGS 824, JSGS 826, JSGS 827, JSGS 829, JSGS 832, JSGS 833, JSGS 834, JSGS 837, JSGS 887, and JSGS 888, plus JSGS 830AA* and JSGS 830AB* (1.5 credit units each).

*The two in-person residency sessions can be taken in any semester and in any order.

Master of Health Administration in Health Informatics and Information Management

A total of 30 credit units are required, consisting of two in-person residencies (three credit units total), seven required courses (21 credit units total), and two elective courses (six credit units total).

	<p>JSGS 814 (3 credit units)</p> <p>JSGS 830AA (1.5 credit units)</p> <p>JSGS 830AB (1.5 credit units)</p> <p>JSGS 834 (3 credit units)</p> <p>JSGS 843 (3 credit units)</p> <p>JSGS 856 (3 credit units)</p> <p>JSGS 858 (3 credit units)</p> <p>JSGS 887 (3 credit units)</p> <p>JSGS 888 (3 credit units)</p> <p>JSGS 8xx* (3 credit units)</p> <p>JSGS 8xx* (3 credit units)</p> <p>*From among JSGS 812, JSGS 817, JSGS 823, JSGS 824, JSGS 826, JSGS 827, JSGS 829, JSGS 832, JSGS 833, JSGS 837, JSGS 841, JSGS 886**.</p> <p>**JSGS Graduate Chair approval required.</p>
Areas of Specialization	<p>The MHA with a major in HIIM offers a specialized area of strength distinct from the standard MHA, which includes an integrated informatics focus, specialized curriculum outcomes (prepares graduates for not only leadership but also the roles that require expertise at the intersection of health administration and informatics) and a credential advantage (accreditation by CCHIM means graduates may also be eligible to pursue the CHIM national certification adding professional recognition to their degree).</p>

Program #4

Degree Name	Master of Governance and Entrepreneurship in Northern and Indigenous Areas
Date Established	2016-2017 <i>Note that admissions to this program have been paused since 2024.</i>
Program Description (from university catalogue)	The GENI program is a joint degree program delivered and administered with UiT The Arctic University of Norway (UiT). GENI is interdisciplinary and is open to students from a wide variety of educational backgrounds. Students applying for the Master's program require a Bachelor's degree or equivalent qualification in the social sciences, law, or education. The program is project based and provides a flexible course schedule in which all the requirements can be completed in four years of part-time study or two years of full-time study.
Admission Requirements	<ul style="list-style-type: none"> • Cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of full-time study (i.e. 60 credit units USask equivalent). • Four-year undergraduate degree or equivalent from a recognized college or university in academic fields of the social sciences, law, or education OR • Three-year first-cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the Bologna Declaration will be acceptable as the equivalent of an undergraduate honours degree. • Applicants will be selected by the GENI Program Board, which will include representatives of JSGS and UiT-Sesam. • Applicants will need to successfully complete the online application form and pay the \$120 CAD application fee.

Applicants are required to provide the following information and documents:

- All unofficial PDF copies of academic transcript(s) from each post-secondary institution attended, including a grading key/legend.
- Three references, two of which must be academic and one must be professional. If you have had a substantial study break, you can include all professional references.
- Statement of purpose, including the following:
 - What has motivated you to pursue an online master's degree focused on northern and Indigenous areas?
 - How has your personal background, education, and/pr professional experience prepared you for the core themes and research methods you will encounter in the program?
- Writing sample, such as a term paper or essay, that demonstrates writing and analytical ability.
- Scanned image of your valid passport.

Language Proficiency Requirements

Proof of English proficiency may be required for international applicants and may be demonstrated through one of the following:

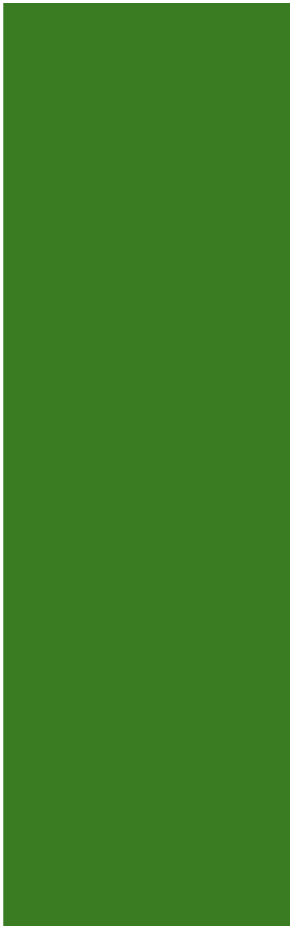
- Minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution where the exclusive language of instruction and examination of the program and/or institution is English (view [eligible institutions](#))
- Meeting the minimum score requirements for one of the approved language tests:
 - Duolingo English Test (DET) with a minimum overall score of 115 with a minimum score of 95 in each area.
 - TOEFL iBT (internet-based) with a minimum overall score of 86 with a minimum score of 19 in each area.
 - IELTS with a minimum overall score of 6.5 with no score below 6.0 in each area.
 - Cambridge C1 Advanced with a minimum overall score of 176, or
 - PTE Academic (Pearson Test of English) with a minimum overall score of 63 with a minimum score of 59 in each area.

The language requirement does not apply to students who qualify for the Norwegian Higher Education Entrance Qualification (NHEEQ). Whether a student meets the Norwegian Higher Education Entrance Qualification will be confirmed by UiT.

Degree Requirements

GENI students are required to complete a minimum of 34 credit units of coursework, along with a research project equivalent to 14 USask credit units (equivalent to 120 ECTS at UiT). The required elements include required courses, electives, an applied research project, and the 990 seminars. Students must complete the following required courses:

- GPS 960 Introduction to Ethics and Integrity (zero credit units)
- GPS 961 Ethics and Integrity in Human Research, if research involves human subjects (zero credit units)



- GPS 962 Ethics and Integrity in Animal Research, if research involves animal subjects (zero credit units)
- IND-3012 Research Methods and Indigenous Ethics (UiT course equivalent to two credit units)
- IND-3014 Negotiations and Consultations in Indigenous and Northern Areas (UiT course equivalent to four credit units)
- JSGS 806 Public Policy Analysis (three credit units)
- JUR-3621 Indigenous Peoples Rights (UiT course equivalent to four credit units)
- NORD 806 Northern Public Policy Analysis (one credit unit)
- NORD 830 Introduction to Graduate Academic Writing (four credit units)
- NORD 835 Professional Writing (four credit units)
- NORD 847 Circumpolar Innovation & Entrepreneurship (four credit units)
- NORD 857 Northern Resource Economics and Policy (four credit units)
- NORD 870 Applied Research Project (two credit units)
- NORD 990 MGENIA Seminar Series (Students must maintain continuous registration in this course through the program)
- NORD 992 Research – Project (USask), IND-3901 (UiT equivalent to 14 USask credit units). Students must maintain continuous registration in NORD 992 through the program. Students will register in IND-3901 while completing project work.
- STV-3040 Northern Governance (UiT) (equivalent to POLS 855.4)
- Students must complete two credit units of electives subject to approval from the Program Director.

Areas of Specialization

Not applicable

Program #5

Degree Name

PhD in Public Policy

Date Established

USask – 2009
U of R – 2011

Program Description (from university catalogue)

The JSGS Ph.D. in Public Policy program prepares graduates to conduct advanced policy research across a variety of sectors. Through inquiry and application of interdisciplinary knowledge, the Ph.D. in Public Policy program equips students to work as advanced researchers locally and globally in the academic, public, not-for-profit, and corporate sectors to identify innovative strategies to address policy challenges.

Admission Requirements

U of R

Applicants must meet the general admission requirements of FGSR, with the following additions (as applicable):

1. Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university and will be expected to have

achieved an average of 75% or better in their Master's program. In addition, JSJS requires three letters of reference.

2. Applicants seeking admission after completing a course-based Master's degree may be required to complete an examination as a condition of the program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.
3. Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.
4. An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials by FGSR. The PhD steering committee of the School reviews the file and makes a recommendation to the Dean of FGSR.
5. Applicants must respond to the personal statement questions [here](#).

Exceptional students may be considered for transfer from the MPP (or MPA) to the PhD. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP (Note: students in the MPA would also have to complete a minimum of 15 credit hours of course work to be considered for transfer). Before students will be transferred to the PhD program, they must also successfully complete an examination (see above). The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.

USask

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in CGPS's [Academic Policies](#).
- Master's degree, or equivalent, from a recognized university in a relevant academic discipline
- Cumulative weighted average of at least a 75% (USask grade system equivalent) in the last two years of study (i.e., coursework required in Master's program)
- Personal statement that answers the following four questions:
 - Why do you want to pursue a PhD focusing on public policy?
 - Briefly describe your research background and preparation for policy-related research, including both scholarly and practical experience.
 - Describe what you hope to achieve in your research. Briefly describe the problem you want to investigate and identify any specific theories or methods you want to use.

- Have you approached any of the faculty at the school? If so, please name them.
- As you answer these questions, please keep in mind the Admissions Committee is assessing your ability to write in a clear, coherent, and professional manner; your personal statement should be free of spelling and grammatical errors and properly referenced (if applicable). Please limit your response to each of the questions to no more than 200 words.
- Three letters of reference

Degree Requirements

U of R

Doctor of Philosophy (PhD) in Public Policy (after Master's)

Students with a Master's degree (thesis route) in Public Policy from an accredited university will be required to take a minimum of nine credit units of core courses; in total, students are required to complete 60 credit units. Students without this background will be required to acquire the relevant background before taking the formal PhD core courses.

JSGS 803 (three credit units)	JSGS 990AB* (zero credit units)
JSGS 851 (three credit units)	JSGS 901 (48 credit units)
JSGS 865 (three credit units)	JSGS 996 Research – Dissertation
JSGS 869 (three credit units)	

*Students must register in JSGS 990AB each semester and attend at least 25 seminars during their program. 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 and FGSR.

Students must write and successfully defend a thesis to complete the program. Students are expected to complete the program in a timely manner; for example, within three years as a full-time student, but a maximum of six years is allowed under FGSR's regulations.

Comprehensive Exam: Students will complete a comprehensive examination following completion of their prescribed course work (see above). The comprehensive exam would involve the preparation of a paper and an oral exam. The paper would be linked to the research program that the student has identified and that would serve as the starting point for a thesis proposal to be completed after the comprehensive exam is successfully completed.

Following successful completion of the comprehensive exam, students would move to the development of a proposal, and upon its approval, to the thesis research and writing stage.

Academic Performance Standards: Satisfactory performance in research and course work is required and can be reviewed at any time as defined within the framework of FGSR regulations. The supervisory committee can meet to address any issues pertaining to the student's progress and could recommend

termination of a student’s program should progress be unsatisfactory. The Dean of FGSR or the FGSR PhD Committee may also initiate questions concerning a student’s progress, as per FGSR regulations.

USask

All courses taken by students in this program have a minimum passing average grade of 70%. Students must maintain continuous registration in the 996 course. Students must take all of:

- GPS 960 Introduction to Ethics and Integrity
- GPS 961 Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962 Ethics and Integrity in Animal Research, if research involves animal subjects

A total of 12 credit units of core courses:

- JSGS 803 JSGS 865
- JSGS 851 JSGS 869

- JSGS 990 Public Policy Seminar
- Students may take additional courses in a particular subject area if they so wish. The decision to take additional courses over and above that required in the core rests with student's advisory committee.
- Doctoral candidacy assessment
- Dissertation defense

Areas of Specialization

Identify any area of distinctive strength or formal options for specialization (minors, certificates, etc.).

Science and public policy; Canadian public administration; public consultation; regulation; natural language processing; Métis/Indigenous governance, policy, and politics; leadership policy; educational finance and financial accountability in higher education; public sector leadership; education policy; disability policy and policy co-design; childcare-related public policy; study of co-operatives; behavioural economics/psychology; income distribution; fiscal and monetary policy; food policy; experimental economics; consumer behaviour; farmer decision making; science communication

Program #6

Program Name

Public Administration Graduate Certificate (on site, USask & U of R)
Public Administration Graduate Certificate (online, USask)

Date Established

Spring 2025

Program
Description (from
university
catalogue)

This certificate should be of interest to individuals aspiring to work or currently working in the public sector who do not have a background in administration and who want to improve their analytical and management skills. Students will develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to effectively manage in the public sector.

Admission
Requirements

U of R

Standard Admission Option - Applicants must have completed a four-year undergraduate degree from a recognized university. A cumulative weighted average of at least 70% must be maintained during the final two years (60 credit units). Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.

Non-standard Admission: Applicants who do not meet the standard admission requirements can apply using the non-standard application process. In this case, applicants must possess a minimum of 10 years of work experience with at least five years of management experience

USask

- Language Proficiency Requirements: Proof of English proficiency may be required and may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- Four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- Cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Current resume that includes background and relevant employment history
- Letter of intent
- Three letters of reference

Applications will be reviewed holistically to assess an applicant's skills, personal attributes, background, and experiences. The standard admission requirements may be waived if the following are met:

- Recognized completion of at least one year (18 credit units) of higher education;
- A break of at least five years from formal higher education; and
- At least 10 years of work experience and at least five years of management experience.

<p>Program Requirements</p>	<p>U of R</p> <p>JSGS 801 (three credit units) plus two courses (six credit units total) from among JSGS 802, JSGS 805, JSGS 806, JSGS 807, JSGS 808, JSGS 838, and JSGS 882.</p> <p>Note: Students cannot receive credit for JSGS 882 if they have completed JSGS 815 or 817.</p> <p>Note: The Master’s Certificate in Public Administration from the U of R ladders into the MPA program. Students will be allowed to concurrently hold this Master’s Certificate and the MPA degree, using the same courses for both credentials.</p> <p>USask</p> <p>The certificate can be taken as a stand-alone program and the courses can be applied toward the completion of the Master of Public Administration (M.P.A.). Courses completed for one graduate certificate may not be used toward another certificate. This program is offered in both in-person and online formats.</p> <p>The certificate program consists of one required three-credit-unit course, JSGS 801, plus two electives (six credit units) from among JSGS 802, JSGS 805, JSGS 806, JSGS 807, JSGS 808, JSGS 838, and JSGS 882.</p>
<p>Areas of Specialization</p>	<p>Not applicable</p>

Program #7

<p>Program Name</p>	<p>Master’s Certificate in Health Systems Management (U of R)</p>
<p>Date Established</p>	<p>Fall 2007</p>
<p>Program Description (from university catalogue)</p>	<p>This certificate will be of interest either to those currently working in health care administration or to those who want to move into health care administration. Students will develop a good understanding of the complex issues that are encountered by those managing health systems in today’s changing health care organizations.</p>
<p>Admission Requirements (from university course catalogue)</p>	<p>Applicants interested in this program must have completed a four-year undergraduate degree with a minimum overall GPA of 70%.</p> <p>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>
<p>Program Requirements</p>	<p>JSGS 827 (three credit units) plus two courses (six credit units total) from among JSGS 812, JSGS 814, JSGS 817, JSGS 823, JSGS 824, JSGS 826, JSGS 829, JSGS 832, JSGS 833, JSGS 834, JSGS 837, and JSGS 841.</p>

	Note: The Master’s Certificate in Health Systems Management ladders into the MHA program. Students will be allowed to concurrently hold this Master’s Certificate and the MHA degree, using the same courses for both credentials.
Areas of Specialization	Not applicable
Program #8	
Program Name	Indigenous Nation-Building Graduate Certificate
Date Established	2022-23
Program Description (from university catalogue)	<p>Jointly offered by FNUniv and JSGS, the Graduate Certificate in Indigenous Nation-Building provides students with an in-depth understanding of the traditional and modern governance approaches Indigenous nations are taking as they assert self-determination and self-governance. The impact of Canadian settler colonialism on Indigenous nationhood and how Indigenous peoples have resisted will also be examined.</p> <p>This certificate program is designed for working professionals aiming to strengthen their knowledge and skills to meet the challenges of policy development and implementation, governance, and self-determination within Indigenous governments and communities. It also prepares leaders and innovators in First Nations, Métis and Inuit governments and other organizations that work with Indigenous governments, with a particular focus on Saskatchewan Indigenous nations and communities.</p>
Admission Requirements	<p>U of R</p> <p>Standard Admission Option: Applicants interested in this program must have completed a four-year undergraduate degree from a recognized university, with a minimum overall GPA of 70% in the final two years. Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.</p> <p>Mid-Career Admission Option: 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. Proof of English proficiency is required.</p> <p>USask</p> <ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies. • Four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

- Cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Current resume that includes background and relevant employment history
- Letter of intent
- Three letters of reference

Applicants who do not meet the standard admission requirements may wish to apply using the non-standard application process. Successful applicants likely will have:

- Recognized completion of at least one year (18 CUs) of higher education;
- A break of at least five years from formal higher education; and
- At least 10 years of work experience and at least five years of management experience.

In addition to completing the usual application package (e.g., CV, letters of reference, letter of intent), applicants must submit a letter indicating that they wish to be considered under the non-standard application process and why. Applicants must also submit evidence that they possess the following skills and expertise:

- Ability to undertake effective critical thinking (e.g., to critically examine arguments, to critically examine data and the conclusions drawn from it);
- Ability to collect and analyze data (whether qualitative or quantitative), and to connect the results of the analysis to broader concepts and ideas; and
- Ability to communicate effectively in both oral and written forms.

To provide evidence that they possess the above skills, applicants should draw from recent work where they demonstrated competency in the three areas. The evidence should include concrete outputs (e.g., writing samples, reports), as well as explanations of their relevance and importance. The evidence package should be three to four pages in length.

Applicants must also provide a list of the positions they have held and indicate the extent to which they have acquired and relied on the three core competencies outlined in the MPA program – analysis and use of evidence, politics and democracy, and policy delivery.

Program Requirements

U of R

Nine credit units in total are required.

JSGS 893 and JSGS 894 (three credit units each), JSGS 895 (zero credit units), plus one of JSGS 808, JSGS 851, JSGS 863, or JSGS 896 (three credit units each).

	<p>USask Nine credit units in total are required.</p> <p>JSGS 893 and JSGS 894 (three credit units each), JSGS 895 (zero credit units), plus one of JSGS 808, JSGS 851, JSGS 863, JSGS 896, INDG 810 Aboriginal Self Determination Through Mitho Pimachesowin, POLS 826 Topics in Aboriginal Public Policy and Administration, or another course approved by the JSGS Graduate Chair (three credit units each).</p>
Areas of Specialization	Not applicable

Program #9

Program Name	Social Economy, Co-operatives, and Non-Profit Sector Graduate Certificate
Date Established	USask – Spring 2023 U of R – Spring 2023
Program Description (from university catalogue)	<p>Offered in partnership with the Canadian Centre for the Study of Co-operatives, the Graduate Certificate in Social Economy, Co-operatives and Nonprofit Sector will help you improve your understanding of third-sector organizations – co-operatives, credit unions, non-profits, charities, community associations, social enterprises, and more – working to provide goods and services to individuals and communities.</p> <p>Some of these organizations, such as locally-owned financial services and grocery providers, have operated for decades, while others are relatively new, working in areas ranging from renewable energy to affordable and supported housing, to mental health and addictions, and more. All of these organizations, however, share a commitment to inclusive decision making and concern about larger social-economic problems.</p> <p>The certificate is designed for mid-career professionals who work in the third sector or work for governments.</p>
Admission Requirements	<p>U of R Standard Admission Option: Applicants interested in this program must have completed a four-year undergraduate degree from a recognized university, with a minimum overall GPA of 70% in the final two years. Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.</p> <p>Mid-Career Admission Option: 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. Proof of English proficiency is required.</p>

	<p>USask</p> <ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies. • Four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study • Cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units) • Current resume that includes background and relevant employment history • Letter of intent • Three letters of reference <p>Non-standard Admission Requirements</p> <ul style="list-style-type: none"> • Recognized completion of at least one year (18 credit units) of higher education • A break of at least five years from formal higher education • At least 10 years of work experience and at least five years of management experience
Program Requirements	<p>U of R and USask</p> <p>A total of nine credit units are required.</p> <p>JSGS 849 (three credit units) for all streams, plus:</p> <ul style="list-style-type: none"> • Nonprofit Stream: JSGS 810 and JSGS 811 (three credit units each). • Co-operatives Stream: JSGS 810 and JSGS 846 (three credit units each). • Social Economy and Government Stream: two of JSGS 808, JSGS 810, or JSGS 838 (three credit units each)
Areas of Specialization	Not applicable

5.2 Provide a list of all non-degree/professional development courses offered by JSJS, including Executive Education.

Courses Offered (Course learning outcomes should be clearly stated in syllabi.)

Public Sector Workshop Series: *Budget Process and Financial Literacy*

- Full-day workshop
- Core competencies explored: Evidence & strategic thinking (economics & finance)

By the end of this workshop, participants will be able to:

- appreciate the elements of sound financial planning, management and accountability in public sector entities;
- recognize the vital role that financial considerations play in policy and program development and management; and,
- apply your knowledge of the financial planning and decision-making processes of government in your own work.

Public Sector Workshop Series: *Business Case Analysis*

- Half-day workshop
- Core competencies explored: Evidence & Strategic Thinking (economics & finance); Implementation & improvement (program & project management)

By the end of this workshop, participants will:

- understand how to approach a public sector business case analysis;
- gain experience by participating in hands-on examples of case analysis; and,
- appreciate the value of business case analysis as a method of program and initiative development.

Public Sector Workshop Series: *Coaching Fundamentals*

- Full-day workshop
- Core competencies explored: Implementation & improvement (leadership); Connection & collaboration (communications)

By the end of this workshop, participants will be able to:

- distinguish between coaching and other workplace interactions, such as mentoring, counselling, and consulting;
- identify when it is appropriate to use coaching and when it is not;
- apply strategies to create a safe space for coaching; and,
- develop your skill of curiosity and ask powerful questions.

Public Sector Workshop Series: *Collaborative Approaches to Wicked Problems*

- Full-day workshop
- Core competencies explored: Connection & collaboration (engagement)

By the end of this workshop, participants will be able to:

- describe the complexity of wicked problems and identify the factors that make them complex;
- recognize how and why to engage others in collaborative processes;
- differentiate multiple approaches to collaborative policy making;

- examine case studies and examples of collaborative approaches to wicked problems; and,
- design and apply collaborative strategies to wicked problems you face in your daily work.

Public Sector Workshop Series: Collaborative Policy Management

- Half-day workshop
- Core competencies explored: Connection & collaboration (engagement)

By the end of this workshop, participants will be able to:

- identify and describe different approaches to collaborative policy-making;
- assess the benefits and challenges of collaborative processes;
- describe the factors that lead to effective collective impact to address complex and wicked problems; and,
- effectively design and implement strategies for effective collaborative policy-making.

Public Sector Workshop Series: Comparative Public Policy

- Half-day workshop
- Core competencies explored: Evidence & strategic thinking (policy & context knowledge); Implementation & improvement (evaluation)

By the end of this workshop, participants will be able to:

- describe how comparing policies will aid in the understanding of your own policies;
- determine where to start and what questions to ask to extract lessons from studying other policies and programs;
- identify the main challenges and appropriate methods for choosing better jurisdictions within Canada and abroad to study;
- assess the reliability and usefulness of evidence from varying jurisdictions; and,
- apply strategies for comparative analysis so you can find, fine-tune, and present resourceful policy options to decision makers.

Public Sector Workshop Series: Creating a Culture of Accountability

- Full-day workshop
- Core competencies explored: Implementation & improvement (leadership)

By the end of this workshop, participants will be able to:

- describe the competencies that build a culture of accountability within and across organizations;
- identify common challenges to accountability and how they can be overcome;
- implement tactics and strategies in your own work; and,
- elevate your organizational impact by creating a culture accountability.

Public Sector Workshop Series: *Empathy*

- Full-day workshop
- Core competencies explored: Implementation & improvement (leadership)

By the end of this workshop participants will be able to:

- describe what empathy is and how to demonstrate it as a leader;
- apply strategies to encourage a culture of empathy with team members and colleagues;
- develop the skills of active listening, perspective taking, and compassion; and,
- develop an action plan for yourself so you can demonstrate empathy with colleagues, clients, and citizens.

Public Sector Workshop Series: *Ethical Challenges in the Public Service*

- Half-day workshop
- Core competencies explored: Implementation & improvement (leadership)

By the end of this workshop, participants will be able to:

- describe how and why ethics and integrity are core values of the public service;
- examine different ethical approaches, definitions, and lenses;
- identify the elements and processes necessary to make ethical decisions;
- evaluate personal traits and characteristics that may impact your own ability to think and act ethically; and,
- apply strategies to address ethical issues that public servants commonly face in their work.

Public Sector Workshop Series: *Evidenced-Based Decision Making*

- Half-day workshop
- Core competencies explored: Evidence & strategic thinking (statistics & data)

By the end of this workshop, participants will be able to:

- describe the differences between evidence-based and evidence-informed policy development;
- determine where to look for verifiable and reliable information;
- assess the reliability and validity of sources of information; and,
- identify challenges in the real world of policy development and how to overcome them.

Public Sector Workshop Series: *Innovation*

- Half-day workshop
- Core competencies explored: Implementation & improvement (leadership)
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By the end of this workshop, participants will be able to:

- identify and describe key factors for a successful organizational innovation strategy;
- assess your own organization's readiness to implement an innovation strategy; and,
- be able to apply innovation strategies that are appropriate for your context and resources.

Public Sector Workshop Series: *Innovative Approaches to Wicked Problems*

- Half-day workshop
- Core competencies explored: Implementation & improvement (leadership); Connection & collaboration (engagement)

By the end of this workshop, participants will be able to:

- describe the complexity of wicked problems and the factors that make them so complex,
- strategize how to maximize stakeholder engagement through collaboration, and,
- develop innovative and flexible strategies required to effectively approach wicked problems.

Public Sector Workshop Series: *Introduction to Access & Privacy*

- Half-day workshop
- Core competencies explored: Evidence & strategic thinking (policy & context knowledge; statistics & data)

By the end of this workshop, participants will be able to:

- describe the concepts upon which the principles of access to information and protection of privacy are based;
- explain how those principles support proper functioning of democratic government, and the role that public servants play in upholding the principles;
- apply those principles to information and records that are collected, used and disclosed by your organization; and,
- explain the role that records management frameworks and best practices have in supporting access to information and protection of privacy.

Public Sector Workshop Series: *Introduction to Regulatory Compliance*

- Full-day workshop
- Core competencies explored: Implementation & improvement (evaluation) & Evidence & strategic thinking (policy & context knowledge)

By the end of this workshop, participants will be able to:

- express how regulation supports public policy objectives within a democratic society;
- explain the nature and implications of increasingly complex regulatory environments;
- describe the basic functions of regulatory policy, regulatory compliance, and mechanisms that support compliance; and,
- apply best practices that support regulatory compliance, including sound governance structures, creating a culture of compliance, and implementing a risk-based regulatory approach.

Public Sector Workshop Series: Leadership Accelerators, Derailers & Paradoxes

- Full-day workshop
- Core competencies explored: Implementation & improvement (leadership)

By the end of this workshop, participants will be able to:

- describe and summarize 12 leadership accelerators, 3 motivators, 5 derailers, and 12 paradoxes;
- interpret the results of your own leadership self-assessment to identify areas of strength and growth;
- apply tips and tools to real-world examples and challenges, including those you face in your own work; and,
- develop and execute an action plan to facilitate your continued leadership development.

Public Sector Workshop Series: Leadership Foundations

- Full-day workshop
- Core competencies explored: Implementation & improvement (leadership)

By the end of this workshop, participants will be able to:

- identify the characteristics of high-performing leaders;
- recognize the role of a leader in creating high-performing cultures and organizations;
- analyze the various pressures and pitfalls leaders experience;
- recognize your leadership strengths and the areas in which you can grow; and,
- design and implement a leadership action plan.

Public Sector Workshop Series: Leading Alignment for Public Sector Impact

- Full-day workshop
- Core competencies explored: Implementation & improvement (leadership)

By the end of this workshop, participants will be able to:

- understand the seven elements of organizational alignment;
- assess your organization's alignment and identify strengths and gaps;
- develop actionable ideas to strengthen organizational alignment;
- apply your knowledge to a leadership simulation and debrief key lessons; and,
- generate ideas to enhance your leadership effectiveness by leveraging various 7S elements.

Public Sector Workshop Series: Leading Engagement

- Half-day workshop

By the end of this workshop participants will be able to:

- identify and define the principles of public engagement;
- assess the impact of social media and other web-based platforms on public engagement practices;

- Core competencies explored: Connection & collaboration (engagement)
 - describe the spectrum of participation levels and when each level is most appropriate; and,
 - begin to develop and design effective public engagement strategies in your work.

Public Sector Workshop Series: *Motivate to Elevate: Advancing Public Sector Teams*

- Full-day workshop
- Core competencies explored: Implementation & improvement (leadership)

By the end of this workshop, participants will be able to:

- identify McClelland’s three primary motivators and their application to public sector work;
- assess your motivation profile and reflect on how it both helps and hinders your effectiveness;
- identify systems/processes in your organization that activate each motive;
- apply strategies to motivate different types of people to enhance engagement and performance; and,
- generate action planning ideas to fuel your future growth.

Public Sector Workshop Series: *Performance Outcomes*

- Half-day workshop
- Core competencies explored: Implementation & improvement (evaluation)

By the end of this workshop, participants will be able to:

- differentiate between outputs and outcomes and how they are linked;
- recognize the different types of outcomes (direct, indirect and final);
- formulate the types of questions to ask to understand outcomes that are relevant; and,
- describe how an outcomes-focus can clarify expectations and problem definitions.

Public Sector Workshop Series: *Policy Development and Implementation*

- Full-day workshop
- Core competencies explored: Implementation & improvement (program & project management)

By the end of this workshop, participants will be able to:

- summarize the basics of the policy development and implementation process;
- describe the policy cycle and how it links to other cycles in government;
- identify a number of challenges and considerations you may encounter during the process; and,
- apply strategies and best practices to effectively address these complexities.

Public Sector Workshop Series: *Program Measurement & Evaluation*

- Full-day workshop
- Core competencies explored: Implementation & improvement (evaluation)

By the end of this workshop, participants will be able to:

- recognize the basic elements of evaluation;
- distinguish between various evaluation types and their benefits;
- identify measures to assess the effectiveness of programs and policies;
- identify the pitfalls common to evaluation and measurement and how to avoid them; and,
- apply these principles to design and implement an evaluation strategy in your own work.

Public Sector Workshop Series: *Research 101 for Public Servants*

- Half-day workshop
- Core competencies explored: Evidence & strategic thinking (statistics & data)

By the end of this workshop, participants will be able to:

- explain the evidence continuum and why it matters;
- locate trustworthy research studies and existing data sources relevant to your work;
- develop and apply strategies to assess the trustworthiness of research; and,
- create opportunities to bridge the researcher-practitioner gap.

Public Sector Workshop Series: *Risk Assessment & Mitigation*

- Half-day workshop
- Core competencies explored: Implementation & improvement (program & project management)

By the end of this workshop, participants will be able to:

- examine who in the organization decides what risk to accept, what to avoid, and what to mitigate;
- recognize the advantages and disadvantages of different risk assessment and mitigation strategies;
- assess the probability and consequences of risk; and,
- develop and implement strategies for risk assessment and mitigation within your organization.

Public Sector Workshop Series: *Strategic Collaboration*

- Half-day workshop
- Core competencies explored: Connection & Collaboration (engagement)

By the end of this workshop, participants will be able to:

- identify the key competencies for collaborative leadership;
- recognize the impact of personality types and bias on leadership outcomes;
- examine how aspects of organizational culture relate to the success or failure of collaborative efforts; and,
- apply strategies for building collaborative relationships in the workplace.

Public Sector Workshop Series: *Strategic Thinking*

- Half-day workshop
- Core competencies explored: Evidence & strategic thinking (policy & context knowledge)

By the end of this workshop, participants will be able to:

- utilize tools to assess where you want to go before you embark;
- examine the importance of framing policy options and recommendations against a preferred future; and,
- consider what good looks like so you can assess progress and evaluate impact.

Public Sector Workshop Series: *The ABCs of CDIs*

- Full-day workshop
- Core competencies explored: Connection & collaboration (communications)

By the end of this workshop, participants will be able to:

- assess your audience and their needs;
- distinguish between well-written and poorly-written cabinet documents; and,
- apply tips and techniques to write better cabinet documents.

Public Sector Workshop Series: *The Art of the Briefing Note*

- Half-day workshop
- Core competencies explored: Connection & collaboration (communications)

By the end of this workshop, participants will be able to:

- recognize the purpose of briefing notes as distinct from other forms of communication;
- identify the attributes of good briefing notes;
- consider your audiences' needs and adapt your briefing notes to that audience; and,
- apply tips and techniques to write better briefing notes.

Public Sector Workshop Series: *The Art of the Verbal Briefing*

- Half-day workshop
- Core competencies explored: Connection & collaboration (communications)

By the end of this workshop, participants will be able to:

- recognize the purpose of verbal briefings as being distinct from other forms of communication;
- identify the attributes of an effective verbal briefing;
- consider your audience's needs and adapt the content and delivery of information to that audience; and,
- apply tips and techniques to deliver effective verbal briefings.

Public Sector Workshop Series: *The Role of the Public Servant*

- Full-day workshop

By the end of this workshop, participants will be able to:

- identify the unique role and function of government;
- distinguish between the policy cycle and other related cycles within government;
- identify policy tools and when to use them;

- Core competencies explored: Evidence & strategic thinking (policy and context knowledge)

- recognize how the role of government affects the policy process, the role of the elected, and the role of public servants; and,
- apply these principles to provide policy advice to decision-makers.

Public Sector Workshop Series:
Tools for Building Alliances

- Full-day workshop
- Core competencies explored: Connection & collaboration (engagement)

By the end of this workshop, participants will be able to:

- analyze a policy problem and set goals;
- identify the competencies that will enable you to build alliances with a mutual purpose;
- utilize tools and tactics to shape mutually-satisfactory strategies;
- recognize opportunities in your daily work to further develop and enhance your communication skills; and,
- design and implement strategies so you can build alliances in your everyday work.

Public Sector Workshop Series: *Tools for Building Collaborative Partnerships*

- Full-day workshop
- Core competencies explored: Connection & collaboration (engagement)

By the end of this workshop, participants will be able to:

- design inclusive strategies for building meaningful alliances with a wide range of teams, partners, and impacted parties;
- utilize communication skills and tools that foster dialogue and enhance team and partner interactions;
- implement collaborative problem-solving techniques to enhance teamwork and navigate conflicting priorities; and,
- create actionable plans for sustaining long-term collaborations that accommodate diverse perspectives and needs.

Public Sector Workshop Series: *Traits & Tools for Innovation*

- Half-day workshop
- Core competencies explored: Implementation & improvement (program & project management; leadership)

By the end of this workshop, participants will be able to:

- identify principles that will help you develop strategies, capabilities, products and processes that support innovation;
- facilitate creative problem solving and continuous improvement;
- summarize the fundamentals of risk assessment and mitigation; and,
- examine how to build relationships and networks to enable successful innovation.

Public Sector Workshop Series: *Working with the Elected*

- Half-day workshop
- Core competencies explored: Evidence & strategic thinking (policy & context knowledge)

By the end of this workshop, participants will be able to:

- describe how the senior officials in your ministry engage with the minister and their staff;
- examine the intricacies of the relationship between ministers and the public service; and,
- implement strategies to meet the opportunities and challenges with working with the elected.

Public Sector Workshop Series: *Writing for Government*

- Full-day workshop
- Core competencies explored: Connection & collaboration (communications)

By the end of this workshop, participants will be able to:

- identify tips and techniques to write better government documents;
- consider your audiences' needs and adapt your writing to those needs;
- apply strategies for effectively communicating information to your audience, especially technical or challenging subject matter; and,
- implement facilitator feedback and suggestions in future written documents.

Public Sector Governance Program

- Three half-day live sessions delivered online
- Exam and certification for PS.Gov designation (*Public Sector Governor*)

By the end of the program, participants will be well-equipped to:

- Understand what is governance and the important nuances experienced in public sector governance
- Understand roles and responsibilities of the board within the areas of Setting Direction and Monitoring & Reporting
- Ask important questions and gain the necessary understanding to provide oversight of both financial and human resources stewardship, including the duty of care and fiduciary duty of board members
- Deal with issues of risk and mitigation at the board level
- Feel confident on issues of liability and conflict of interest
- Make informed decisions, establish and maintain a positive culture, and mitigate biases

Excellence in Public Sector Leadership (EPSL)

- Introductory module, 12 weekly modules, two deeper-dive modules, and a capstone report

By the end of the EPSL program, participants will be well-equipped to:

- analyze the impacts of leadership, policy, strategy, change, engagement, and teamwork on public policy challenges that allow you to identify risk, motivate teams, innovate, implement change, and evaluate success
- draw an association between public sector challenges and leadership opportunities, behaviours, and competencies to enable improvement and successful policy implementation
- anticipate and proactively address evolving organizational, political, and environmental changes
- share insights and best practices with an expanded network of public service leaders

Excellence in Healthcare Leadership (EHL)

- Introductory module, 12 weekly modules, two deeper-dive modules, and a capstone report

By the end of the EHL program, participants will be well-equipped to:

- Analyze the impacts of varied social determinants of health from the perspective of different stakeholders
- Draw an association between health system challenges and leadership opportunities, behaviours and competencies to enable improvement
- Anticipate and proactively address evolving health system needs
- Share insights and best practices with an expanded network of healthcare and public service leaders across Canada

Governance Essentials for the Municipal Sector (GEMS) Program

- Ten-module, fully asynchronous program
- Exam and certification for MSGov. (Municipal Sector Governance)

By the end of the program, participants will be well equipped to:

- Understand municipal sector governance and its important nuances
- Understand roles and responsibilities of the Council within the areas of Setting Direction and Monitoring & Reporting
- Ask important questions and gain the necessary understanding to provide oversight of financial, infrastructure, and human resources stewardship, including the duty of care and fiduciary duty of Council members

- Deal with issues of risk and mitigation at the Council level
- Feel confident on legislative matters and issues of liability and conflict of interest
- Make informed decisions, establish a positive culture, and mitigate biases

Indigenous Leadership Program

- Two full-day sessions

By the end of this workshop, participants will have an understanding of:

- The legislative frameworks and how they impact First Nations in Saskatchewan;
- Good public administration tools and management oversight skills;
- The pillars of good governance and being able to model First Nations' best practices; and,
- Effective engagement strategies to use with their communities and stakeholders.

First Nations University of Canada Board Governance Program

- Four ¾-day sessions In person (or online)
- Exam and certification for FN.Dir. (First Nations Board of Directors designation)

The First Nations University of Canada Board Governance Program is about reimagining colonial systems and structures in ways that benefit First Nations communities and helps achieve your goals around self-determination. Throughout this program, participants will spend time thinking about how to bridge Indigenous and western or colonial systems, and will cover topics including:

- What is governance and why do we need boards?
- “Two-eyed Seeing”
- Setting Direction
- Monitoring & Reporting
- Roles & Responsibilities
- Financial Stewardship
- Fiduciary Duty and Duty of Care
- Risk management & mitigation
- Board culture
- Mitigating decision biases

Board of Revision Training Program

- Twelve module-based asynchronous program with quizzes after each module

By the end of the program, participants will be well equipped to:

- Understand the history and purpose of administrative tribunals and how those purposes can be achieved in a modern context
- Establish effective processes before, during, and after hearings
- Understand the rules of evidence in order that they can properly consider relevant information during hearings
- Recognize the importance of clear, understandable language and use tools and tests to ensure their processes and decisions are easily understood
- Understand and apply the important components of the decision-making process and transfer that decision-making process into an understandable result
- Ensure the tribunals know what they can and cannot do, that they stay within the framework of their enabling legislation and regulations, and that they understand which legal tests to apply and when to apply them
- Recognize the importance of good support processes that result in effective and efficient case management and gain knowledge of tools for quick, cheap, and uncomplicated processes
- Understand the factors for tribunals to consider in deciding how to maintain a proper record of their processes and best practices so that users of the process have confidence that records are accurate, reliable, and appropriately confidential
- Understand the responsibilities that can and should fall to the chairperson, which of those might be assumed by someone else, and what is the appropriate level of influence for a chairperson to exert
- Access techniques and tools for board chairs to be effective team leaders and attributes of effective board chairs
- Understand the roles, responsibilities, and the legislative framework and accountability specific to the secretary's role, including case management tasks

Executive Internship Training Program

This five-month training program has eight modules and is a requirement for students to be eligible for an Executive Internship. There is a small assignment at the end of each module. Students who fail an assignment are able to resubmit.

The content is based on mentor feedback. The three themes are writing, verbal communication, and workplace culture.

The eight modules are:

- Video cover letter
- Truth & Reconciliation
- Editing
- Government Structure
- Cover letter & Resume
- Interview
- Briefing Note
- Workplace Culture

5.3 Curriculum Summary

Assessment

Describe how information about student achievement is gathered/organized and who it is communicated to in order to help students achieve the curriculum outcomes within your programs.

JSJS gathers evidence of student achievement through course assessments (assignments, presentations, exams), milestone checks (e.g., proposal defenses), and structured research evaluations (candidacy exams, thesis/dissertation defenses) in all of its degree programs. Information is organized within each program's curriculum and milestone map, and is communicated directly to students by instructors, supervisors, advisory committees, graduate chairs, and program managers through meetings, email, and the learning management system. For students who are struggling, instructors notify program managers/graduate chairs/program lead as appropriate, who then meet individually with students to coordinate timely referrals to appropriate supports (academic skills, writing support, wellness, access and equity accommodations, etc.).

MPA, OMPA, and Graduate Certificates: Student achievement is assessed primarily through course work and applied assignments aligned to program competencies. Many instructors work to align and map course learning outcomes to specific assessments, ensuring students demonstrate target competencies multiple times.

Indigenous Nation-Building Certificate: Student achievement is assessed through course-based evaluation in the three courses and through a short in-person community residency, where students engage directly with Elders, Knowledge Keepers, and community leaders. These assessments evaluate students' understanding of traditional and contemporary Indigenous governance systems, the impacts of settler colonialism, and approaches to supporting self-determination and nation-building within Indigenous

communities. Because the certificate is jointly offered by JSGS and FNUUniv, student learning outcomes are collaboratively developed and monitored by both institutions to ensure alignment with the program's goals and governance standards.

GENI: Student achievement in this program is assessed through course-based evaluation, a community-based applied research project, a project thesis, and participation in two short field schools. Because the program is jointly delivered with UiT, student learning outcomes are collaboratively developed and continuously monitored across both institutions to ensure alignment with academic standards and joint-degree requirements. The GENI administration provides program updates on student progress, including academic performance and research milestones at the end of each term, and prepares annual program reports for the GENI Program Board.

MHA: Student achievement is assessed through course-based evaluations and applied assignments aligned with program competencies in health systems leadership, policy, governance, and management. Instructors intentionally map course learning outcomes to assessments to ensure students demonstrate core competencies across multiple courses. Additional evidence of achievement is gathered through participation in the MHA residencies, which integrate and reinforce learning through applied, collaborative activities.

MPP: Achievement is tracked through methods and theory course work, research milestones (proposal defense, annual progress reports) monitored by the advisory committee, and the thesis defense. If concerns arise, instructors/supervisors engage the respective program manager to set up individual supports and referrals.

PhD: Information on student achievement is gathered at each milestone (course grades, doctoral candidacy assessment, proposal defense, and dissertation writing and defense) by the supervisory committee and Graduate Chair, with results and expectations communicated in meetings and annual progress reports. Program managers meet individually with any student who is struggling to coordinate timely referrals to supports.

Curriculum
Outcomes and
Structure

Describe your programs' curriculum outcomes and structure. Example artifacts include program learning outcomes, course learning outcomes, and Learning Charter pursuits addressed in the program.

MPA: Students build their knowledge and skills in three critical areas: evidence and strategic thinking, connection and collaboration, and implementation and improvement. The core competencies are: policy and context knowledge, economics and finance, statistics and data, communications, Indigenous and intercultural responsiveness, engagement, program and public management, evaluation, and leadership, form the foundation of the curriculum and guide students' development. These competencies are embedded across the required coursework. Collectively, this structure ensures students consistently apply core competencies through assignments, case work, and applied learning aligned to real policy and administrative challenges.

The **OMPA** program uses the same learning objectives and competency framework as the on-site MPA. Tailored to the needs of working and mid-career professionals, the OMPA places added emphasis on leadership development so learners can immediately apply advanced management and leadership tools within their organizations. The program fosters competency development through applied coursework that engages students in real policy challenges, case studies and simulations directly tied to public-sector contexts, collaborative online learning and practitioner engagement, and two residencies that deepen experiential learning, strengthen cohort relationships, and advance leadership capacity.

The **GENI** program is designed to develop advanced knowledge, analytical skills, and professional competencies needed to support effective governance, entrepreneurship, and community development in northern and Indigenous regions. Graduates gain an in-depth understanding of the actors, institutions, and governance processes shaping development in the circumpolar north, including how governance structures can either hinder or promote innovation. Students develop strong foundations in the economics of northern and Indigenous resource industries; domestic and international Indigenous rights; and the political, social, and economic development dynamics influencing community well-being. They also acquire substantial insight into the interconnected challenges facing northern and Indigenous communities and the importance of applied research for informed decision-making, planning, and implementation.

The **MPP** program prepares graduates to conduct policy research and analysis for use in the policy system. By the end of the program, graduates can:

- Identify and define policy problems requiring further analysis;
- Critically select and apply the theories of public policy to applied policy problems;
- Demonstrate capacity to apply quantitative and qualitative methods to problems;
- Design and complete targeted extended research into a specific public policy problem;
- Apply appropriate knowledge mobilizations tools and strategies to meaningfully engage with diverse audiences on their applied research; and
- Apply policy research skills developed over their program to careers across diverse sectors.

Students complete core and elective courses and a thesis under faculty supervision.

The **PhD** program prepares graduates to conduct advanced policy research across a variety of sectors. By the end of the program, graduates can:

- Critically examine the theories and study of public policy, considering how the field's evolution reflects shifts in understandings of governance, policy processes and political economy and their interrelations with power, equity, and social inclusion;
- Demonstrate foundational public policy quantitative and qualitative methodological skills, and justify their appropriate usage in answering specific policy research questions;
- Design and complete original independent research that applies public policy theories and methods to contemporary problems to advance understanding of public policy;
- Use diverse knowledge mobilization tools and strategies to meaningfully engage with diverse audiences on complex issues; and
- Apply the advanced public policy research skills they developed over their program to careers across diverse sectors.

The program structure includes core courses in quantitative and qualitative methods, decision-making, and public policy ideas; a candidacy assessment; proposal development; and the dissertation research and defense process.

The **MHA** program prepares graduates to lead, manage, and improve complex health systems through a competency-based, applied curriculum grounded in the Canadian health policy and service delivery context. Students develop knowledge and skills across three integrated outcome areas: health system analysis and strategic thinking; leadership, collaboration, and engagement; and implementation, improvement, and system performance. The curriculum is structured around core competencies essential for effective health system leadership. Students develop the ability to analyze health services and the broader factors affecting health, with a strong commitment to improving system performance and population health outcomes. The curriculum emphasizes management, governance, and leadership, equipping students to articulate vision, lead organizational change, and direct action toward measurable results. Students also strengthen communication and interpersonal skills with particular attention on building trust-based relationships across professional, organizational, and community settings. In addition, the program builds strong analytical and problem-solving capacity, enabling students to identify key issues, apply systematic analysis, and generate sound and innovative conclusions. Competencies in public policy and community engagement are integrated throughout the curriculum, ensuring graduates understand how policies are formed and how organizations and leaders can influence their development. Finally, the program emphasizes continuous evaluation and improvement, preparing graduates to assess performance, apply evidence, and support ongoing organizational and personal learning. These competencies are embedded across required coursework and reinforced through applied assignments, case-based learning,

and collaborative problem-solving focused on real-world health system challenges. Program learning outcomes are further supported through the MHA Residency that integrates cross-cutting competencies and strengthens leadership, communication, and systems thinking through intensive, practice-focused learning.

Public Administration Certificate: Students will develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to effectively manage in the public sector.

Indigenous Nation-Building Certificate: This program provides students with foundational knowledge of traditional and contemporary Indigenous governance systems, the impacts of settler colonialism, and the diverse approaches Indigenous nations are using to assert self-determination and strengthen their governments. Through online courses and a short community residency, students develop the skills to work respectfully with Indigenous communities; understand nation-specific histories, cultures, and protocols; and support governance, policy development, and community decision-making grounded in Indigenous worldviews. Graduates gain competencies in communicating complex governance challenges, facilitating community engagement, and applying Indigenous-led approaches to policy and program development.

Social Economy, Co-operatives, and Nonprofit Sector Certificate: This program improves the students' understanding of third-sector organizations (co-operatives, credit unions, non-profits, charities, community associations, social enterprises, and more) working to provide goods and services to individuals and communities. Some of these organizations, such as locally owned financial services and grocery providers, have operated for decades, while others are relatively new, working in areas ranging from renewable energy to affordable and supported housing, to mental health and addictions, and more. All of these organizations, however, share a commitment to inclusive decision making and concern about larger social-economic problems.

Enhancement of
Curriculum
Outcomes and
Structure

Describe the processes used to support the enhancement of curriculum outcomes and structure, including any recent enhancements that have been made.

JSGS regularly reviews and updates curriculum elements in all of its programs to ensure alignment with public-sector needs and evolving competency frameworks. JSGS programs are shaped by faculty expertise, sector partner input, student and alumni feedback, and iterative evaluation of course content, learning outcomes, and program structure, as reflected in the School's ongoing commitment to evidence-informed teaching and skills development for public servants.

Enhancement of the **MPA** curriculum is supported through ongoing instructional development, including consultation with the Gwenna Moss Centre for Teaching and Learning (GMCTL) to strengthen course design, assessment alignment, and pedagogical practice. In 2022-23, significant work was done to revisit competencies and, in particular, revise them to align with contemporary public-sector needs. Work is underway to add a mandatory Indigenous governance and policy course to the program. The program has also increasingly focused on improving the transition experience for students new to Canada through expanded writing and academic supports, exploration of introductory modules on Canadian institutions and governance, and greater transparency in advising pathways. Recommendations emerging from student feedback have also informed continuous improvements to the Executive Internship Program, including clearer communication about its role in employment transitions, better matching processes, and efforts to expand placement opportunities. Additionally, a formal MPA program stream with the Internship option was created.

Since its launch in 2019, the **OMPA** has been supported by a structured and collaborative curriculum development process that integrates online learning expertise with faculty leadership. The program was initially developed in partnership with a dedicated team of online learning professionals, ensuring that course design, assessment strategies, and learning activities reflected best practices in digital pedagogy. Throughout development and delivery, JSGS faculty have served as subject-matter experts, ensuring that the curriculum remains aligned with the OMPA's core learning objectives and competency framework. Curriculum quality is continually strengthened through ongoing instructional development, including regular consultation with the GMCTL to support enhancements in course design, assessment alignment, student engagement strategies, and applied learning integration. To further improve instructional quality, the School employs a dedicated support person to provide online learning supports for faculty and enhanced the institutional Canvas learning platforms with tools such as Rise 360 to create more interactive and engaging online modules. In 2025-26, JSGS initiated an extensive curriculum update of the OMPA modules, led by faculty as subject-matter experts and supported by instructional design expertise from the GMCTL. The OMPA was also recognized for its excellence in curriculum content development after receiving the Bronze Award in the Program category at the 2025 CAUCE Awards.

The **GENI** program was originally developed in 2015 by an international team of program experts who carefully considered the academic, community, and circumpolar governance needs that shaped the program's design. Following its first three years of delivery, the program paused new admissions in 2018 to undertake a comprehensive program and partnership review. This review resulted in substantial curricular enhancements to strengthen student learning and ensure closer alignment with Indigenous and northern community priorities. Key changes included the addition of a full course on research methods and Indigenous research ethics, as well as a dedicated course on northern public policy and analysis. The program is again currently undergoing a full evaluation and curriculum review with further structural and

pedagogical updates anticipated. The ongoing cycle of review and renewal reflect the program's commitment to maintaining academic relevance, responsiveness to northern and Indigenous community needs, and high standards in graduate-level education, albeit in a certificate format going forward.

Enhancement of the **MHA** curriculum is supported through regular review of program learning outcomes, course content, and program structure to ensure continued alignment with evolving health system priorities and leadership competencies. Curriculum development and renewal are informed by faculty expertise, input from health system partners, student and alumni feedback, and ongoing evaluation of course delivery and learning outcomes. Recent enhancements have focused on strengthening engaged and practice-informed learning, including deeper integration of Executives-in-Residence and senior health system leaders into teaching, mentorship, and residency activities. The MHA-HIIM concentration undergoes annual accreditation reviews from the Canadian Health Information Management Association.

In 2023, faculty and staff from both campuses undertook a comprehensive, in-depth program review of the **MPP**, resulting in several structural improvements. These included making both JSGS 803 Quantitative Methods and JSGS 851 Qualitative Methods mandatory to strengthen methodological competencies and research preparedness; adjusting the electives to ensure direct alignment with the programs stated learning outcomes; updating the thesis proposal stating that students are required to select an applied policy problem, reflect on choice of method, theoretical grounding, and situating their research in the relevant literature. The candidate should identify a specific outlet for their work (i.e., academic journal); updating the thesis requirement stating as the program seeks to prepare students to apply their knowledge in a variety of applied contexts, students will complete a journal article style thesis (estimated 7,000-9,000 words) of publishable quality (which speaks to scholarly or policy audiences) and a three-minute thesis-style presentation (that speaks to a more general audience); and updating the student milestones to assume full-time study and completing the degree within 18 months.

In 2023, the **PhD** program underwent a cross-campus working group review, which led to significant curricular refinement. These included updating the program's purpose and learning outcomes; establishing it as a four-year program with clear student milestones for timely completion; increasing research training by collapsing JSGS 862, 865, and 869 into two courses and making both JSGS 803 and JSGS 851 required; asking instructors to ensure that the required courses address the Program Learning Outcomes and the JSGS EDI Strategy desired outcomes; introducing a new PhD candidacy assessment structure (written policy-oriented research paper plus oral exam) that replaced the former comprehensive exam and ensuring a clearer, more rigorous evaluation of students' readiness for dissertation research; reforming the dissertation proposal; and requiring all eligible PhD students to apply for SSHRC and other external funding annually until funding is awarded or eligibility is exhausted.

Additional actions were taken to address administrative inefficiencies, specifically to: 1) clarify that a thesis-based masters is not required for program admission; 2) confirm that a qualifying exam is not required for PhD candidates who do not have a thesis-based masters; 3) remove the requirement of an interview with applicants before admission; and 4) specify that students and supervisory committees must meet and submit progress reports annually.

Graduate Certificates: In 2024, JSGS undertook a comprehensive review of its certificate offerings to enhance curriculum coherence, outcomes, and structural alignment with its graduate degree programs. This process was led by a cross-campus working group and was informed by analysis of enrolment trends, course overlap, student progression pathways, and administrative efficiency. As a result, three existing certificates (Public Management, Economic Analysis for Public Policy, and Public Policy Analysis) were discontinued and replaced with two streamlined certificates: Administration and Public Policy Research. The new structure eliminates curricular redundancy, clarifies learning outcomes, and creates distinct professional and research-focused pathways that explicitly ladder into the MPA/OMPA and MPP/PhD programs, respectively.

The **Indigenous Nation-Building Certificate** is a newly established program, launched in Winter 2023, and remains in the early stages of its development and delivery. In alignment with JSGS's commitment to continuous quality improvement, the certificate will draw heavily on the findings and recommendations from the School's 2026 program review. This external review will directly inform a forthcoming program and partnership review for the certificate, ensuring that early enhancements are guided by a robust, evidence-informed process and engagement with community partners. As the program matures, targeted adjustments to curriculum content, pedagogical approaches, experiential learning components, and partnership structures are expected. The ongoing cycle of evaluation and renewal ensures that the program remains responsive to the evolving needs of Indigenous nations and continues to strengthen its role in supporting governance capacity and nation-building across Indigenous communities.

Enhancement of Teaching and Learning

Describe the processes used to support the enhancement of teaching and learning, including any recent enhancements that have been made.

JSGS supports the enhancement of teaching and learning through a combination of ongoing instructional development, evidence-informed pedagogical support, and strong partnerships with the teaching and learning centres at both universities. The GMCTL at USask provides extensive services that directly benefit instructors, including curriculum and course design support, workshops, instructional technology guidance, learning-analytics-informed improvement, and assistance in developing inclusive and Indigenized teaching practices. The CTL at the U of R provides similar services. Additionally, JSGS leadership review student course evaluations, discuss any concerns with instructors, and provide advice and/or resources for improvement.

School-level enhancements include an annual “Davidson Summit” where all JSGS team members meet in person (in Davidson, half-way between Regina and Saskatoon) for a keynote presentation and related pedagogical workshops; encouragement to engage in professional development offerings (such as Anti-Racism and Anti-Oppression Skills Training); collaboration with instructional designers for online and flexible delivery; and participation in teaching-focused communities and workshops.

JSGS has invested in providing in-house technical and online learning services to support faculty with the creation of high-quality digital content and to ensure consistent learner engagement across online and blended learning environments. JSGS subscribes to Articulate Rise 360 to support faculty in providing enhanced interactive and engaging online modules.

Equity, Diversity and Inclusion (EDI)

Provide examples of how the curriculum addresses equity, diversity, and inclusion dimensions of the discipline.

JSGS is deeply committed to advancing equity, diversity, and inclusion across its programs, teaching and learning environment. This commitment is articulated through the School’s EDI Strategy, which lays out clear goals and actions to ensure that all academic programs are accessible, culturally responsive, and attentive to the diverse experiences and needs of students, faculty, staff, and community partners. A core element of the strategy is its focus on embedding EDI principles directly into curriculum, program design, and instructional delivery. The JSGS EDI Committee has been working on a wide range of activities to ensure program alignments with these principles.

The JSGS ohpahotân | oohpaahotaan and Tapwewin kwayaskwastâsowin Working Group was established as a sub-committee of the JSGS EDI Committee. Once initial work was done by this group in responding to Indigenization strategies at both universities, JSGS recognized the need for a permanent committee to guide its growing portfolio of Indigenous-focused initiatives, programs, and partnerships. Beginning in 2025, this work has been carried forward by the Committee for Learning and Acting for Reconciliation (CLAR), which now serves as the central body guiding the development, implementation, and evaluation of Indigenous curricular content, community partnerships, and program initiatives. CLAR plays a critical role in supporting Reconciliation-focused educational practices, strengthening Indigenous inclusion and representation within programs, and ensuring that curriculum development processes are grounded in Indigenous ways of knowing, community priorities, and culturally responsive pedagogy. Also established in 2025 was the Indigenous Voices for Transformation Sub-Committee (Voices) of CLAR, comprising all Indigenous members of CLAR, to ensure that Indigenous team members at JSGS have a safe space to openly discuss matters.

The JSGS Indigenous Student Recruitment and Initiatives Coordinator connects regularly with instructors about incorporating Indigenous speakers (for example, Elders and alumni) and content in classes.

The **MPA** curriculum incorporates EDI by embedding diverse perspectives, intercultural competency, and Indigenous content throughout required coursework. A central component of this work is the program's explicit competency of Indigenous and Intercultural Responsiveness, which requires students to: 1) explain the history and lasting effects of colonialism and structural discrimination; 2) work effectively in diverse groups while valuing diversity and inclusion; 3) describe current Indigenous governance structures and issues and confidently inquire to gain understanding when required; and 4) apply intersectionality and principles of EDI when planning and applying policy. Instructors draw on supports from the GMCTL. One example was in the fall 2025 offering of JSGS 891, students participated in a land-based learning day at Batoche National Historic Site led by Dr. Kurtis Boyer, along with a Métis Elder and the Deputy Chief-Programs and Services from MN–S. Students also have opportunities to strengthen this competency through electives: JSGS 800 Métis Governance, JSGS 863 Indigenous Peoples and Public Policy, and JSGS 896 Indigenous Nation-Building.

Aligned with the in-person MPA program, the **OMPA** integrates these same EDI principles and commitments, while tailoring its delivery model to support diverse learners through flexible digital and land-based learning approaches. Across online coursework, instructors embed diverse perspectives, promote culturally responsive dialogue, and cultivate strong intercultural competency through case studies, applied policy scenarios, and reflective learning activities designed to strengthen students' understanding of equity and systemic inequities within public policy.

Both required residencies in the OMPA incorporate land-based learning. Students participate in immersive experiences that connect governance and policy theory to place, community, and lived Indigenous perspectives. This includes learning days at Batoche, as well as visits to Whitecap Dakota Nation where community leaders guide students through Dakota governance, self-determination, intergovernmental relations, and community-driven economic development.

The **GENI** program embeds Indigenous worldviews, governance models, and community priorities across required courses through land-based learning, Indigenous-led teaching, Indigenous guest speakers, and course materials that focus on Indigenous scholarship and northern experiences. A distinctive element of GENI's Indigenous engagement is its international field school, where students learn directly from Indigenous and community voices. Through land-based activities, community-led workshops, and policy dialogues with Indigenous leaders and knowledge keepers, students gain culturally grounded, place-based perspectives on governance, self-determination, and sustainable economic development.

The **MHA** program integrates EDI throughout its curriculum and professional development activities through the use of applied case studies, discussions, and projects that highlight systemic inequities in healthcare and the importance of culturally responsive leadership. Core program competencies

emphasize inclusive management, effective collaboration across diverse teams, and ethical decision-making in complex health organizations. The curriculum includes JSGS 812 Indigenous Health Policy.

EDI and Reconciliation are reinforced through the residency courses, which provide applied learning in leadership, governance, and service delivery across diverse healthcare contexts. Residencies feature speakers with extensive experience in Indigenous and northern health governance and equity-focused leadership, including senior leaders from the Health Quality Council, Saskatchewan Health Quality Council's Indigenous Engagement portfolio, the Government of Nunavut, the Northwest Territories Health and Social Services Authority, and the Nunavut Department of Health. During the residencies, students do site visits to All Nations' Healing Hospital, a First Nations-operated health facility that integrates Western medical services with Indigenous cultural and traditional healing practices to provide holistic, community-centered care. In fall 2026, a cohort of students from the File Hills Qu'Appelle Tribal Council will enter the program.

The **MPP** curriculum integrates EDI through coursework that develops students' capacity to approach policy issues using inclusive, evidence-informed, and interculturally aware frameworks. JSGS emphasizes relationship-building and attention to diverse perspectives in policy analysis and governance. Students have opportunities to strengthen this learning through electives JSGS 800, JSGS 863, and JSGS 896, which deepen understanding of self-determination, governance, and Indigenous-Crown relations.

The **PhD** program embeds EDI in both coursework and research training by encouraging students to consider equity impacts, systemic power structures, and diverse knowledge systems in the study of public policy. JSGS's academic mission emphasizes evidence-informed approaches that draw on diverse perspectives and foster non-partisan, inclusive public leadership. Doctoral supervisors and instructors engage GMCTL resources to adopt inclusive, equity-oriented teaching and supervision practices, including Indigenous curriculum, strengthening accessibility, and designing learning environments that support diverse doctoral researchers. Students also have opportunities to strengthen this learning through electives JSGS 800, JSGS 863, and JSGS 896.

The **Indigenous Nation-Building Certificate** is intentionally designed to advance Indigenous self-determination by centering Indigenous worldviews, governance systems, and community priorities throughout every aspect of the program. The INBGC is grounded in the lived experiences, aspirations, and governance realities of First Nations and Métis on the Prairies. Courses draw heavily on Indigenous scholarship, Treaty and Métis governance traditions, and community-driven nation-building frameworks, providing learners with an academically rigorous and culturally grounded understanding of Indigenous governance in practice. Students engage with Elders, Knowledge Keepers, and community leaders who share diverse approaches to self-government, intergovernmental relations, constitutional development, citizenship, and economic and social policy.

Describe experiential learning opportunities available to students.

The **MPA** offers experiential learning through the optional and competitive JSGS Executive Internship Program, which provides students with paid placements in government ministries, agencies, Crown corporations, and other public-sector partners. Through placements, students gain hands-on experience in planning policy development and analysis budgeting, program development and delivery, research, evaluation, and strategic planning and reporting. Other experiential components include:

- Case competitions, where students work in teams to analyze real policy challenges and present recommendations
- Public lectures and policy talks, giving students opportunities to interact with practitioners, researchers, and senior public servants on current policy issues
- Opportunities for research/teaching assistantships and applied policy projects as available
- Interactive classroom simulations

The primary experiential components of the **OMPA** are the required in-person residencies, which provides students with immersive land-based and community-based learning. Students also engage in a range of experiential learning activities that are integrated into online course delivery, including:

- Applied policy simulations and scenario-based exercises, where students work through complex policy challenges, crisis management scenarios, budgeting decisions, and intergovernmental negotiations in a collaborative virtual environment
- Case-study-driven assignments, using real policy issues drawn from municipal, provincial, federal, and Indigenous government contexts
- Guest lectures and practitioner panels, connecting students with senior public servants, policy experts, and sector leaders across Canada and internationally
- Interactive group work, including collaborative policy briefs, presentations, and analysis of contemporary governance issues, fostering peer-to-peer learning across geographic regions and professional backgrounds

OMPA students are also eligible for the JSGS Executive Internship Program.

The **GENI** program integrates experiential learning throughout its curriculum. Building on its strong foundation of community partnerships across northern Canada and the circumpolar region, GENI incorporates applied, land-based, and community-engaged learning that connects academic study with the lived realities shaping Northern communities. The core experiential components of the program are the two immersive field schools, where students learn directly from Indigenous and northern practitioners, leaders, and community organizations. Additionally, students participate in a variety of applied and practice-oriented experiential learning activities, including:

- Applied research projects, where students respond to the research needs of northern governments, Indigenous nations, community organizations, and businesses
- Virtual and in-person guest lectures from Indigenous leaders, northern policymakers, community innovators, and circumpolar experts
- Case-based learning, drawing on real-world examples of northern governance, Indigenous nation-building, community enterprises, and regional development initiatives
- Collaborative workshops and simulations focused on policy design, community engagement, cross-cultural governance, and innovation strategy

Experiential learning is a core component of the **MHA** program and is embedded throughout the curriculum to ensure students develop practical, leadership-ready skills grounded in real-world health system contexts. The signature component of the program is the residencies, two 2-day learning experiences that bring together students in person for intensive, theme-based engagement focused on leadership, communication, collaboration, equity, and health system transformation.

Experiential learning is integrated across MHA courses through a range of applied and practice-focused activities, including:

- Case-based and scenario-driven assignments that address real organizational, policy, and system-level challenges in Canadian health care
- Interactive online discussions and group projects that enable students from diverse professional backgrounds to collaboratively analyze complex health system issues
- Guest lectures featuring senior leaders from health authorities, government, Indigenous health organizations, and the non-profit sector
- Applied MHA placement (JSGS 886): This course connects students with health system partners where they work on real-world leadership, management, or policy questions under the supervision of both an organizational mentor and a JSGS faculty member.

Experiential learning in the **MPP** focuses on applied policy research and professional skill development. Students engage in:

- Case competitions, where students work in teams to analyze real policy challenges and present recommendations
- Research projects and applied coursework that incorporate real-world policy problems and analytic methods
- Public lectures and policy talks, which connect students with practitioners and provide exposure to contemporary policy debates and sector expertise
- Opportunities for research assistantships with faculty, contributing to ongoing policy research undertaken by JSGS

Experiential learning in the **PhD** program is rooted in advanced scholarly research and professional development. Students participate in:

- Faculty-supervised research, including the development of an original dissertation that contributes to public policy scholarship
- Research assistantships and opportunities to collaborate on faculty-led projects with government, public institutions, and policy organizations
- Teaching development and mentorship, as PhD students often assist in teaching or engage with instructional training offered across both campuses
- Public lectures, policy seminars, and academic events, fostering engagement with policymakers, scholars, and public-sector leaders

The Indigenous Nation-Building Certificate provides experiential learning primarily through the community residency, an immersive, place-based experience where students learn alongside Elders, Knowledge Keepers, elected leaders, and senior administrators. INBGC students participate in a range of applied and community-engaged learning activities that reinforce professional competence and respectful practice, including:

- Elder and Knowledge Keeper teachings
- Guest lectures and policy dialogues with Indigenous leaders and practitioners on topics
- Case-based and scenario learning using real examples of Indigenous nation-building, program redesign, and legislative or policy development.
- Applied projects aligned with community priorities, such as drafting governance options, developing community-informed policy frameworks, or assessing implementation pathways

Internationalization

Internationalization at JSGS reflects the School's commitment to supporting the success of its diverse student body and preparing graduates for an interconnected policy environment. JSGS welcomes and serves students from around the world and provides programming that fosters intercultural competence and diverse policy perspectives within the classroom and broader learning environment.

International students are supported through institutional infrastructure.

- The International Student and Study Abroad Centre at USask and UR International at the U of R offer transition support, workshops, community-building activities, and visa support for international learners. These campus-wide services complement JSGS's pedagogical approach, which emphasizes diverse viewpoints, collaborative learning, and evidence-informed analysis of global and domestic policy issues. Public lectures, policy talks, and engagement with practitioners expose students to international policy debates and comparative perspectives, further enriching the academic experience and ensuring that JSGS graduates, domestic and international, build the global awareness, cultural agility, and policy insight required to navigate today's complex governance environments.

<p>Interdisciplinarity</p>	<p>Describe how the academic programming contributes to USask’s priority/goal of interdisciplinarity.</p> <p>As an interdisciplinary graduate school, JSGS’s academic programming directly supports USask’s priority of interdisciplinarity by engaging students in learning that consistently crosses disciplinary boundaries and integrates knowledge from public administration, political studies, economics, Indigenous governance, law, health, and social policy. JSGS’s pedagogical approach emphasizes evidence-informed thinking, strategic analysis, relationship-building, and the incorporation of diverse perspectives, all skills that USask identifies as foundational to interdisciplinary scholarship. JSGS courses routinely integrate methods and theories from multiple fields, its research and applied learning activities engage practitioners across sectors, and its faculty collaborations reflect USask’s goal of advancing understanding beyond the scope of any single discipline. Through this integrated, multi-perspective design, JSGS contributes meaningfully to USask’s vision of interdisciplinary education and research excellence.</p>
<p>Required Student Achievements</p>	<p>In addition to course credits, describe any other components or levels of achievement students are required to demonstrate in order to successfully complete their program.</p> <p>A core requirement across JSGS programs is that students must achieve a minimum grade of 70% in all coursework for the course to count toward their degree completion.</p>
<p>Student Competencies</p>	<p>In alignment with the Learning Charter, describe how your academic programming helps students develop graduate professional skills.</p> <p>JSGS academic programming intentionally supports the development of graduate professional skills by integrating applied policy analysis, professional communication, ethical public service values, and experiential learning across its curriculum. Through case-based learning, writing-intensive assignments, teamwork, and engagement with real-world public policy and governance challenges, students develop critical thinking, leadership, collaboration, and communication competencies essential for professional practice. This approach aligns with both USask’s Learning Charter emphasis on skills, practices, integrity, and community engagement, and with expectations for preparing graduates to analyze complex public sector problems, work productively with diverse stakeholders, and contribute responsibly to public service.</p>
<p>Student Feedback on Program Structure /Curriculum</p>	<p>In the recent survey of JSGS students, they reported enjoying the program flexibility and high-quality curriculum. They would like to see more elective course offerings and additional learning on NGOs, social entrepreneurship, and organizational strategies in Indigenous communities. Students found the Indigenous-centered topics informative and inclusive.</p> <p>They indicated that expanding internship opportunities and providing more experiential and practical learning would be beneficial. Some reported that the</p>

MPA curriculum was geared more towards those in early stages of career development and would like to see courses with more advanced learning options for experienced students. Suggestions for improvement included the offering of evening and more spring/summer classes and reduced course requirements (including number of courses and course workload) for students working full time (this has long been practiced at the U of R campus). Proposed additional courses included policy evaluation, government decision making in fund allocation, leadership assessment, and project management. Several students noted that the courses were not held sequentially, adding to confusion while learning. Some suggested limiting MPP/PhD courses to students on those programs only, as learning goals differ from those in MPA.

Executive Education Assessment

1. Public Sector Workshop Series

- a. Post-workshop survey for each offering.
- b. No assessment of comprehension for participants.
- c. Attendance at six full days of training earns participants a Certificate of Completion.

2. Public Sector Governance Program

- a. A post-workshop survey is issued for each of the three days of the program.
- b. Participants wanting to earn their PSGov. Designation must successfully pass the exam with 70% or higher.
 - i. The exam is a mix of True/False & Multiple Choice along with long questions asked based on provided scenarios.

3. Excellence in Public sector Leadership (EPSL)

- a. Participants complete an Introductory Module and a Leadership Self-assessment that is aligned with the program themes and modules and is referenced throughout the program; the assessment helps participants to identify their specific learning gaps.
- b. Participants complete a Final Capstone report to receive certification. They must receive at least 70% on their final capstone report to receive certification and the Public Sector Leader (PSL) designation.
- c. Participants are sent a program evaluation once they complete.

4. Excellence in Healthcare Leadership (EHL)

- a. The EHL is Certified by the Canadian College of Healthcare Leaders (CCHL), the program content aligns with the *LEADS in a Caring Environment framework*, so participants can obtain their Certified Health Executive (CHE) designation.
- b. Participants complete a Final Capstone report to receive certification. They must receive at least 70% on their Final Capstone report to receive completion of the program
- c. Participants are sent a program evaluation at the end of the program.

5. Governance Essentials for the Municipal Sector (GEMS)

- a. Post program survey is sent to all participants.
- b. Participants wanting to earn their MSGov. Designation must successfully pass the exam with 70% or higher.
 - i. The exam is a mix of True/False & Multiple Choice along with long questions asked based on provided scenarios.

6. Indigenous Leadership Program (ILP)

- a. Post program survey is sent to all participants.
- b. No assessment of comprehension for participants.

7. First Nations University Board Governance Program

- a. Post program survey is sent to all participants.
- b. Participants wanting to earn their FN.Dir. Designation must successfully pass the exam with 70% or higher.
 - i. The exam is a mix of true/false and multiple choice.

8. Board of Revision Program

- a. Participants must pass each of the post-module quizzes with 70% or higher to pass the course.

Assessment material is shared with JSGS leadership and faculty in the form of reporting. In some cases, there is also a report to external clients. For example, the Board of Revision program was developed through a competitive procurement process; EE provides generic reporting on number of students and aggregate certificate numbers. For other programming, such as the Public Sector Governance program, certain ministries subsidize public-sector board members to attend the program and request assessment information to confirm final payment. Further, EE shared detailed feedback on the Excellence in Public Sector Leadership Program with the Public Service Commission of Saskatchewan to demonstrate the strength of the training and to encourage them to support the program for the public service.

Learning Outcomes

The learning outcomes for all of EE’s offerings are detailed in Section 5.2.

Enhancement of Curriculum Outcomes and Structure

EE’s programming is embedded in JSGS’s Competency Framework for the skills and knowledge to be instilled in the students and participants. This framework evolves with the public sector as its needs change and helps public servants plan their professional development in language that is familiar in their working environment. EE’s programming addresses multiple competencies and reflects the complexity and interconnectedness of public policy and administration issues.

Describe the processes used to support the enhancement of curriculum outcomes and structure including any recent enhancements that have been made.

Further, EE Instructional Designers review content against our Pedagogical Quality Rubric, that includes areas such as:

Equity & Accessibility

- Course actively engage diverse learners by providing a variety of media, tools and instructional techniques as well as meaningful interaction and applied learning
- Content follows accessibility guidelines and an accessible education approach
- Course content integrates principles of EDI

- Course has a broad focus on the topic that is applicable to all public servants

Learner-Centred Course Design

- Learning objectives are SMART (specific, measurable, achievable, relevant and time-bound) and related to the specific skills and competencies learners will gain.
- Course has a distinct and unique approach to the topic
- Course format is consistent with other workshops
- Course has an overall narrative that guides the content and engages learners

Skillful and Professional Branding

- Course has a name that describes skills learned
- Visual design is professional and improves the learner's experience
- Balance of course content with interactive elements is consistent with other courses and fosters better learning
- Copyright policy is adhered to and all references are cited appropriately

As per policy, materials are reviewed again prior to each individual delivery to ensure current content, live links, and clean copy. Offerings include asynchronous (self-paced) pre-workshop online curriculum built in Rise Articulate that is accessible on any device. This allows participants to prepare for workshops and interact with other attendees, using engaging options such as Padlet, and review case study materials in advance ensuring that live workshop time is used most effectively.

In terms of recent updates or new developments of significance:

1. Public Sector Workshop Series

- a. Four new workshops will be offered in 2026:
 - i. The Art of the Verbal Briefing (Winter 2026)
 - ii. Motivate to Elevate: Advancing Public Sector Teams (Winter 2026)
 - iii. Leading Alignment for Public Sector Impact (Winter 2026)
 - iv. Introduction to Continuous Improvement (Spring 2026)
 - v. **Excellence in Public sector Leadership (EPSL)** - we are in Phase 2 of updates to this program following its initial launch with a pilot in Spring of 2025 and public launch in the fall of 2025. These revisions focus on the following:

- b. Adding module summaries and bonus reading lists for all 17 modules

- c. Applying a consistent design strategy for graphics and infographics/handouts
- d. Arranging for guest speaker interviews and integrating guest speaker video recordings into modules
- e. Streamlining and condensing content

2. Indigenous Leadership Program: Curriculum updates were made to this program in 2024 by Dr. Bob Kayseas, First Nations University of Canada

3. Board of Revision Program: This program is delivered under contract with the Ministry of Government Relations, Government of Saskatchewan. EE worked with the Ministry during the summer of 2025 to complete updates to this program and re-signed a delivery contract to 2030.

Enhancement of Teaching and Learning

Describe the processes used to support the enhancement of teaching and learning including any recent enhancements that have been made.

In addition to the details provided above that ensure EE’s offerings are updated as needed and kept fresh, EE also undertakes outreach and discussions to stay on top of public sector issues; for example:

1. Monthly presentations by current senior public servants to ensure Executives-in-Residence remain current on public-sector issues and initiatives. Upcoming 2026 guests include:
 - a. Chair of the Public Service Commission of Saskatchewan
 - b. VP, Nuclear Development, SaskPower
 - c. ADM, Ministry of Education, Government of Saskatchewan
2. EE’s Director participates on numerous JSGS committees, including the EDI Committee and the Joint Faculty Council, as well as working groups on specific MPA classes. Relevant information is reflected, as needed, in EE’s curriculum.

Equity, Diversity and Inclusion (EDI)

Provide examples of how the curriculum addresses equity, diversity and inclusion dimensions of the discipline.

The Public Sector Workshop Series includes core competencies on Indigenous and intercultural responsiveness (values EDI as vital to achieving excellence, innovation, and creativity; engages and sustains partnerships with First Nations, Metis, and Inuit Peoples and their community members; upholds evidence-based principles for EDI actions; and applies principles of EDI when planning and applying policy).

The EHL embeds curriculum in the entire program on equity-centred healthcare, Indigenous and non-Western healthcare perspectives, and the importance of EDI in healthcare teams.

The EPSL embeds curriculum in the entire program on implementing evidence-based EDI principles for effective leadership, plus modules dedicating to Professionalism, Ethics, and Integrity in Public Service; Supporting EDI, Organizational Culture, and Inclusion; and Public Engagement, which embed Indigenous perspectives, Indigenous engagement, and encourage EDI.

The ILP and FNUiv work toward Reconciliation goals and promote Indigenous self-determination and sovereignty, as well as concepts of “Two-Eyed Seeing”

(Bartlett, Marshall, & Marshall, 2012) and the “ethical space of engagement” (Ermine 2007).

In addition, EE is working to diversify the curriculum in other ways; for example:

- Ensuring diversity in animated videos and images
- Adding Alt Text to images to assist with visual impairment
- Providing alternative formats early (upon request) for participants with disabilities
- Using verbal descriptions
- Providing extended time on exams and quizzes

Experiential Learning Opportunities

Describe experiential learning opportunities available to students.

EE aims to balance course content with interactive elements to foster better and more sustained learning, including:

- Slide presentations are supplemented with two or three interactive applied learning exercises
- Online curriculum contains most of course information and the live workshop is spent in interactive applied exercises
- Course engages learners asynchronously through the online curriculum (Padlet, Miro, Flipgrid, or Jamboard)
- Live workshop contains two or more synchronous activities plus an ice-breaker within the first five slides and a learning application exercise at the end
- Knowledge checks and quizzes are well-integrated throughout course content to “activate” learning and assess the learner’s understanding
- Course use applied learning exercises like case studies, examples, and simulations
- Online curriculum uses many types of media, including JSGS-created interviews, videos, and animations
- Instructors create a dialog with learners and guests

Internationalization

EE’s programming and curriculum focuses primarily on the Canadian/Provincial/ Indigenous public sectors. Occasionally there is the inclusion of international sources, videos, or interviews, but this is not the priority for EE programming.

Interdisciplinarity

Executive Education programming and facilitation includes interdisciplinary thinking to encourage participants to foster innovation, break silo-thinking, develop collaborative leadership capabilities, and facilitate “real-world” application of skills and abilities. Interdisciplinary thinking in public sector training is demonstrated in how EE approaches complex and wicked problem discussions and encourages public servants to diversify their teams to improve implementation, communication, and resource optimization.

Executives-in-Residence are routinely invited into the classroom to help make interdisciplinary connections between academic and practical perspectives

	and encourage students to consider public-sector challenges from a multi-lens approach.
Required Student Achievements	This information is provided in the first section above under “Assessment”.
Student Competencies	<p>In alignment with the Learning Charter, describe how your academic programming helps students develop graduate professional skills.</p> <p>Executive Education incorporates the JSGS Competency Framework into its offerings and includes this information in the promotion and marketing of sessions to help participants make good choices about their learning needs. Matching the competencies to the offerings allows participants to shift from just content and be more purposeful in their investment into training opportunities and match learning gaps to needed skills and abilities. When EE states competencies and then builds curriculum and experiential learning to support them, learners are offered an evidenced-based path to levelling up their own understanding to build the needed confidence for application.</p>

5.4 Student Enrolment Trends and Projections (Academic Programs only)

Student Enrolment - Overall	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
USask	284	277	276	274	286	304	283	262	252	255
U of R	438	430	429	453	438	493	416	433	441	446
Total	722	707	705	727	724	797	699	695	693	701

Student Enrolment - International	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
USask	106	95	85	90	96	96	70	54	48	47
U of R	49	53	54	79	81	70	70	75	75	80
Total	155	148	139	169	177	166	123	122	125	125

Student Enrolment - Indigenous	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
USask	31	27	29	32	33	36	40	44	48	53
U of R	27	29	27	26	20	22	24	26	29	32
Total	58	56	56	58	53	58	64	70	77	85

5.5 Recruitment and Forecast

Commentary on student recruitment strategy

JSGS's student recruitment strategy is designed to support strategic enrollment targets through an integrated, data-informed marketing and communications approach. The School uses a mix of paid, organic, and in-person outreach channels to engage prospective students, broaden the reach, and strengthen the School's reputation. A key pillar of recruitment efforts is authentic, people-centered storytelling. We prioritize content that highlights real student journeys, faculty expertise, and alumni outcomes, creating an approachable and authentic representation of JSGS's culture and offerings.

The School's media ecosystem, including the website, newsletters, and an optimized social media strategy, helps deliver program information and storytelling. A key pillar of recruitment efforts is authentic, people-centered storytelling. We prioritize content that highlights real student journeys, faculty expertise, and alumni outcomes, creating an approachable and authentic representation of JSGS's culture and offerings. By showcasing the experiences and achievements of JSGS students, alumni, faculty, and researchers, trust and connections are built with prospective students and the larger public policy community. This narrative approach reinforces the value of the programs and highlights the impact of the School's work on the community.

Paid digital campaigns are also a crucial driver of awareness for JSGS's master's and graduate certificate programs. Through targeted advertising and strategic external partnerships, the School broadens its reach nationally and ensures the JSGS brand is visible to high-potential audiences across the municipal, local, national, and Indigenous sectors.

Additionally, JSGS employed a full-time recruiter from 2023-26 on a term contract. This position led to a noticeable increase in the number of domestic applicants and admissions at the U of R campus, but budget reductions led to its non-renewal.

Commentary on optimal enrolment

Provide commentary on optimal enrolment for effective and appropriate pedagogy. Comment on the theoretical maximum enrolment with current resources.

USask allows enrolment up to 30 students per class for its in-person programs and up to 50 for online classes, whereas U of R classes are capped at 27 students; these caps are sometimes exceeded where necessary. Given the part-time option and flexible nature of the programs, as well as ability to hire highly qualified sessionals, it is difficult to calculate a precise maximum enrollment.

The MHA and MHA-HIIM goals of approximately 200 combined are close to ideal enrolment. In principle, the MPA at the U of R could be expanded to a similar level. At USask, for the on-site and online MPA programs combined, optimal enrolment would be 180.

For the MPA, a limiting factor is the availability of internships (which vary between 20 and 40 per year and are exceptionally attractive to international students) and the small size of the provincial public service relative to our graduating classes (which somewhat limits employment prospects for our graduates whose goal is to work with the provincial government).

Reasonable supervision loads put the MPP and PhD at 20 students each at U of R and 18 students each at USask.

Executive Education maintains optimal enrolment levels across most programs. The exception is the asynchronous offerings (the Board of Revision program and GEMS), which are not capped and can accommodate an unlimited number of participants. Most in-person programs are capped at 35 participants, with a minimum enrolment of 12. This range strikes a balance between fostering robust discussion and engagement while avoiding a shift from an interactive workshop to a lecture-style format. It also allows group discussions and report-backs from table exercises or case studies to be managed efficiently, ensuring all participants have meaningful opportunities to contribute. Groups that are too small can feel awkward for some participants, particularly those less comfortable in group settings, and enrolments below 12 also affect the cost recovery of offerings.

For select online programs, the enrolment cap may be increased to 40, as these sessions are not constrained by physical classroom space. To maintain a high level of engagement, these offerings intentionally incorporate breakout room activities, polling, and chat-based questions.

Enrolment Forecast

Estimate future demand for academic programs and provide desired enrolment targets for each degree (low, moderate, high).

See table below.

Program	Demand Outlook	Rationale	Targets
MPA (on-Site, USask)	Moderate	Stabilize enrolment and rebalance mix	70 (2026–27); 72 (2027–28); 75 (2028–29)
MPA (on-Site, U of R)	Moderate	Maintain steady enrolment	110 (2026–27); 110(2027–28)
MPA (online, USask)	High	Strong growth is stabilizing	110 (2026–27); 115 (2027–28); 115 (2028–29)
MHA (U of R)	Moderate	Stable demand	150 (2026–27); 150 (2027–28)
MHA – HIIM (U of R)	Moderate	Modest growth	50 (2026–27); 55 (2027–28)
MPP (USask)	Moderate	Aligned with supervision	18 (2026–27); 18 (2027–28); 18 (2028–29)
MPP (U of R)	Moderate	Maintain ~20	20 (2026–27); 20 (2027–28); 20 (2028–29)
PhD (USask)	Moderate	Stabilization	18 (2026–27); 18 (2027–28); 18 (2028–29)
PhD (U of R)	Moderate	Stable targets	18 (2026–27); 20 (2027–28); 20 (2028–29)
GENI (USask)	Low	Admissions paused	13 (2026–27); 5 (2027–28); 0 (2028–29)

5.6 Service Teaching in support of other programs

Describe your unit’s contribution to service teaching in support of programs offered by other units, if applicable.

JSGS does not do service teaching for other academic units at either U of R or USask.

5.7 Quality Enhancements

Provide summaries of the following quality enhancements.

5.7.1.

Descriptions of innovations or features in curriculum that enhance learning.

MPA, OMPA, and Related Certificates

- Whole-Career Professional Training Model: JSGS has adopted an evidence-based approach to professional training that serves students at different career stages: career starters, career advancers, and those seeking career changes. This model recognizes that public-sector professionals have diverse learning needs throughout their careers and structures the programming accordingly.
- Signature JSGS Pedagogy: JSGS has developed a distinctive pedagogical approach grounded in adult learning principles and informed by higher education research, government feedback, and practitioner insights. Programs continually evolve based on evidence from multiple sources, including student and alumni feedback, employer consultations, and peer-reviewed scholarship on teaching and learning.
- Competency-Based Learning: The MPA program has adopted competency-based learning aligned with the professional competencies expected of public administration practitioners. Developed in partnership with the public sector, this approach ensures students develop demonstrable skills that translate directly to workplace effectiveness and meets CAPPA accreditation standards.
- Indigenization of the Curriculum: JSGS has undertaken a systematic embedding of First Nations and Métis perspectives throughout all programs. This included a

comprehensive review of all courses for Indigenous content and development of new courses addressing historical, political, and contemporary issues relevant to Indigenous and Métis peoples in Canada. Partnership building and engagement with First Nations and Métis organizations and communities supports this work.

- **Innovative Cohort Models:** JSGS is committed to developing cohort models that build learning community while maintaining program accessibility and flexibility. This is particularly evident in the OMPA and MHA programs where cohort structures foster peer learning and professional networking.
- **Expanded Online and Asynchronous Learning:** The development of the OMPA and MHA exemplifies JSGS's commitment to reaching adult learners across wider geographic areas while maintaining program quality.
- **Cross-Campus Teaching:** The 'one-school' approach integrates teaching across the U of R and USask campuses, allowing students to access courses and expertise from both universities.
- **Integration of Experiential Learning:** The curriculum integrates case studies, simulations, role-playing, and other experiential methods, often using a flipped-classroom approach. The Executive Internship Program continues as a signature element. JSGS success at the annual CAPPa case competition demonstrates the emphasis on applied learning.

MPP and PhD

- **Research-Intensive Curriculum Design:** Both programs are structured to ensure progressive mastery of public policy theory, analytical frameworks, and advanced research methods. Sequencing from coursework to thesis/dissertation enhances methodological depth and supports independent scholarly development.
- **Cross-Campus 'one-school' Model:** The integrated model of teaching by faculty from both campuses allows MPP and PhD students to access faculty expertise and coursework across the whole School. This structure broadens intellectual exposure and research supervision capacity while maintaining curricular coherence.
- **Research Community Integration (JSGS 990):** The required Public Policy Seminar (JSGS 990) embeds students in an active scholarly community. Regular seminar participation and a formal research presentation prior to defense enhance analytical engagement, research communication, and peer learning.

MHA

- **Flexible, Career-Integrated Learning:** The MHA courses combine primarily online instruction with two brief, weekend-long residencies, allowing mid-career healthcare professionals to balance work, study, and networking while maintaining a strong connection to faculty and peers.
- **Experiential and Applied Learning:** The MHA program provides practical coursework in areas such as leadership, decision-making, health policy, and performance measurement, reinforced through case studies and applied projects to ensure students actively engage with real-world healthcare challenges.
- **Strategic Partnerships and Professional Credentialing:** The MHA program partners with organizations such as the Canadian College of Health Leaders

and the File Hills Qu'Appelle Tribal Council to provide LEADS-accredited leadership training and targeted support for Indigenous students.

Opportunities for additional certifications, including the LEADS Learning Series, further enhance professional credentials and career readiness.

- **Competency-Based, Leadership-Oriented Curriculum:** The program develops graduates' analytical, strategic, and evidence-informed competencies in health system analysis, leadership, collaboration, governance, and performance improvement, preparing them to drive improvements across diverse healthcare settings.
- **Targeted Indigenous Student Cohorts:** The creation of Saskatoon Tribal Council and File Hills Qu'Appelle Tribal Council student cohorts enhances recruitment, mentorship, and retention of First Nations students, equipping graduates to contribute as leaders in Indigenous health settings.
- **Data-Driven Health Administration:** The program emphasizes health system analytics and evidence-informed decision-making, leveraging faculty expertise in Health Information Management to equip graduates with the skills needed for informed, data-driven leadership.

5.7.2.

Initiatives that have been implemented to improve the quality of the programs and the associated learning outcomes and teaching environment.

MPA, OMPA, and Related Certificates

- **Program Review and Renewal:** A working group undertook a systematic review of all of JSGS's certificate offerings to ensure programs remain current, meet CAPP Accreditation standards, and respond to student and employer needs.
- **New Program Development:** Programs have been developed in response to identified needs, including the new Graduate Certificate in Public Administration.
- **Equity, Diversity, and Inclusion Integration:** Through JSGS's EDI Strategy, all School members are committed to incorporating EDI frameworks and diverse voices in curriculum and research.
- **Grading and Administrative Innovations:** Graduate Chairs at both campuses have advanced grading and administrative innovations, improving consistency and transparency in student assessment across both campuses. Competency-based assessment and a dual gradebook approach are being explored to enhance competency-based instruction.
- **Writing Skills Development:** Dedicated initiatives have enhanced students' writing skills, addressing a frequently identified gap between academic preparation and professional expectations. JSGS's Student Writing Advisor is readily available to provide writing support to all JSGS students.
- **Quality Assurance and Accreditation:** The 2025-30 Memorandum of Agreement re-affirmed both universities to ensuring educational experiences meet or exceed required accreditation standards. Programs are subject to each university's academic program review policies, with coordinated reviews for equivalent programs.
- **Student Support and Experience Enhancements:** An enhanced student experience is supported through the Student Success Team, including a Student Experience Officer and Program Managers who also provide academic advising; the Alumni Mentorship Program provides professional development connections; cross-campus registration facilitates student access to courses on both campuses; and the Executive Internship Program complements the many other experiential learning opportunities provided to JSGS students.

- Strategic Enrolment Management: The 2025-30 MOA established the co-development of a strategic enrolment management plan for equivalent programs, with joint marketing and recruitment materials managed by the JSGS Executive Team.
- Benchmarking Against Comparator Institutions: The 2025-30 MOA identifies formal comparator institutions for each program (Schedule D), enabling systematic benchmarking of tuition, fees, and program quality against peer institutions.

MHA

- Competency-Based, Applied Curriculum: The program develops leaders equipped to manage and improve complex health systems through a curriculum grounded in Canadian health policy and service delivery. Core competencies span health system analysis, strategic leadership, collaboration, governance, and performance improvement, and are embedded across required coursework, applied assignments, and experiential learning opportunities.
- Experiential Learning and the MHA Residency: Experiential learning is central to the program. The provides interactive workshops, case discussions, simulations, and direct engagement with senior health system leaders. Beyond residencies, applied learning occurs throughout courses via scenario-driven assignments, group projects, and guest lectures from executives in health authorities, Indigenous organizations, and the nonprofit sector.
- Applied MHA Placement (JSGS 886): Students work with health system partners on real-world leadership, management, or policy projects, supervised jointly by an organizational mentor and faculty. Projects emphasize analytical, collaborative, and equity-focused approaches to addressing operational, strategic, or system-level challenges.
- Integration of Equity, Diversity, and Inclusion (EDI): The curriculum embeds EDI principles across courses, case studies, and experiential activities. Students explore systemic inequities in health, culturally responsive leadership, and inclusive management. JSGS 812 Indigenous Health Policy examines health policy affecting Indigenous populations within historical, social, cultural, and political contexts. Site visits to Indigenous-led facilities, mentorship from Executives-in-Residence, and applied projects reinforce these perspectives.
- Engagement with Health System Leaders: Executives-in-Residence, senior leaders, and policy experts contribute to teaching, mentorship, and applied learning, connecting students with practical insights and fostering professional networks.
- Blended and Online Learning Enhancements: The program leverages online and blended education, integrating interactive discussions, collaborative group projects, and digital learning tools to support working health professionals across diverse locations. Curriculum design is continually refined in partnership with the University of Regina's Distance and Distributed Learning Committee to enhance accessibility and student engagement.

MPP and PhD

- Quality enhancements have focused on strengthening research intensity, coherence, and integration across the full graduate student lifecycle from admission to dissertation defense. As research-based degrees accredited by CAPP, both programs are intentionally structured to ensure mastery of public policy theory, analytical frameworks, and advanced qualitative and quantitative methods. Recent curricular enhancements have intensified theory and methods training, ensuring that students progress in a deliberate and cumulative manner from foundational coursework to independent research design. Program-level learning outcomes are aligned with expectations for rigorous scholarship, theoretical contribution, and high-quality research and communication.
- Research quality is reinforced at the point of admission. The PhD admissions process emphasizes demonstrated academic excellence, strong preparation in methods-intensive coursework, thesis-based and/or research experience, and clear alignment between applicant research interests and faculty supervisory capacity. Applicants are assessed on the strength and clarity of their research statement, writing quality, prior research engagement (research assistantships, grants, conference presentation/ participation), and referee evaluations of scholarly potential and collaborative capacity. This structured and evidence-based approach to admissions strengthens cohort quality, supervisory fit, and long-term research productivity. Comparable principles guide thesis-stream planning in the MPP.
- Enhancements to the MPP program have further deepened the research character of the degree while preserving its applied policy orientation. Coursework is intentionally scaffolded to support original research production, with strengthened alignment between methods training, substantive policy fields, and thesis development. Students are introduced early to faculty research concentrations (including innovation, health, technology, inequality, and governance) and are expected to situate their work within active scholarly conversations. The formalization of research group participation has enhanced peer review, mentorship, and exposure to grant development and knowledge mobilization. MPP theses are increasingly integrated into ongoing research programs, strengthening both scholarly quality and policy relevance.
- Changes to the PhD program included refinements to the qualifying and comprehensive examinations, which have improved alignment with students' research problems and methodological approaches, while advancing the timeline to candidacy in support of timely completion. These examinations are positioned as developmental milestones that consolidate theoretical foundations and prepare students for proposal defense and independent scholarship. Earlier and more structured engagement with advisory committees has improved clarity of research trajectory, strengthened accountability, and reduced uncertainty during critical transition points in the program.
- A central mechanism supporting research culture across both degrees is JSGS 990, which is the Public Policy Seminar. This required, non-credit seminar embeds students in the intellectual life of the School and its alumni/partners/ executives, as well as current public policy challenges. MPP and PhD students

must attend a minimum of 25 seminars and present their own research prior to defense. The seminar series brings together students, faculty, visiting scholars, and policy practitioners to examine current and emerging public policy issues. Structured reporting requirements require students to engage analytically with presented research and connect it to coursework and contemporary debates. The student research presentation component (delivered in a concise, conference-style format and moderated by the supervisor) ensures that graduate research is publicly articulated, peer-engaged, and strengthened through feedback prior to defense.

- Supervisory capacity has been further enhanced through the strategic inclusion of adjunct and associated faculty with specialized expertise, broadening the methodological and substantive supports available to students. Clearer expectations regarding supervisory meetings, milestone tracking, seminar participation, and dissertation planning contribute to improved transparency and consistency across the student experience. These enhancements have strengthened the MPP and PhD as rigorous, research-intensive programs aligned with national and international standards in public policy scholarship.

5.7.3. Areas identified through the conduct of self-study as holding promise for enhancement.

MPA, OMPA, and Related Certificates

- **Expanded Indigenous Programming and Partnerships:** Building on the success of the Graduate Certificate in Indigenous Nation-Building, the Indigenous Leadership Program in Executive Education, and the GENI program, there is potential to further develop programming that supports Indigenous governance capacity and reconciliation. Partnership-building with FSIN and strengthened engagement with FNUniv will position JSGS well.
- **Micro-Credential and Certificate Expansion:** The successful launch in 2025 of the Graduate Certificate in Public Administration demonstrates demand for shorter credential pathways.
- **Distributed Learning:** The success of the OMPA and MHA programs, the hallmarks of which are online and asynchronous formats with in-person residencies, suggests potential for further innovation in blended learning delivery, expanding reach to working professionals across wider geographic areas.
- **Research-Teaching Integration:** Opportunities exist to more systematically integrate current faculty research into the curriculum, particularly through the strategic research clusters, ensuring students engage with cutting-edge policy analysis.
- **International Programming:** International student enrollment has remained strong despite Canadian immigration policy changes. There may be opportunities to expand international experiential learning opportunities and partnerships, aligned with broader internationalization goals.
- **Data Analytics Curriculum:** Growing demand for data literacy in public-sector roles may warrant curriculum enhancements in quantitative methods and data analytics for policy analysis.
- **Lifelong Learning Networks:** The JSGS Strategic Plan emphasizes fostering lifelong JSGS career networks through alumni-student connections and active alumni associations. With over 1,800 alumni across Canada and around the world, there is an opportunity to strengthen these networks for mentorship, professional development, recruitment, and program enhancement.

MHA and Related Initiatives

- **Indigenous Health Leadership and Partnerships:** Building on the MOA with the File Hills Qu'Appelle Tribal Council and ongoing collaborations with FNUUniv, there is potential to further develop pathways for First Nations learners into the MHA program and into leadership roles in Indigenous health systems.
- **Targeted MHA First Nations Student Cohort:** The creation of STC and FHQTC student cohorts offers opportunities to enhance recruitment, support, and retention of Indigenous learners, ensuring graduates are prepared to contribute as health administrators and policy leaders in First Nations contexts.
- **Data Driven Health Administration:** Growing demand for health system analytics and evaluation suggests enhancing curriculum content in data literacy, health systems research, and evidence-informed decision-making for emerging health leaders. The MHA program has recently hired a faculty member with Health Information Management (HIM) background and expertise to advance this work.

5.7.4. Areas identified through the conduct of self-study as requiring improvement.

MPA, OMPA, and Related Certificates

- **Indigenous Student Recruitment and Retention:** In 2025-26, Indigenous students represent approximately seven percent (22 students at U of R, 36 at USask) of total enrollment. Given strategic commitments to Indigenization and Reconciliation, further investment in recruitment strategies and support services for Indigenous students may be beneficial.
- **The Executive Internship Program** should expand to offer more placements for qualified students and in a diversity of sectors, including the non-profit sector and Indigenous governments and organizations.
- **Financial Sustainability:** The 2021-2025 Strategic Plan identified developing new revenue streams as a priority. Assessment of enrollment-driven revenue would inform sustainability planning for the next strategic period.
- **Cross-Campus Integration:** While the 'one-school' approach is a strategic priority and the new MOA provides updated governance structures, ongoing work is needed to fully harmonize operations, teaching, and graduate supervision strategies across campuses. The MOA addresses IT reciprocity and system integration challenges, acknowledging that ensuring appropriate technology support across two university systems remains an ongoing need.

Executive Education

Provide summaries of the following quality enhancements.

5.7.1. Descriptions of innovations or features in curriculum that enhance learning.

- Slide presentations are supplemented with two or three interactive applied learning exercises
- Online curriculum contains most of course information and the live workshop is spent in interactive applied exercises
- Course engages learners asynchronously through the online curriculum (Padlet, Miro, Flipgrid, or Jamboard)

- Live workshop contains at least two synchronous activities plus an ice-breaker within the first five slides and a learning application exercise at the end
- Knowledge checks and quizzes are well-integrated throughout course content to “activate” learning and assess the learner’s understanding
- Course use applied learning exercises like case studies, examples, and simulations
- Online curriculum uses many types of media, including JSGS-created interviews, videos, and animations
- Instructors create a dialog with learners and guests

5.7.2. Initiatives that have been implemented to improve the quality of the program(s) and the associated learning outcomes and teaching environment.

Quality improvements made after the initial development of offerings are informed by participant feedback, as well as engagement with the full cadre of Executives-in-Residence, who come to JSGS after a fulsome public administration career. Routinely, they reach out to their networks to get a touchpoint that a concept or approach remains relevant. This process is largely informal.

In the event that a program or offering requires a significant refresh, EE’s Director and Manager review and finalize an approach that included subject-matter expertise and instructional design.

5.7.3. Areas identified through the conduct of self-study as holding promise for enhancement.

All of EE’s programming comes with asynchronous pre-workshop online curriculum that is sent to participants prior to the live sessions. With this approach, context and background information are provided that adult learners can review at a speed and depth that works for them and their prior knowledge. This allows live workshops to focus on more complicated concepts, discussions and activities and applied exercises.

5.7.4. Areas identified through the conduct of self-study as requiring improvement.

All programming gets a quick review prior to each delivery with updates made as needed. Executives-in-Residence and EE’s Instructional Designers identify when an offering is due for more than basic updates (such as stale case studies). Once identified, EE’s Director and Manager discuss issues of capacity and timing to address the needed improvements.

5.8 Comment on the appropriateness of the fields in the programs (as applicable) and indicate whether there have been changes in the fields in the past seven years. A field is understood to be an area of characteristic and distinctive strength for which the programs wish to be known and which they wish to advertise.

JSGS’s programs have moved significantly over the last seven years to incorporate Indigenous perspectives and to engage with EDI in significant ways. Its embrace of online programs, flexible scheduling, and graduate certificates has created flexibility and accessibility for students. Aside from the MHA-HIIM, programs may not have kept pace in their engagement with technological tools in public-sector leadership and management. A larger future question is whether in the field of public policy is there room for greater synergies through better sharing of courses between the various programs.

6. Strategic Planning and Alignment

6.1 Highlights of Unit Plan

The JSGS Strategic Plan 2021-2025 was developed under the leadership of Executive Director Dr. Loleen Berdahl shortly after her appointment in fall 2020. The plan had three strategic priorities – Innovation, Impact, and Integration. Each priority area included a set of action statements to direct how the priorities would be achieved. Within the planning cycle, JSGS made marked progress on all priorities.

Under Innovation, the School expanded its professional and career-long learning model through major growth in Executive Education. Key accomplishments included national recognition of the Executive Healthcare Leadership program, which confers eligibility toward the Certified Health Executive credential, and maintaining strong momentum on the Board of Revision certificate and Municipal Sector Governance programs.

Evidence of academic program innovation included the creation of the MPA internship pathway for international students, redesigned internship training informed by mentor feedback, mainstreaming consideration of EDI and Indigenization in course design and materials, and mid-cycle reviews and enhancements of all degree and certificate programs. Work is underway on the development of a Indigenous policy and governance course that will be required by all students. The MHA-HIIM program has received accreditation from the Canadian Health Information Management Association.

Alumni engagement was strengthened through a series of JSGS 15th anniversary alumni events in several Canadian locations and the expansion of the Alumni Mentorship Program that matches alumni mentors with student mentees. The 2026 JSGS Alumni Survey confirms that alumni are JSGS's most effective student recruitment tool; regular and effective engagement with this important stakeholder group is key to the School's sustainability.

The Impact priority focused on deepening engagement with governments, communities, and Indigenous organizations. A major accomplishment included continued federal funding for the Indigenous Leadership Program delivered jointly between Executive Education and First Nations University of Canada, enabling community-based governance capacity building that would otherwise be inaccessible to many Nations. The School established an important relationship with MN-S through the creation of the JSGS Research Chair in Métis Governance and Policy at USask and leadership governance training with Executive Education, as well as progressed toward a formal working relationship with FSIN. The School's reach broadened through targeted outreach to Saskatchewan ministries, municipal organizations (SUMA and SARM), and national public-sector training audiences. Public programming also grew, with expanded Indigenous and EDI-focused workshops integrated into the Public Sector Workshop Series.

The Integration priority strengthened the one-School model. Operational improvements included cross-campus course planning, improving effectiveness by formally establishing cross-campus functional teams, and piloting collaborative technologies such as shared project-management and AI-enabled note-taking tools. Financial sustainability was advanced by raising substantial one-time revenue from the Governing Sustainable Municipalities research project and expanding Executive Education offerings to ensure cost-recovery and revenue generation (particularly after the U of R's claw back of Executive Education's reserve funds). An MOU between JSGS and the U of R's Centre for Continuing Education resulted in additional revenue of approximately \$300,00 per year for the School while also making course offerings more accessible to students. Room rentals, custom training, and high-demand Executive Education programming strengthened the School's non-degree-tuition revenue base.

List the most significant strategic objectives (from school plan) impacting academic programs.

Objective #1	Innovation: Embody an evidence-based whole-career professional training model.
Progress	Please refer to highlights above.
Objective #2	Impact: Expand and deepen our impact within Saskatchewan and Canada while maintaining our strong international research profile.
Progress	Please refer to highlights above.
Objective #3	Integration: Achieve a sustainable and entrepreneurial professional one-school approach.
Progress	Please refer to highlights above.

Provide commentary on how your program’s strategic plan is aligned with the strategic priorities of CAPPAs.

There is close alignment between JSGS’s Strategic Plan and CAPPAs’ expectations for high-quality public administration education, particularly CAPPAs’ universal student competencies and mission-based standards.

CAPPAs requires accredited programs to develop graduates who can think critically about public sector problems, lead and manage in public organizations, engage stakeholders, demonstrate ethical public service values, and communicate effectively in diverse contexts. JSGS’s emphasis on evidence-informed pedagogy, experiential learning, and regular curriculum renewal directly supports these competencies. Program innovations – including the MPA internship pathway, redesigned internship training, student mentorship from alumni, and the expansion of leadership programs through Executive Education – build and strengthen students’ analytical, leadership, and applied skills in alignment with CAPPAs’ competency framework.

The School’s strong and growing engagement with practitioners and governments at all levels, Indigenous Nations and communities, and public and non-profit organizations reflects CAPPAs’ expectation for meaningful stakeholder and community engagement. Examples include the Indigenous Leadership Program, expanding partnerships with MN-S and FSIN, and extensive outreach to government ministries and municipalities.

The School’s commitment to advance reconciliation and EDI, including purposefully diversifying its faculty, staff, and student communities; integrating Indigenous content (both theoretical and land-based and cultural learning opportunities) throughout program curricula; and establishing a partnership with MN-S to create a research chair focused on research and training in Métis governance and policy align with CAPPAs’ emphasis on ethical public service and the integration of diverse perspectives into teaching and research.

CAPPAs’ mission-based standards emphasize continuous improvement, transparent curriculum structures, student support, and program coherence. JSGS demonstrates its commitment to these through cross-campus operational improvements focused on enhancing the student experience;

regular program reviews and improvements; and consultations (such as surveys, meetings, etc.) with employers, alumni, and students to inform planning and measure progress on strategic priorities.

Summarize program faculty consultation on strategic planning.

The 2021-25 Strategic Plan used an iterative process that engaged all faculty, as well as Executives-in-Residence and staff from both campuses. Several small program-centred groups were created, and faculty self-selected into the groups of the most relevance and/or interest to them. Small-group discussions, facilitated by Executives-in-Residence who have decades of strategic planning experience, allowed participants to work through a set of questions that would ultimately help formulate the strategic plan. Plenary discussions followed, and all members of the JSGS community were invited to comment on an initial draft plan. Feedback was considered by the Executive Team, who finalized the plan in spring 2021.

The U of R has just finalized its institutional strategic plan for the next decade. USask is in the process of developing its next institutional strategic plan, with completion expected in early 2027. In the next academic year, JSGS will develop its next plan in a way that is informed by the two institutional plans and the result of this unit review.

7. Program SWOT Analysis

Provide an inventory of internal strengths and weaknesses of your academic programs. Describe the most significant opportunities and external threats facing your programs.

Internal Strengths

Positive and Collaborative Culture. JSGS is widely recognized for its supportive and collaborative culture where faculty and staff work closely across the two campuses. A consistent commitment to student success is a core shared value.

A signature Executive Education platform. Executive Education is highly regarded by public-sector partners and strengthened by Executives-in-Residence who are exceptional leaders from diverse backgrounds with decades of real-world experience. This enhances credibility, teaching quality, and community relationships.

Interdisciplinary breadth and program flexibility. The School's interdisciplinary expertise delivers to students diverse perspectives and prepares them for the complexity of modern policy environments and the benefit of collaboration. Flexible program delivery (in person, online, hybrid) and evening/weekend course offerings support diverse learners, including working professionals, students across Canada, and a sizeable cohort of international students.

Reputation, alumni, and reach. As one of Canada's longstanding policy schools, JSGS benefits from a respected brand, visible alumni who refer and mentor students, and strong provincial relationships and community partnerships. Online programming and career progression increasingly make JSGS's alumni community a national one.

Meaningful momentum towards Reconciliation. The School's concrete actions on authentic Indigenous engagement to embed Indigenous perspectives and implement systemic change through programming, partnerships, and learning are recognized as an institutional strength and differentiator.

Excellent student experience enablers. Paid internships, high-quality courses with flexible offerings, mentorship from alumni, access to practitioners, opportunities for experiential and extra-curricular learning, and wrap-around support from the experienced Student Success Team contribute to student success and satisfaction.

Internal Weaknesses

Administrative challenges with two campuses. The School's two-campus structure offers many benefits. However, administrative complexities are a natural consequence of the two universities' differences in systems, policies, and processes, including IT, cross-campus registration, learning management systems, budgeting, and access to alumni and development data. These lead to inefficiencies that require extra coordination and significant effort from staff and leadership.

Funding pressures persist. Executive Education relies on soft funding, and limited graduate student funding makes it harder to compete for domestic applicants in the School's academic programs. These issues affect long-term financial stability and planning capacity.

Recruitment challenges and brand clarity. Recruitment is a challenge, particularly for domestic students in the MPA program at both campuses, as well as for the MHA as similar programs are coming on stream. Overreliance on international enrolment exposes the School to federal immigration policy fluctuations. Some program options overlap in ways that can confuse prospective students or cause internal competition.

Curriculum renewal and staffing gaps. Other noted challenges include the need for clearer cultural-competency learning tied to Indigenous engagement, the heavy workload associated with continually updating online courses, and a shortage of Indigenous faculty and staff compared to institutional goals.

External Opportunities

Room to grow and modernize programs. JSGS could consider new programming, such as micro-credentials; new training in areas like AI, digital literacy, and data skills; and a professional doctorate program in public administration. These are all areas where demand is growing, and programs in Canada are limited or non-existent.

Broader recruitment and partnerships. There is potential in broader student recruitment and internships beyond the provincial government to include non-profits, municipalities, Indigenous governments and organizations, and other policy-adjacent sectors. These partnerships can create new pipelines for students, new experiential learning opportunities, and new research collaborations.

Stronger national positioning. With stronger national marketing and clearer messaging about the value and breadth of public policy and public administration education, JSGS can enhance its national profile and attract more domestic students from across Canada. Its strong alumni network and history as one of the country's established policy schools provide a solid foundation for this positioning.

Growing research connections. The School can further highlight and coordinate its research strengths, especially where faculty already work with community organizations, government partners, and researchers in other units at the two universities.

External Threats

Uncertain international enrolment. Shifting federal immigration and study visa rules continue to affect international recruitment, which creates real enrolment risks.

Employment and Training Retrenchment. Public-sector budget cuts and/or hiring restrictions at all levels can reduce demand for Executive Education and student internship placements. If continued, these may reduce the attraction of public policy/public administration as a discipline.

More competition. Competition in policy and leadership education is growing – from other universities, private training companies, and even internal university units. This makes differentiation and program clarity increasingly important.

Impact of AI on learning. Rapid changes in AI and technology present challenges for academic integrity and require ongoing updates to teaching, assessment, and program design. This is a sector-wide issue but particularly impacts units with strong online offerings.

Institutional and sector uncertainty. Finally, broader institutional uncertainty – including university funding models, succession planning challenges, and shifting expectations within the post-secondary sector – adds pressure and requires careful planning and innovation to maintain stability and impact.

Provide a summary of the program's SWOT analysis, including program goals and aspirations for the next seven years.

Please refer to the above information for a summary of JSGS's SWOT analysis.

Why JSGS is well-positioned. JSGS combines an array of contemporary professional and research-based interdisciplinary academic programs with a collaborative, student-centered culture and a distinctly public-sector-focused Executive Education unit. There is consistent cross-fertilization between these units. These assets consistently produce strong learner outcomes and meaningful, long-term partnerships that many competitors do not match at the same scale. The School's work toward Reconciliation has progressed from intention to practice and represents a key area of continued growth.

How weaknesses are being managed. Financial constraints, enrolment challenges, and the complexity of operating across two universities are real. Funding pressures and an unbalanced recruitment mix are being addressed by diversifying program offerings and prospective student markets and investing significantly in recruitment strategies. Staff and faculty are empowered to identify process improvements to streamline processes and activities across campuses and assigned responsibility for implementation. The 2025 USask-U of R MOA represents from senior leadership at both universities a renewal of the strategic commitment to the two-university model.

Turning opportunity into advantage. Demand is rising for AI- and data-literate, practice-ready public leaders. JSGS is well placed to meet that demand by developing micro-credentials and revising degree requirements to meet these opportunities.

Managing threats with JSGS's strengths. External volatility in immigration policy, public-sector budgets, competitive activity, and the rapid evolution of generative-AI affects the entire sector. JSGS's partnerships with employers and community partners, credible Executive Education presence, and flexible programming provide practical buffers and multiple ways to adapt.

Program goals and aspirations for the next seven years. For the next seven years, JSGS aspires to strategically grow community and public- and non-profit-sector partnerships in training and research, continue advancing Reconciliation in meaningful ways, grow enrolment while balancing quality and sustainability, and achieve greater national visibility.

The School will diversify recruitment by attracting more domestic students, more Indigenous learners, students from a wider range of countries, and more applicants from a wider range of policy-adjacent sectors. Enhancing brand clarity and national marketing will be central to this effort. JSGS also plans to expand and diversify internship opportunities and to strengthen relationships with First Nation and Métis communities to align programs with community priorities. It is currently launching First Nations and Métis cohorts in partnership with communities and sees that model as a real opportunity.

JSGS is a provincial centre of excellence in research. A recent cluster of faculty hiring offers the opportunity to reconsider how to better develop and deliver both on the potential of a research-active group of faculty and HQP. This will mean reconsidering how the School thinks of its own research strengths, resourcing research collaboration with community partners, and maximizing applications to external funding opportunities.

Curriculum expansion is an important aspiration, and this review offers a core feedback in this regard. JSGS is conducting a feasibility study to determine student interest and employer demand for a professional doctorate of public administration credential and to more clearly position its existing PhD as a professional credential. There is faculty appetite to review the curriculum of both the MPA and MHA degrees and to consider how best to ladder certificates into those programs. Any ideas suggested for new programming will be considered thoughtfully.

JSGS is committed to continuously improving processes and activities across the two campuses. The biggest challenges are with the different IT platforms at the two universities, including cross-campus registration, learning management systems, and access to alumni data. The JSGS Executive Team will continue to flag these challenges with senior leaders at the two universities; solving some of these issues would result in staff capacity being redirected to more strategic activities.

The School remains deeply committed to advancing Reconciliation by continuing to invest resources in recruiting Indigenous students; hiring more Indigenous staff and faculty; sustaining existing partnerships and establishing new partnerships with Indigenous organizations, governments, and communities; expanded Indigenous governance programming; and integrating decolonizing practices in teaching, research, and administration.

8. Instruction and Curriculum

Summarize how the MPA and MPP program structures, curriculum, and requirements address the CAPPA universal competencies.

MPA Core Courses

JSGS 801 Governance and Admin
 JSGS 802 Public Finance
 JSGS 805 Economics
 JSGS 806 Public Policy Analysis
 JSGS 807 Statistics

JSGS 808 Ethical Leadership
 JSGS 838 Public Sector Financial Management
 JSGS 882 Strategic Management
 JSGS 891 Public Policy Professionalism
 JSGS 892 MPA Capstone

Table 8.1.a: MPA Curricular Alignment of Teaching and Learning with CAPPA Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
<i>Ability to analyze and think critically about public sector problems.</i>	<ul style="list-style-type: none"> Capacity to critically examine policy problems and source relevant information. Ability to apply evidence-informed approaches to policy issues and policy options. Competence in using economic, statistical, and financial frameworks to analyze public sector challenges. Skills in problem definition, agenda setting, and policy formulation analysis. Ability to interpret data to create a sound evidence base for policy decision making. 	<ul style="list-style-type: none"> Policy analysis assignments applying multiple analytical frameworks (e.g., JSGS 806) Research papers analyzing contemporary public finance issues (e.g., JSGS 802, 805) Statistical analysis assignments demonstrating data interpretation skills (e.g., JSGS 807) Briefing note assignments requiring evidence-based problem analysis (e.g., JSGS 801, 806, 882) Capstone project addressing complex policy problems (JSGS 892) 	JSGS 801 JSGS 802 JSGS 805 JSGS 806 JSGS 807 JSGS 838 JSGS 892
<i>Ability to lead and manage within public organizations.</i>	<ul style="list-style-type: none"> Understanding of leadership theories in the public sector and unique challenges of leadership within the public service. Ability to lead self, teams, and partners to implement policy decisions and manage change initiatives. Capacity to apply strategies for fostering improvement in work culture. Skills in influence, persuasion, motivation, goal setting, and performance management. Competence in negotiation, conflict resolution, and managing interpersonal challenges. 	<ul style="list-style-type: none"> Group work assignments requiring team leadership and collaboration (e.g., JSGS 806, 808, 838) Ethical Leadership Reflection demonstrating self-awareness (JSGS 808) Strategic management applied project addressing organizational challenges (JSGS 882) Self-assessment assignments demonstrating reflective practice (JSGS 882) Crisis communication and public sector ethics simulations (JSGS 892) 	JSGS 801 JSGS 808 JSGS 838 JSGS 882 JSGS 891 JSGS 892

Table 8.1.a: MPA Curricular Alignment of Teaching and Learning with CAPPA Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
<i>Knowledge and understanding of the techniques and tools required to engage stakeholders in governance and policy processes.</i>	<ul style="list-style-type: none"> • Ability to communicate with different audiences to build relationships and harness diverse perspectives. • Understanding of stakeholder and rightsholder protocols for engagement. • Knowledge of citizen and stakeholder engagement processes in policy making. • Understanding of Indigenous governance structures, treaty federalism, and duty to consult. • Ability to design and advance policy solutions through collaborative processes. 	<ul style="list-style-type: none"> • Policy analysis assignments incorporating stakeholder engagement considerations (e.g., JSGS 806) • Briefing notes addressing stakeholder perspectives (e.g., JSGS 801, 806) • Group debates examining competing policy perspectives (JSGS 806) • Site visits and engagement with government ministry partners (JSGS 892) • Capstone presentations to government partners and broader community (JSGS 892) 	<p>JSGS 801 JSGS 806 JSGS 808 JSGS 882 JSGS 891 JSGS 892</p>
<i>Appreciation of the purpose of public service and public sector ethics.</i>	<ul style="list-style-type: none"> • Understanding of what it means to serve the public and be a leader in government. • Ability to critique ethical theories and approaches used in public sector problem-solving. • Knowledge of organizational dynamics contributing to ethical blindness and corruption. • Understanding of political neutrality, conflict of interest, confidentiality, transparency, and accountability. • Appreciation of how colonialism and institutionalized discrimination impact policymaking. 	<ul style="list-style-type: none"> • Ethical Leadership Reflection assignment demonstrating personal ethics framework (JSGS 808) • Ethics in the News analysis connecting ethical concepts to real situations (JSGS 808) • Case/Film Study Analysis examining ethical failures and leadership (JSGS 808) • Strategic Autobiography articulating personal principles and career purpose (JSGS 891) • Public Sector Ethics simulation participation (JSGS 892) 	<p>JSGS 808 JSGS 891 JSGS 892</p>
<i>Capacity to communicate and interact professionally with a diverse citizenry.</i>	<ul style="list-style-type: none"> • Ability to communicate effectively through multiple formats (oral, written, visual). • Capacity to provide successful briefings with clear arguments and options. • Skills in tailoring communications appropriately to different audiences. • Ability to work effectively in diverse groups, valuing diversity and inclusion. 	<ul style="list-style-type: none"> • Multiple briefing note assignments across courses (JSGS 801, 806, 882, 891) • Oral briefings demonstrating verbal communication skills (JSGS 801, 882) • Cabinet Decision Item preparation (JSGS 806) • Capstone presentations to government partners and JSGS community (JSGS 892) 	<p>JSGS 801 JSGS 806 JSGS 807 JSGS 838 JSGS 891 JSGS 882 JSGS 892</p>

Table 8.1.a: MPA Curricular Alignment of Teaching and Learning with CAPPA Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
<i>Application of Knowledge.</i>	<ul style="list-style-type: none"> • Understanding of Indigenous governance and intercultural responsiveness. • Capacity to integrate and apply knowledge from multiple disciplines to complex policy problems. • Ability to apply theoretical frameworks to real-world public sector challenges. • Skills in translating academic learning into practical policy solutions. • Competence in applying analytical tools to authentic government problems. • Ability to describe the importance of including evaluation at early stages of policy development. 	<ul style="list-style-type: none"> • Information visualization and infographic assignments (JSGS 807, 838) • Capstone applied project addressing real policy problems for Government of Saskatchewan ministry partners (JSGS 892) • Research papers applying course concepts to contemporary public finance issues (JSGS 802) • Applied project in strategic management addressing authentic organizational challenges (JSGS 882) • Transition binder preparation for actual Saskatchewan provincial ministries (JSGS 891) • Treasury Board simulation applying budgeting concepts (JSGS 838) 	<ul style="list-style-type: none"> JSGS 802 JSGS 806 JSGS 807 JSGS 838 JSGS 882 JSGS 891 JSGS 892
Describe how the means of assessment appropriately and effectively demonstrate achievement of the program(s)' learning objectives	<p>The MPA program employs a comprehensive assessment strategy designed to evaluate student achievement in alignment with the six CAPPA competencies. Rather than relying predominantly on traditional academic assessments such as exams, the program emphasizes professional practice assessments that mirror the actual work of public servants. This approach ensures graduates can demonstrate not merely theoretical knowledge but applied competence in the skills required for successful public sector careers.</p> <p>The program's assessment philosophy is grounded in three principles:</p> <ol style="list-style-type: none"> 1. Authentic assessment: Assignments simulate real-world public-sector tasks, including briefing notes, policy analyses, oral briefings, Cabinet submissions, and applied projects with actual government partners. 2. Progressive development: Assessments build in complexity across the program, from foundational skills in early courses to integrative capstone experiences that require synthesis of multiple competencies. 3. Multiple modalities: Students demonstrate competence through written, oral, visual, and collaborative formats, ensuring diverse skills are developed and assessed. 		

MPP Core Courses

JSGS 803 Quantitative Methods

JSGS 851 Qualitative Methods

JSGS 865 Decision Making in Organizations

JSGS 869 Ideas in Public Policy

Table 8.1.b: MPP Curricular Alignment of Teaching and Learning with CAPPA Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
<i>Ability to analyze and think critically about public sector problems.</i>	Graduates demonstrate the ability to critically analyze public policy problems, evaluate competing explanations for policy outcomes, and apply analytical frameworks to understand how ideas, institutions, and evidence shape policy decisions.	Policy analysis assignments; critical evaluation of policy frameworks; written analysis of policy problems using theoretical and empirical evidence	JSGS 865
<i>Ability to lead and manage within public organizations.</i>	Graduates demonstrate an understanding of how policy decisions are implemented within public institutions and how analytical tools support effective public-sector decision-making and management.	Application of policy analysis frameworks to organizational decision contexts; analysis of policy implementation challenges; written policy analysis assignments.	JSGS 865
<i>Knowledge and understanding of the techniques and tools required to engage stakeholders in governance and policy processes.</i>	Graduates demonstrate knowledge of research approaches and analytical tools used to understand stakeholder perspectives and inform policy development.	Design of qualitative research strategies; analysis of stakeholder perspectives; application of qualitative research methods to policy questions.	JSGS 851
<i>Appreciation of the purpose of public service and public sector ethics.</i>	Graduates demonstrate understanding of the role of public institutions, ideas, and norms in shaping policy decisions and the responsibilities of public servants within democratic governance.	Critical discussion of normative dimensions of policy ideas; written analysis of institutional and ideological influences on policy development.	JSGS 869

<i>Capacity to communicate and interact professionally with a diverse citizenry.</i>	Graduates demonstrate the ability to communicate research findings and policy analysis clearly and to engage diverse perspectives in the study and evaluation of public policy.	Research presentations; written policy analysis assignments; discussion and critique of policy ideas and research findings.	JSGS 851 JSGS 865
<i>Application of Knowledge.</i>	Graduates demonstrate the ability to apply research methods, analytical frameworks, and empirical evidence to real-world public policy problems.	Application of quantitative and qualitative research methods; development of research proposals; empirical analysis of policy questions.	JSGS 803 JSGS 851 JSGS 865
Describe how the means of assessment appropriately and effectively demonstrate achievement of the program(s)' learning objectives	Assessment in the MPP core courses is designed to evaluate students' ability to apply analytical frameworks, research methods, and policy reasoning to real public policy questions. Across the required courses, students complete assignments such as research design proposals, quantitative and qualitative data analysis, policy analysis papers, and critical evaluations of policy ideas and processes. These assessments require students to demonstrate critical thinking, apply methodological tools, interpret evidence, and communicate policy analysis clearly in written and oral formats. This assessment provides direct evidence of students' ability to analyze public sector problems, apply research methods, engage diverse perspectives, and communicate policy insights, thereby demonstrating achievement of the program's learning objectives.		

Table 8.1.b: MPP Curricular Alignment of Teaching and Learning with CAPPA Competencies
Summarize how the MPA and MPP program structures, curriculums, and requirements address the competencies that are unique or essential to your school.

Table 8.2.a: MPA Curricular Alignment of Teaching & Learning with Mission-Based Competencies			
Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
Evidence and Strategic Thinking			
Policy and Context Knowledge	<ul style="list-style-type: none"> Describe concepts key to public policy, including political systems, jurisdictional systems, and civil service. Apply a variety of policy analysis tools strategically. Critically examine a policy problem and source varied, relevant information on the problem. 	<ul style="list-style-type: none"> Briefing notes on federalism, judiciary, Indigenous governance, and service delivery (JSGS 801) Policy analysis assignment applying multiple analytical frameworks (JSGS 806) 	JSGS 801 JSGS 802 JSGS 806 JSGS 891 JSGS 892

Table 8.2.a: MPA Curricular Alignment of Teaching & Learning with Mission-Based Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
		<ul style="list-style-type: none"> • Transition binder preparation for provincial ministries (JSGS 891) • Cabinet Decision Item demonstrating understanding of executive processes (JSGS 806) • Module quizzes on public finance frameworks (JSGS 802) 	
Economics and Finance	<ul style="list-style-type: none"> • Describe basic economic concepts and how they impact governments and their stakeholders. • Apply economic theories and evidence to develop informed policy advice. • Explain government budgeting processes and factors that impact them. • Identify the challenges and complexities inherent in public sector spending. 	<ul style="list-style-type: none"> • Research paper analyzing contemporary public finance issue (JSGS 802) • Module quizzes on welfare economics, public goods, externalities, tax systems (JSGS 802) • Assignments applying microeconomic concepts to policy problems (JSGS 805) • Treasury Board Simulation requiring budget prioritization (JSGS 838) • Final team project on public financial management reforms (JSGS 838) 	<p>JSGS 802 JSGS 805 JSGS 838</p>
Statistics and Data	<ul style="list-style-type: none"> • Identify and navigate useful sources of data for public sector decision making. • Commission and interpret data to create a sound evidence base for policy decision making. • Interrogate data, identifying potential weaknesses. • Apply basic statistical tools and methods to advance a policy process. 	<ul style="list-style-type: none"> • Two-part statistical analysis assignment with real datasets (JSGS 807) • Module labs on descriptive/inferential statistics, visualization, predictive analytics (JSGS 807) • Information visualization and infographic assignments (JSGS 807) 	<p>JSGS 801 JSGS 802 JSGS 806 JSGS 807 JSGS 838</p>

Table 8.2.a: MPA Curricular Alignment of Teaching & Learning with Mission-Based Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
		<ul style="list-style-type: none"> • Research essay infographic summarizing financial data (JSGS 838) • Evidence-based briefing notes with appropriate sourcing (JSGS 801, 806, 882) 	
Communications	<ul style="list-style-type: none"> • Communicate effectively through a variety of formats (including oral, written, and visual). • Provide successful briefings with clear arguments and options. • Tailor communications appropriately to the audience. 	<ul style="list-style-type: none"> • Briefing notes as core assignment vehicle across courses (JSGS 801, 806, 882, 891) • Oral briefings in individual meetings with instructors (JSGS 801, 882) • Cabinet Decision Item in executive format (JSGS 806) • Capstone presentations to government partners (JSGS 892) • Data visualizations and infographics (JSGS 807, 838) • Peer teaching and structured debates (JSGS 806) 	<p>JSGS 801 JSGS 806 JSGS 807 JSGS 838 JSGS 882 JSGS 891 JSGS 892</p>
Indigenous and Intercultural Responsiveness	<ul style="list-style-type: none"> • Explain the history and lasting effects of colonialism and structural discrimination. • Work effectively in diverse groups, valuing diversity and inclusion. • Describe current Indigenous governance structures and issues. • Apply intersectionality and principles of EDI when planning and applying policy. 	<ul style="list-style-type: none"> • Briefing note on Indigenous governance (JSGS 801) • Case/Film Study Analysis of 'Two Worlds Colliding' examining systemic racism (JSGS 808) • Policy Proposal addressing ethical challenges including discrimination (JSGS 808) • Indigenous Governance module with guest Indigenous scholar (JSGS 801, 891) • EDI module on equity, diversity, inclusion principles (JSGS 882) 	<p>JSGS 801 JSGS 806 JSGS 808 JSGS 882 JSGS 891</p>

Table 8.2.a: MPA Curricular Alignment of Teaching & Learning with Mission-Based Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
		<ul style="list-style-type: none"> Ethical Leadership Reflection on colonialism's impact (JSGS 808) 	
Engagement	<ul style="list-style-type: none"> Identify relevant stakeholders and protocols for engagement. Recognize the rights of Indigenous peoples and how they impact engagement processes. Engage effectively with intergovernmental counterparts and relevant experts. 	<ul style="list-style-type: none"> Capstone project engaging Saskatchewan Government Ministry partners (JSGS 892) Site visits providing progress briefings to government stakeholders (JSGS 892) Policy analysis identifying stakeholders and engagement strategies (JSGS 806) Briefing note on federalism addressing intergovernmental relations (JSGS 801) Readings and discussion on duty to consult (JSGS 806) Guest lectures from practicing public servants (JSGS 891, 892, 806) 	<p>JSGS 801 JSGS 806 JSGS 891 JSGS 892</p>
Program and Public Management	<ul style="list-style-type: none"> Compare various program and project management tools and methods. Gather necessary context information to promote successful implementation. Balance resources, budget, and workflow demands to support program or project success. 	<ul style="list-style-type: none"> Treasury Board Simulation requiring budget prioritization (JSGS 838) Capstone project charter establishing timelines and deliverables (JSGS 892) In-year financial management exercises with variance analysis (JSGS 838) Applied strategic management project (JSGS 882) ICS I-100 Incident Command System certification (JSGS 892) Crisis Communication simulation (JSGS 892) 	<p>JSGS 838 JSGS 882 JSGS 892</p>

Table 8.2.a: MPA Curricular Alignment of Teaching & Learning with Mission-Based Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
Evaluation	<ul style="list-style-type: none"> • Acknowledge the importance of varied viewpoints in policy evaluation. • Describe the importance of including evaluation at early stages of policy development. • Identify a range of evaluation models and approaches. • Apply the logic model to policy problems. 	<ul style="list-style-type: none"> • Policy analysis incorporating evaluation criteria (JSGS 806) • Module on program review including logic models (JSGS 838) • Readings on evaluation approaches including Indigenous and equity-focused (JSGS 806) • Guest lecture from Canadian Evaluation Society (JSGS 806) • Cabinet Decision Item with evaluation framework (JSGS 806) • Module labs on indices, indicators, and dashboards (JSGS 807) 	<p>JSGS 806 JSGS 807 JSGS 838</p>
Leadership	<ul style="list-style-type: none"> • Describe factors, including behavioural insights, that impact organizational decision making • Apply strategies for fostering an improvement in work culture • Uphold integrity and other ethical considerations in a work context 	<ul style="list-style-type: none"> • Ethical Leadership Reflection articulating personal leadership philosophy (JSGS 808) • Self-assessment evaluating leadership competencies (JSGS 882) • Ethics in the News analysis of leadership situations (JSGS 808) • Case/Film Study Analysis examining ethical leadership (JSGS 808) • Public Sector Ethics simulation (JSGS 892) • Strategic Autobiography on principles and purpose (JSGS 891) • Modules on influence, negotiation, conflict resolution (JSGS 882) 	<p>JSGS 808 JSGS 882 JSGS 891 JSGS 892</p>

Describe how the means of assessment appropriately and effectively demonstrate achievement of the program(s)' learning objectives in relation to mission-based objectives.

The MPA program's assessment strategy is explicitly designed to develop and evaluate student competence across three competency domains:

- **Evidence and strategic thinking** competencies are assessed through assignments requiring students to analyze policy problems using economic, statistical, and contextual frameworks. Research papers in the Public Finance and Economics courses evaluate students' ability to apply theoretical concepts to contemporary issues. Statistical analysis assignments require students to work with real datasets, interpret findings, and communicate results for policy audiences. Briefing notes across multiple courses require evidence-based argumentation with appropriate sourcing, ensuring students can locate, evaluate, and integrate evidence into policy analysis.
- **Connection and collaboration** competencies are assessed through communication assignments in multiple formats (written briefing notes, oral briefings, visual infographics, formal presentations) and to multiple audiences (instructors, peers, government partners, broader community). Indigenous and intercultural responsiveness is assessed through dedicated assignments, including case study analysis of systemic racism, policy proposals addressing discrimination, and briefing notes on Indigenous governance. Engagement competencies are uniquely assessed through the Capstone's government partnerships, where students must navigate real stakeholder relationships with practicing public servants.
- **Implementation and improvement** competencies are assessed through simulations (e.g., Treasury Board, crisis communication) that place students in realistic decision-making contexts requiring resource allocation and workflow management. Evaluation competencies are developed through policy analysis assignments incorporating logic models and evaluation criteria, supported by a guest lecture from the Canadian Evaluation Society. Leadership competencies are assessed through reflective assignments (Ethical Leadership Reflection, self-assessments, Strategic Autobiography) that develops self-awareness foundational to effective leadership, complemented by peer evaluations that provide feedback on collaborative contributions.

This competency-aligned assessment approach ensures that graduates demonstrate integrated mastery across all three domains, with the Capstone project serving as the culminating assessment where students must synthesize competencies from all areas to address real policy problems for government partners.

Table 8.2.b: MPP Curricular Alignment of Teaching & Learning with Mission-Based Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
Evidence and Strategic Thinking			
Policy and Context Knowledge	<ul style="list-style-type: none"> Describe key theoretical and institutional frameworks used to understand public policy development. Critically analyze policy problems and competing explanations for policy outcomes. Apply policy analysis frameworks to assess policy alternatives and policy impacts. 	<ul style="list-style-type: none"> Policy analysis assignments applying analytical frameworks (JSGS 865) Critical analysis of policy ideas, institutions, and policy change (JSGS 869) Written analysis of policy problems integrating theoretical and empirical perspectives (JSGS 865) 	JSGS 865 JSGS 869
Economics and Finance	<ul style="list-style-type: none"> Recognize the role of economic reasoning and resource constraints in shaping public policy decisions. Interpret economic evidence and research relevant to policy problems. Incorporate economic considerations when evaluating policy alternatives. 	<ul style="list-style-type: none"> Policy analysis assignments incorporating economic reasoning (JSGS 865) Critical discussion of policy trade-offs and resource constraints in policy evaluation (JSGS 865) 	JSGS 865
Statistics and Data	<ul style="list-style-type: none"> Identify appropriate quantitative and qualitative methods for public policy research. Apply statistical tools and research design principles to policy questions. Interpret and communicate empirical findings for policy analysis. 	<ul style="list-style-type: none"> Quantitative data analysis assignments using statistical software and datasets (JSGS 803) Research design assignments developing empirical strategies for policy research (JSGS 803) Integration of empirical evidence in policy analysis papers (JSGS 865) 	JSGS 803 JSGS 865
Connection and Collaboration			
Communications	<ul style="list-style-type: none"> Communicate policy analysis clearly in written and oral formats. Present research findings and policy arguments effectively to academic and policy audiences. Structure policy arguments using evidence and analytical reasoning. 	<ul style="list-style-type: none"> Policy analysis papers presenting evidence-based arguments (JSGS 865) Research presentations communicating methodological approaches and findings (JSGS 803, 851) 	JSGS 803 JSGS 851 JSGS 865 JSGS 869

Table 8.2.b: MPP Curricular Alignment of Teaching & Learning with Mission-Based Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
		<ul style="list-style-type: none"> • Written assignments synthesizing policy theory and empirical evidence (JSGS 869) 	
Indigenous and Intercultural Responsiveness	<ul style="list-style-type: none"> • Recognize the historical and institutional context of Indigenous-state relations in Canada. • Incorporate diverse perspectives and forms of knowledge in policy research and analysis. • Demonstrate awareness of how social, cultural, and political contexts shape policy outcomes. 	<ul style="list-style-type: none"> • Critical discussion of diverse epistemologies and perspectives in qualitative research (JSGS 851) • Analysis of policy ideas and their implications for diverse communities (JSGS 869) • Research design assignments considering diverse knowledge sources (JSGS 851) 	JSGS 851 JSGS 869
Engagement	<ul style="list-style-type: none"> • Recognize the role of stakeholders, institutions, and ideas in shaping policy processes. • Analyze how policy actors influence policy development and implementation. • Evaluate policy debates from multiple perspectives. 	<ul style="list-style-type: none"> • Analysis of stakeholder roles and policy actors in policy process assignments (JSGS 869) • Policy analysis assignments evaluating competing policy perspectives (JSGS 865) • Class discussions and written analyses examining policy debates (JSGS 865, 869) 	JSGS 865 JSGS 869
Implementation and Improvement			
Program and Public Management	<ul style="list-style-type: none"> • Understand how analytical tools inform policy implementation and program design. • Apply policy analysis frameworks to assess implementation challenges. • Recognize the organizational and institutional contexts influencing policy outcomes. 	<ul style="list-style-type: none"> • Policy analysis assignments evaluating implementation feasibility (JSGS 865) • Written analysis of institutional and organizational influences on policy outcomes (JSGS 869) 	JSGS 865 JSGS 869
Evaluation	<ul style="list-style-type: none"> • Apply research methods to evaluate policy outcomes and program effectiveness. 	<ul style="list-style-type: none"> • Quantitative analysis assignments evaluating policy data (JSGS 803) 	JSGS 803 JSGS 851

Table 8.2.b: MPP Curricular Alignment of Teaching & Learning with Mission-Based Competencies

Competency	Learning Outcomes (This degree is awarded to students who demonstrate...)	Indicators of Achievement (As evidenced by...)	Relevant Courses / Academic Requirements
	<ul style="list-style-type: none"> • Design research strategies capable of assessing policy impacts. • Critically interpret empirical evidence related to policy performance. 	<ul style="list-style-type: none"> • Research design proposals addressing policy evaluation questions (JSGS 803) • Qualitative research designs examining policy processes or impacts (JSGS 851) 	
Leadership	<ul style="list-style-type: none"> • Demonstrate analytical reasoning and intellectual independence in policy analysis. • Engage constructively in collaborative discussion and critique of policy research. • Exercise professional judgment when interpreting policy evidence. 	<ul style="list-style-type: none"> • Independent research design assignments (JSGS 803, 851) • Participation in peer discussion and critique of policy analysis (JSGS 865, 869) • Written work demonstrating reasoned judgment and analytical rigor (JSGS 865) 	JSGS 803 JSGS 851 JSGS 865 JSGS 869
Describe how the means of assessment appropriately and effectively demonstrate achievement of the program(s)' learning objectives in relation to mission-based objectives.	<p>Assessment in the MPP core curriculum is designed to evaluate students' ability to apply analytical frameworks, research methods, and empirical evidence to complex public policy questions. Across the required courses, students complete assignments such as quantitative data analysis, qualitative research design proposals, policy analysis papers, and critical examinations of policy ideas and policy processes. These assessments require students to demonstrate the ability to formulate researchable policy questions, apply appropriate methodological tools, interpret empirical evidence, and communicate policy analysis clearly in written and oral formats.</p> <p>This assessment provides direct evidence of students' capacity for evidence-based policy analysis, critical evaluation of policy processes, and integration of diverse perspectives in policy research. Through this progression of analytical assignments across the core curriculum, students demonstrate achievement of the program's learning objectives and develop the competencies necessary for advanced policy research and policy analysis roles.</p>		

8.3. Explain how the MPA and MPP programs' instructional philosophy and modes of delivery align with learning outcomes stated in tables 1 and 2.

MPA: The instructional philosophy and delivery modes that guide our MPA program are intentionally designed to support achievement of the learning outcomes outlined above in Tables 8.1a and 8.2a.

Emphasis on in-person, synchronous instruction. Core courses are delivered in person and in real time, supporting the *Connection and Collaboration* competencies. This format supports interactive discussions,

debates, peer teaching, and collaborative exercises that develop students' abilities to communicate effectively and work in diverse groups. The in-person requirement also models professional workplace expectations. Where online or hybrid delivery is enabled as an option, it is done in support of those situations where student attendance at regular campus-based classes is complicated by professional or personal circumstances.

Flexible online delivery. The OMPA offers fully online, asynchronous delivery supported by structured modules, pre-recorded content, and multiple entry points throughout the year, allowing students to balance coursework with full- or part-time employment and family responsibilities. Similarly, the GENI program is built for mid-career learners and provides a predominantly online format complemented by short community-based international field schools..

Flipped classroom and active learning. Several courses (e.g., JSGS 838 Public Sector Financial Management) employ a flipped classroom model. This approach supports *Evidence and Strategic Thinking* competencies by requiring students to engage actively with theoretical and analytical frameworks through simulations, case discussions, and problem-solving exercises.

Practitioner engagement. The program integrates practicing public servants throughout the curriculum through guest lectures (JSGS 806, 838, 891, 892), panel discussions (JSGS 892), engagement with the resources of JSGS Executive Education, and direct partnerships with government ministries (JSGS 892 Capstone). This delivery mode supports learning outcomes related to understanding the purpose of public service, engaging stakeholders, and applying knowledge to authentic problems.

Experiential and simulation-based learning. Simulations place students in realistic decision-making contexts; examples include Treasury Board simulation (JSGS 838), Crisis Communication (JSGS 892), and Public Sector Ethics (JSGS 892). This instructional approach directly supports *Implementation and Improvement* competencies, particularly program management and leadership outcomes.

Reflective practice integration. Multiple courses incorporate structured reflection (e.g., Strategic Autobiography in JSGS 891, Ethical Leadership Reflection in JSGS 808, Self-Assessments in JSGS 882), supporting leadership competencies related to self-awareness and continuous professional development. This instructional philosophy recognizes that effective public service requires not only technical skills but ongoing reflection on one's values, assumptions, and growth areas.

Technology-enhanced professional preparation. The program incorporates emerging professional tools, including generative AI-assisted writing with editorial oversight (JSGS 801, 882) and data analytics and data visualization software (JSGS 807). This approach prepares students for evolving workplace technologies while maintaining emphasis on human judgment, aligning with both *Statistics and Data* competencies and *Communications* outcomes.

MPP: The instructional philosophy and delivery modes are designed to support the analytical and research-oriented learning outcomes outlined in Tables 8.1.b and 8.2.b. The program emphasizes rigorous policy analysis, methodological competence, and the development of independent research capacity.

Research-oriented program design. The MPP is structured around the development of policy research capacity. Core methodological training in quantitative and qualitative methods (JSGS 803 and JSGS 851) equips students to design and evaluate research addressing public policy problems.

Policy theory and analytical frameworks. Courses such as JSGS 865 and JSGS 869 provide theoretical foundations for understanding how policy problems emerge, how policy actors frame issues, and how ideas and institutions shape policy outcomes. Seminar-based instruction encourages close reading,

critical discussion, and engagement with competing theoretical perspectives, supporting learning outcomes related to critical analysis of policy problems and application of policy theory.

Integration of qualitative and quantitative methods. The curriculum intentionally integrates both methodological traditions so that students develop the capacity to select appropriate research strategies for different policy questions. Training in both approaches supports competencies related to evaluation, evidence-based policy analysis, and the interpretation of diverse forms of policy-relevant evidence.

Independent research and thesis development. A central feature of the program is the completion of a journal-article-style thesis that demonstrates students' ability to design and execute applied policy research. Students develop a research proposal early in the program, identifying a policy problem, theoretical framework, research design, and intended publication outlet. This process requires students to integrate methodological training, policy theory, and applied analysis while developing project management and research planning skills.

Knowledge mobilization and communication. In addition to producing a thesis intended for scholarly or policy audiences, students present their research in a three-minute thesis-style presentation designed for a broader public audience. This requirement reinforces the program's emphasis on communicating policy research clearly and effectively to diverse stakeholders, supporting competencies related to communication and engagement.

Flexible and cross-campus course delivery. MPP students may complete elective coursework across the two campuses, allowing students to tailor their learning to specific policy domains or methodological interests. This flexibility supports the program's goal of preparing graduates for policy research roles across multiple sectors and policy areas.

8.4. Describe any significant innovation or creativity in the content and/or delivery of the programs relative to other such programs.

The **MPA** program incorporates several innovations in content and delivery that differentiate it from comparable graduate professional programs in across Canada.

Two-university, one-school delivery model. JSGS offers a distinctive two-university, one-school model that draws on faculty expertise across both institutions while maintaining curricular coherence. This unique structure expands the range of faculty specializations available to students to create a policy school for the whole province. Students at both campuses are able to access courses and programming at the other.

Competency-based with explicit alignment. The program's explicit alignment with both CAPPA universal competencies and JSGS mission-based competencies reflects a level of curriculum alignment that supports both student development and continuous program improvement. The three-domain competency framework (Evidence and Strategic Thinking; Connection and Collaboration; Implementation and Improvement) provides coherent organization across the curriculum.

Briefing notes as signature pedagogy. While briefing notes appear in most Canadian MPA programs, JSGS has developed them as a true signature pedagogy, the defining instructional approach that socializes students into the profession. Students complete briefing note assignments in at least five core courses (JSGS 801, 806, 807, 882, 891), with progressive complexity from information notes to decision notes to Cabinet Decision Items. This repetition ensures mastery while the *JSGS Briefing Note Guide* (included in appendices) provides consistent scaffolding across courses.

Oral briefing assessments. Multiple courses (JSGS 801, 882) require individual oral briefings conducted in one-on-one meetings with instructors, simulating the experience of briefing a deputy minister or senior executive. This assessment format, less common in Canadian MPA programs compared to written briefing notes, develops verbal communication skills and the ability to respond to probing questions under pressure.

Transition binder as applied assessment. At the U of R campus, JSGS 891 requires students to prepare transition packages for actual Saskatchewan provincial ministries, including dual briefing notes tailored to alternative governments that might emerge from an election.

Place-based Indigenous governance education. The program's Indigenous governance content is explicitly grounded in the Saskatchewan context, including Treaty 4 and Treaty 6 territories and the homeland of the Métis. At USask, students in JSGS 891 USask participate in land-based learning at the Batoche National Historic Site, led by JSGS Métis scholar Kurtis Boyer accompanied by individuals from Métis Nation – Saskatchewan. The use of Tasha Hubbard's documentary "Two Worlds Colliding" (which examines the Saskatoon Police Service's "Starlight Tours" scandal) in JSGS 808 connects ethical leadership education to local history and ongoing reconciliation efforts. Guest lectures from Indigenous scholars and practitioners, as well as dedicated modules on treaty federalism, duty to consult, and Indigenous legal traditions (e.g., in JSGS 801) reflect the program's location and the significance of Indigenous governance to Saskatchewan public administration.

Treasury Board simulation in financial management. JSGS 838 incorporates a Treasury Board simulation where students role-play budget prioritization decisions, defend spending proposals, and negotiate with colleagues representing competing ministries.

Direct government ministry partnerships in Capstone. JSGS 892 Capstone establishes direct partnerships with provincial and federal governments at the Executive Director level. Partners have included PrairiesCan, Saskatchewan Public Safety Agency, Status of Women Office, Provincial Library, and Ministry of Energy and Resources. Students conduct site visits to government offices and present findings to partners and the broader JSGS community.

Crisis communication simulation with Emergency Management Agency. The Capstone at the U of R campus includes an on-site crisis communication simulation facilitated by the Saskatchewan Public Safety Agency, providing students with a direct view into emergency management training. Combined with the required ICS I-100 (Incident Command System) certification, this prepares graduates for crisis leadership responsibilities increasingly expected of senior public servants.

MPP: This program includes several distinctive features in both content and delivery that differentiate it from comparable policy analysis programs in Canada.

Integrated methods training across qualitative and quantitative traditions. The MPP curriculum requires students to complete both quantitative (JSGS 803) and qualitative (JSGS 851) methods training. Rather than privileging a single methodological tradition, the program emphasizes the complementary strengths of both approaches and develops students' ability to select appropriate research strategies for different policy questions. This integrated methodological foundation prepares graduates to work in diverse policy research environments where mixed methods and methodological flexibility are increasingly valued.

Journal-article-style thesis model. The program requires students to complete a journal-article-style thesis of publishable quality (7,000 to 9,000 words). This model differs from the longer traditional thesis format used in many graduate programs and emphasizes the production of concise, policy-relevant research suitable for submission to scholarly or policy journals.

Knowledge mobilization emphasis. In addition to producing a written thesis, students are required to present their research in a three-minute thesis-style presentation designed for a broader public audience. This requirement emphasizes knowledge mobilization and the ability to translate complex research findings into accessible formats for non-specialist audiences. The combination of scholarly writing and public presentation supports the program's goal of preparing graduates to communicate policy research effectively across academic, governmental, and community contexts.

Flexible and interdisciplinary course selection. MPP students complete core methodological training and then select additional coursework from a range of JSGS offerings across both JSGS campuses. This flexibility allows students to tailor their learning toward particular policy domains or analytical approaches while maintaining a shared foundation in policy research methods and theory.

Accelerated research-focused program design. The program is structured to allow completion within approximately eighteen months of full-time study. The timeline combines coursework, proposal development, ethics review where required, and thesis research within a coordinated schedule of milestones and supervisor check-ins. This design supports focused research training while allowing students to complete the degree efficiently and transition quickly into policy research roles in government, non-profit organizations, and the private sector.

8.5. Indicate how consistency in each program's requirements and standards are assured across course and course sections.

MPA and MPP Programs

Common two-part syllabus template. All courses in all JSGS programs include a companion "JSGS Common Syllabus" document that establishes uniform policies across the School and each program. This document, referenced in each individual course syllabus as an integral component, ensures consistent treatment of academic integrity, accommodation procedures, grade appeals, student supports, and university policies regardless of instructor or course section.

Standardized grading descriptors. The programs adopted updated grading standards in September 2024, with detailed descriptors for each grade level applied consistently across all courses. These descriptors articulate expectations for "Exceptional Performance" (95-100) through "Unacceptable" (<70), providing common benchmarks for evaluating student work regardless of course or instructor. These updated grading standards were developed using approaches of comparator institutions, blending the grading standards of both institutions, and clear language that communicates clear expectations to students.

Coordinated curriculum development. Course materials build on shared intellectual foundations, with syllabuses acknowledging prior course developers and ongoing refinement. This collaborative development model ensures courses evolve coherently rather than in isolation.

Two-university, one-school coordination. JSGS maintains coordination mechanisms for the MPA and MPP programs to ensure students at both campuses experience equivalent program requirements and standards. Courses offered at both campuses (e.g., JSGS 808) use shared syllabi with common readings, assignments, and evaluation criteria. Our one-school approach integrates teaching across the two campuses, allowing students to access courses and expertise from both universities. This is formalized in the *2025-30 Memorandum of Agreement* (included in appendices), which reaffirms that credits earned at one university are applied without limit for degree completion at the other.

These mechanisms collectively ensure that all MPA and MPP students, regardless of which course sections they enroll in or which campus they attend, experience consistent program requirements and are held to common standards aligned with JSGS competencies and CAPPA expectations.

MPA Program

Unified competency framework. All MPA core courses explicitly align with the JSGS competency framework organized around three domains: Evidence and Strategic Thinking, Connection and Collaboration, and Implementation and Improvement. Course syllabi articulate which specific competencies each course develops, ensuring instructors design learning activities and assessments toward common program-level outcomes. This framework, which was developed through collaboration with researchers, alumni, and public sector partners, strengthens coherent curricular organization.

Shared assessment formats and resources. As the briefing note serves as a signature assessment format across multiple courses, consistency is ensured through the *JSGS Briefing Note Guide*, a shared online resource providing templates, strategies, and evaluation criteria. Students completing briefing notes in JSGS 801, 806, 882, 891 and other courses work from common expectations and formats, with progressive complexity scaffolded across the program.

Ad-hoc course alignment efforts. From time to time, course instructors teaching courses across multiple sections and time periods will work to ensure that core courses are being delivered consistently. For example, a JSGS 801 Working Group met over fall/winter 2024-25 to review and aligned the Governance and Administration course across the two campuses, various instructors, and delivery modes. The Working Group identified common core content, established key competencies for assessment, reviewed assessment methods, and developed recommendations for a cohesive approach to this foundational course.

Graduate Chair collaboration. The Graduate Chair at each campus provides administrative oversight of curriculum delivery, monitoring consistency across sections, and addressing any deviations from program standards. The MPA and Related Certificates Committee (MPARCC) provides faculty governance over curricular matters, reviewing course proposals and modifications to ensure alignment with program requirements.

MPP Program

Common methodological foundation. All MPP students complete core training in both quantitative and qualitative research methods (JSGS 803 and JSGS 851). These required courses provide a shared analytical foundation across the program and ensure that all students develop comparable competencies in research design, data analysis, and interpretation of empirical evidence. The use of common methodological training establishes consistent expectations for analytical rigor across the program.

Shared program learning outcomes and thesis requirements. The MPP program is structured around clearly defined learning outcomes emphasizing policy research, analytical reasoning, and knowledge mobilization. All students complete a journal-article-style thesis of publishable quality and a three-minute thesis-style presentation designed for broader audiences. These shared program requirements ensure that students demonstrate comparable levels of research competence and communication ability regardless of their specific policy topic or supervisor.

Structured research milestones. Program consistency is further supported through clearly defined milestones that guide student progress. Students develop a research proposal early in the program that identifies the policy problem, theoretical framework, research design, and intended publication outlet. Progress toward completion is supported through regular supervisor meetings, proposal approval processes, and scheduled program milestones including thesis drafts, presentations, and final defense.

Supervisor and committee oversight. Each MPP student works under the guidance of a faculty supervisor and committee who review and approve the research proposal, monitor progress, and evaluate the final thesis. This supervisory structure ensures consistent academic standards in research design, methodological rigor, and scholarly quality across all student projects.

Cross-campus course access and shared governance. As part of the two-university, one-school model, MPP students may complete elective coursework at the U of R and/or USask. Shared governance structures and graduate program oversight ensure that courses offered across campuses meet consistent academic standards and align with program learning outcomes.

Graduate Chair oversight. The Graduate Chairs monitor program progression, approve elective coursework outside the core program, and ensure that thesis supervision and program requirements remain consistent with JSGS academic standards and university regulations. Through JSGS, MPP students experience consistent program expectations, research standards, and learning outcomes while allowing flexibility for students to pursue diverse policy research topics and methodological approaches.

9. Learning Environment

Communication with Students

Describe the various techniques and tools used to inform students about policies, events, services, and important deadlines. This might include meetings, handbooks, websites, or student/supervisor agreements.

Communication with students is a top priority for the cross-campus Student Success Team (SST). The team uses a coordinated, multi-channel communication strategy.

Centralized Digital Platforms

- The JSGS website publishes program information, degree requirements, academic policies, key contacts, experiential learning opportunities, and student services. It also links students to institutional policies and resources housed through CGPS and FGSR.
- The USask CGPS Grad Hub provides centralized onboarding information for graduate students, including institutional policies, milestones, and supports relevant across programs.
- The USask Canvas – “JSGS Success Starts Here!” page serves as a central hub for current students, hosting announcements, key timelines, student handbooks, advising resources, professional development opportunities, and links to broader university services.
- USask DegreeWorks is used to help students track program progress, monitor program requirements, and plan course completion in alignment with approved program structures. A similar program, Degree Audit, will be rolled out at the U of R this fall.

Direct and Personalized Communication

- Regular email communication is used to convey deadlines, policy updates, program announcements, events, and academic milestones.
- Students engage with program managers through phone conversations and Zoom/ Teams and in-person meetings, depending on individual preference and need.
- Program-specific student handbooks are currently available for MPP and PhD students at USask and are distributed via email and the Canvas page. Additional handbooks for other programs are under development or revision.
- Formal student/supervisor agreements are used for MPP and PhD students to clarify mutual expectations, responsibilities, and academic milestones.

In-Person, Group, and Informal Communication

- Some messaging is done through instructors during class; this communications method is used primarily when there are important supports of which students need to be made aware (such as applying for a formal accommodation in a course) and when the School is encouraging student engagement at upcoming events.
- Drop-in advising hours and scheduled meetings provide accessible academic and program support.

Describe how you currently work to better understand and enhance the accommodations and supports for the diverse backgrounds and needs of learners within your programs.

JSGS is committed to understanding and supporting the diverse backgrounds, circumstances, and needs of learners across its programs. The School works closely with institutional services at both universities while also fostering a flexible, supportive learning environment tailored to the realities of adult and professional learners.

Formal accommodations and institutional supports: JSGS actively promotes and supports the use of USask Access and Equity Services (AES) and the U of R Accessibility Office, which provide formal academic accommodations for students with documented needs. Communication about access and equity needs and the importance of early registration occurs through repeat emails, verbal reminders during class sessions and advising meetings, and ongoing reiteration by both instructors and program managers.

Recognizing that many JSGS students are adult learners managing professional workloads, family responsibilities, and other external pressures, instructors often offer flexibility, such as assignment extensions, when students communicate their needs early. Key practices include:

- Encouraging students to reach out early;
- Course scheduling practices;
- Instructors demonstrating openness to reasonable extensions or adjusted timelines; and
- Program managers being available to consult with instructors on appropriate responses when accommodation requests arise.

This approach allows JSGS to respond to individual circumstances while maintaining academic standards and fairness.

Clear expectations and shared accountability: When informal accommodations such as extensions are granted, JSGS emphasizes transparency and shared responsibility. Instructors and students are encouraged to mutually agree on revised deadlines in writing and clearly understand expectations and potential consequences if the extended deadline is not met. This practice supports fairness, clarity, and accountability while still prioritizing student well-being.

Holistic and inclusive approach: JSGS strives to support students holistically by combining formal institutional accommodations with responsive, compassionate, and flexible program-level practices. Students are consistently encouraged to seek support, and the program recognizes that equity-minded teaching and advising require ongoing dialogue, flexibility, and awareness of the diverse lived experiences students bring.

Describe how you currently support the continued development and enhancement of healthy, positive, inclusive, and safe learning environments within your programs.

Student health and well-being factors are integrated into daily advising, teaching, and program management practices.

Institutional health and wellness supports: JSGS actively promotes and refers students to university-wide health and wellness services, many of which are highlighted on the USask and JSGS websites:

- Student Wellness Office (both universities): Students are encouraged to access a range of physical and mental health supports, including counselling, medical services, and wellness programming.
- Student Affairs and Outreach (both universities): This office provides coordinated, wrap-around support for students experiencing personal, academic, or well-being challenges, with a focus on prevention, early intervention, and care-based outreach.
- Relationship-based support and early intervention: Instructors and program managers maintain ongoing, open conversations with students and routinely engage in well-being check-ins through advising meetings, classroom interactions, and informal conversations.

JSGS program managers work closely with these offices and regularly guide students to appropriate supports based on individual needs.

Indigenous student support and culturally safe spaces: JSGS is committed to inclusive and culturally safe learning environments. JSGS's Indigenous Student Recruitment and Initiatives Coordinator provides a welcoming and supportive space for First Nations and Métis students.

Responding to concerns and crisis support: Students are informed about appropriate contacts if they have concerns about student peers, instructors, or staff. JSGS program managers play a key role in supporting students who may be in distress and act promptly when concerns arise and maintain a close working relationship with staff in Student Affairs and Outreach (SAO).

If applicable, describe engagement with central support services (Career Services, Student Wellness, etc.).

JSGS program managers maintain positive connections with a wide range of central student support services at USask and the U of R in CGPS/FGSR and the respective international student offices. As described above, program managers have full awareness of campus-wide supports and regularly consult and collaborate with central units on behalf of students.

Engagement with Career Services is an important component of student learning and professional development. JSGS regularly hosts in-class presentations from Career Services staff at both campuses and directs students to workshops on résumé and cover-letter development and mock interview opportunities. Students are frequently encouraged to access the Writing Centres (at both campuses) and Digital Skills Help Centre (USask) that offers individual writing support and

skills-based workshops. Executives-in-Residence play a very important role in providing ongoing mentoring to degree students.

Beyond formal academic supports, JSGS contributes to student community building and belonging by sponsoring soup and bannock at the Gordon Oakes Red Bear Centre at USask and at the Indigenous Student Centre at the U of R, supporting connections to Indigenous spaces and broader campus life. Ongoing co-operation with First Nations University of Canada provides an additional level of support and community.

9.1 Student to Faculty Ratio

2024/25 (May 1-April 30)	MPA	MPP	MHA	GENI	PhD	All Programs
USask Campus						
Students in program	177	20	n/a	25	23	286
Faculty	9	9	n/a	5	9	9
Student-Faculty Ratio	19.7	2.2	n/a	5	2.6	31.8
U of R Campus						
Students in program	176	15	149	n/a	31	371
Faculty	9	9	9	n/a	9	9
Student-Faculty Ratio	19.5	1.7	16.6	n/a	3.4	41.2

9.2 Graduate Student Supervision

Faculty Member	Students in Progress					
	# Masters			# PhD		
	Supervised	Co-Supervised	Other Programs	Supervised	Co-Supervised	Other Programs
Beaulieu-Guay						
Boyer	2					
Bussiere-Prytula	3			2		
Dickson	1					
Dupeyron	1					
Farney	1			2	2	
Hurlbert	7			7	1	1
Khovrenkov	1	1				
Longo				3		
Mahani	1			2	3	
McNutt	1			1	1	
Mou				1	2	
Munzur	2					1
Myles						
Pigeon	1	1		2	1	
Starblanket						
Yang	2		1	1		
Zarieczny				1		
TOTALS	23	2	1	22	8	2

9.3 Student Feedback on Learning Environment

Summarize student feedback on program administration

Almost 31% of respondents reported being very satisfied and 54% being satisfied with the structure and academic content of their program, with comments highlighting great faculty and opportunities such as internships. Constructive feedback was provided for a number of areas, including course sequencing, workload in courses, course scheduling, and more practical and internship opportunities.

Students identified changes that would offer more flexibility for those working full time, such as evening and weekend offerings. The number of courses and workload per course was identified as a challenge.

Several students identified the desire for more networking, experiential, and practical learning opportunities with government officials and opportunities to attend government events.

It was suggested that the Public Finance course should have a stronger focus on policy analysis and decision-making in funding allocation. Some students requested more advanced content to support career advancement for more experienced employees. Students also reported that the quality of teaching and feedback is higher if courses are taught by faculty members.

Very positive feedback was provided about the School's Indigenous centered topics, highlighting that the events and teachings were very informative and inclusive, especially the trip to Batoche. Some would like the topics to go more in-depth.

10. Resources – Spaces and Support Services

10.1. Resources – Teaching Space

Room	Capacity	Function
CB 308, Regina	60	Classroom
CB 330, Regina	55	Classroom
Dief 129, Saskatoon	20	Classroom
Dief 137, Saskatoon	48	Classroom

10.2. Resources – Research Space

Room	Function	Principal Investigator	Funding Agency
CB 325, Regina	Student carrels	General space for all students	N/A
CB 334.2, Regina	PhD student offices	General space for PhD students	N/A
CB 351, Regina	Student carrels	General space for PhD students	N/A
Dief 145, 183, 189, 191, 193, 195, 196	Student offices	General space for MPP and PhD students and RAs	N/A
Dief 151	Student Lounge	General space for all students to gather, including for research collaboration	N/A

10.3. Resources – Specialized teaching equipment and instrumentation

Equipment/Instrumentation	Location	Notes
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Neither U of R nor USask have any specialized equipment.

10.4. Resources – Research equipment and instrumentation

Equipment/Instrumentation	Location	Funding Agency	Notes
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Neither U of R nor USask have any research equipment.

10.5. Describe and comment on how the academic unit has used existing library services and resources which may include: the liaison librarian for the department; library instruction; collection development; discipline-specific learning resources; reference support, etc.

JSGS students, faculty, and staff have access to the library at their home institution. Both libraries have an extensive array of resources in public policy that are comparable to much larger institutions, thanks in part to participation in the Canadian Research Knowledge Network's collective licensing initiatives. These resources include databases and search tools like Canada Commons, PAIS Index, and ABI/INFORM; access to large collections of journal articles from publishers including Elsevier, Wiley, Sage, Taylor & Francis, among others; and significant e-book collections. All of this material can be accessed on site and remotely, ensuring that online students are well supported. Both libraries provide comprehensive interlibrary loan and document delivery services, meaning that students and faculty have access to resources worldwide and are not restricted to those materials available through their local library. The U of R and USask libraries each have a subject librarian designated to maintain expertise in public policy resources and to provide advanced-level information support for the JSGS community. The subject librarians provide course-embedded instruction on a range of topics, including advanced searching, public policy information resources, literature reviews, survey software, and other topics, as requested by course

instructors. JSGS students also participate in high numbers in educational programs offered for graduate students across disciplines at each university, including the U of R Library's Digital Research Skills certificate and USask's Graduate Research workshops. JSGS faculty and staff also connect regularly with the libraries' data librarians, who provide expert assistance on locating research data using specialized tools.

All new public policy students at the U of R receive a personalized introductory message from their subject librarian which, in many cases, establishes a relationship that lasts throughout the student's program of study. The subject librarians also collaborate with faculty and PhD students on research projects, and these collaborations have resulted in several co-authored scoping reviews with JSGS-U of R faculty members. Library staff are invited into classrooms to provide an overview of library services, discipline-specific resources, writing supports, and the Digital Skills Help Centre, with particular emphasis on proper citation practices and the responsible and transparent use of AI in academic work.

10.6. Comment on the appropriateness and effectiveness of other academic services (e.g. information technology, Writing Centre, Centre for Teaching and Learning, etc.) to support the programs being reviewed.

Both the U of R Student Success Centre and the USask Writing Help Centre provide free, one-on-one tutoring that helps students at any stage of the writing process, from interpreting assignment expectations to strengthening arguments and written clarity. These supports are valuable for JSGS students, who frequently produce complex analytical writing, policy briefs, and applied research assignments. Workshops and online writing tools (such as SPARK) offer added flexibility and reinforce academic skills across disciplines.

JSGS has on staff a Writing Coach who provides discipline-specific writing support for students. Her work focuses on the writing conventions of public policy and administration, including clarity in policy communication, professional tone, and analytical structure. This specialized support is particularly valuable for students returning to academic study after time in the workforce, international students for whom English is an additional language, and those needing targeted guidance in graduate-level professional writing.

Both USask's Gwenna Moss Centre for Teaching and Learning and U of R's Centre for Teaching and Learning provide instructors with support related to pedagogy, curriculum design, inclusive teaching, educational technologies, and online/hybrid course development. These services help JSGS faculty stay current with best practices in teaching and learning and enable the School to deliver programs that reflect the professional, applied, and interdisciplinary nature of public policy education. Gwenna Moss offers a more extensive range of programming and supports than the UofR's Centre, so the ability of JSGS faculty to access resources from both is an important synergy.

Managing IT services and access across two institutions is often challenging, given the realities of contemporary software licensing. Each campus operates within its host university's 'instance' of Office 365, distinct learning management system, and specialized administrative systems in admissions and enrollment, financial services, etc. The JSGS website is hosted by USask. Despite good will and best efforts on both sides, there are limits to the ability to further integrate IT efforts between the two campuses. These limits can create significant manual work and duplication in processes.

10.7. Describe how the academic unit has appropriately and effectively used existing human (faculty and staff), physical, (laboratories, teaching space, studios, common rooms, etc.), and financial resources in support of the programs being reviewed. Describe advancement activities here (if applicable).

Faculty and Executives. JSGS has a diverse complement of faculty from several disciplines who teach across the School's programs and lead effective research, Executives-in-Residence with decades of leadership experience who develop and instruct continuing professional development programs, and a suite of Adjunct Professors and Professional Affiliates who bring to JSGS for the benefit of students and research a broad range of expertise in different sectors.

Administrative and professional staff. JSGS is well resourced with highly competent staff who provide services and support to students and faculty in all functions, including recruitment and marketing; student advising, wrap-around support, and program coordination; human resources and finance; and communications, event organization, and community engagement. Strategic finance and human resources support, as well as alumni and advancement support are provided from central offices at each university.

Physical resources (teaching space, classrooms, and learning environments). Both campuses benefit from dedicated space to support the delivery of courses and to host research talks and public events; university-managed rooms are used occasionally if JSGS spaces are not large enough. At the U of R campus, JSGS has three dedicated rooms configured as smart classrooms; these are scheduled and refreshed in collaboration with campus IT to support hybrid delivery, multi-site teaching, and practitioner guest participation. JSGS-USask has two classrooms equipped with technology (renewed by USask IT) to support in-person, online, and hybrid delivery of courses and to host public events and other School activities, including residencies. Both campuses enjoy very attractive and recently updated space.

Financial resources. It is important to note that the School operates within two different university budget models and cost structures. USask operates within an activity-based budgeting model that puts a high priority on enrollment. The U of R operates within a historically orientated model (with a significant enrollment focus), and Executive Education operates in a cost-recovery/activity-based budgeting model. There is agreement to keep tuition aligned between the two campuses for the shared academic programs. Especially as both universities enter periods of sustained cost containment, the different models pose ongoing challenges.

Given its public engagement mission and two-campus structure, JSGS uses its financial resources to:

- Provide student funding in the form of entrance scholarship for the professional programs and stipends for research-based students;
- Deliver timely and relevant public engagement events through JSGS's two flagship lecture series and other regular public lectures that are key to public engagement and continuing to build awareness and the credibility of JSGS;
- Support alumni relations for the purpose of maintaining strong relationships with alumni; and
- Bring together, two or three times each year, all students, staff, faculty, and Executives from the two campuses, as there is great value in in-person interactions where all are reminded of the School's mission.

Advancement activities. JSGS runs a very sizable and well attended program of advancement (public engagement, knowledge dissemination, and alumni engagement) activities. These are integrated across the two campuses and are a marker of the School as a provincial entity. As a result of the 2025 MOU, development (i.e., fundraising) activities are now on a university-by-university basis, and there is significant work to be done to advance this aspect of the School's activity. Currently, JSGS:

- Leadership engages with School donors and alumni to foster these important relationships;

- Hosts public lectures on topics representing society’s pressing problems, providing opportunities for dialogue with government, Indigenous, municipal, non-profit, and non-profit-sector leaders;
- Organizes targeted recruitment and open-house events to reach prospective students;
- Engages with alumni through quarterly newsletters, a student mentorship program, feedback seeking (such as surveys), and regular participation in events to deepen lifelong connections and cultivate future giving and partnerships; and
- Mobilizes knowledge through faculty research activities, the JSGS Policy Brief series and Executive Education programming that elevate the School’s profile and demonstrate value to partners and funders.

10.8. Further to 10.7 above, describe how the program is supported by staff members. Comment on any issues.

JSGS is well resourced with a highly capable staff team working across the two campuses. The team provides academic, administrative, and operational support that enables the School to deliver high-quality graduate and continuing professional programs.

At each campus, an administrative director provides leadership to their respective staff team; the two directors work closely to ensure clear communications, coordinated processes, and fairness for students and staff. Each campus has several staff positions that provide support mainly for their home campus, though teams work across the two campuses to ensure coordination. A cross-functional/cross-campus team is responsible for the recruitment and conversion of students. The Student Success Team, led by graduate program managers on both campuses, manages admissions, provides academic advising, administers scholarships, provides wrap-around support to students, ensures the smooth delivery of all graduate programs, and provides an important link to FGSR and CGPS.

JSGS also has several positions that serve both campuses:

- Indigenous Student Recruitment and Events Coordinator: establishes and maintains relationships with Indigenous units on both campuses, Elders and Knowledge Keepers, communities, and organizations with the goal of increasing enrolment of Indigenous students and providing wrap-around support to them; organizing cultural learning workshops for the JSGS community; and leading and supporting outreach that connects Reconciliation with pathways into public policy education
- Student Experience Officer: manages the Executive Internship Program, including related preparatory programming, and builds and maintains relationships with internship placement organizations
- Communications and Marketing Specialist: plans and executes communications and marketing recruitment strategies and manages the School’s website and social media
- Community Engagement Coordinator: manages all public and community events delivered by JSGS and provides expertise to student and alumni events
- Student Writing Coach: provides specialized writing support for graduate-level writing.
- Technical support for teaching: provides support to faculty and instructors for the use of Canvas, URCourses, and Articulate Rise 360

To support the School’s leadership team and all faculty and staff, there are operations and finance teams, as well as staff who perform human resources and research administration functions.

JSGS’s Executive Education staff team includes a manager, instructional designers, program coordinators, and Executives-in-Residence. EE extends the School’s reach into the public service community and provides important programming for public servants to continue building their skills.

11. Faculty Profile and Activities

11.1.a. List of Core Faculty Contributing to Program Delivery

Faculty Member	Rank/Status (Tenured/track)	Home Univ.	Contribution Level & Supervisory Privileges	Field name 1	Field name 2	Field name 3	Field name 4
Atkinson, Michael	Professor Emeritus	USask	- Masters - PhD	Fiscal policy and budgetary management	Decisions in organizations	Systems and cybernetics	
Beaulieu-Guay, Louis-Robert	Assistant Professor-tenure track	USask	- Masters - PhD - RA, TA	Canadian governance/regulations	Public administration	Impact of information on policy formation	
Boyer, Kurtis	Assistant Professor-tenure track	USask	- Masters - PhD - RA, TA	Métis governance	Indigenous nation building	Political psychology	
Bussiere-Prytula, Michelle	Associate Professor-Tenured	USask	- Masters - PhD - RA, TA	Education policy	Governance and administration	Strategic management	Leadership policy
Coates, Ken	Professor Emeritus	USask	- Masters - PhD	Arctic sovereignty	Aboriginal rights in the Maritimes	Northern treaty and land claims processes	Government strategies for working with Indigenous peoples in Canada
Dickson, Daniel	Assistant Professor	USask	- Masters - PhD - RA, TA	Disability policy/politics	Care policy/politics	Supported housing policy	Social policy framing and design
Dupeyron, Bruno	Professor-tenured	UofR	- Masters - PhD - Postdocs - RA, TA	Cross-border governance	Regulation of mobility and security		

Faculty Member	Rank/Status (Tenured/ track)	Home Univ.	Contribution Level & Supervisory Privileges				
				Field name 1	Field name 2	Field name 3	Field name 4
Farney, Jim	Professor-tenured	UofR	- Masters - PhD - RA, TA - Postdocs - Faculty - Staff	Education policy	Provincial institutional and governance change	Canadian political development	Canadian conservatism
Fulton, Murray	Professor Emeritus	USask	- Masters - PhD - RA	Governance	Political economy	Co-operatives	Indigenous economic development
Hurlbert, Margot	Professor-tenured	UofR	- Masters - PhD - RA, TA - Postdocs - Faculty - Staff	Climate change, energy and sustainability policy	Governance and climate change	Energy and water	
Khovrenkov, Iryna	Associate Professor-tenured	UofR	- Masters - PhD - RA, TA	Public finance	Economics-public policy	Philanthropy & grantmaking	Non-profit finance
Longo, Justin	Associate Professor-tenured	UofR	- Masters - PhD - RA, TA	Digital governance	Public administration	Environmental and natural resource policy	Transboundary governance
Mahani, Akram	Associate Professor	UofR	- Masters - PhD - RA, TA	Health policy	Public health	Population health	

Faculty Member	Rank/Status (Tenured/ track)	Home Univ.	Contribution Level & Supervisory Privileges				
				Field name 1	Field name 2	Field name 3	Field name 4
McNutt, Kathleen	Professor-tenured	UofR	- Masters - PhD - Postdocs - RA, TA - Faculty - Staff	Digital governance	Climate change and energy policy	Policy analysis and design	
Mou, Haizhen	Professor -tenured	USask	- Masters - PhD - Postdocs - RA, TA	Health and social economics	Immigrant labor outcomes	Public finance	Federalism
Munzur, Alaz	Assistant Professor-Tenure track	USask	- Masters - PhD - RA, TA	Economics	Economics policy	Climate and energy policy	International and internal trade policy
Myles, Sophia	Assistant Professor-tenure track	UofR	- Masters - PhD - RA, TA	Professional regulation	Health policy	Health systems	health services
Pigeon, Marc-Andre	Assistant Professor-continuing status-track	USask	- Masters - PhD - Postdocs - RA, TA - Staff	Economics	Mass communications	Co-operatives	
Rayner, Jeremy	Professor Emeritus	USask	- Masters - PhD	Governance	Comparative Public Policy	Environmental Policy	Energy Policy
Starblanket, Danette	Assistant Professor	UofR	- Masters - PhD - RA, TA	Indigenous people and public policy	Indigenous health policy	Foundations of Indigenous governance	

Faculty Member	Rank/Status (Tenured/ track)	Home Univ.	Contribution Level & Supervisory Privileges	Field name 1	Field name 2	Field name 3	Field name 4
Yang, Yang	Associate Professor-tenured	USask	- Masters - PhD - Postdocs - RA, TA	Economics-public policy	Public sector financial management	Economics-food security	
Zarieczny, Amy	Professor-tenured	UofR	- Masters - PhD - Postdocs - RA, TA	Health law and policy	Regulation and governance in health and biomedical science	Health systems innovations	

Adjunct Professors have not been listed as they are not involved in program delivery.

Comment on faculty list, renewal plans, and professional development support/expectations.

JSGS's faculty complement is dynamic, interdisciplinary, and works well on both research and teaching across the two campuses. Both campuses have recently undergone comparatively significant hiring during the period under review: five tenure-track hires at USask plus one internal transfer, and two tenure-track hires at the U of R (as well as one beginning July 2026) plus one internal transfer. This represents the successful maintenance of the faculty complement on both campuses while becoming significantly more diverse. There are no firm plans for significant faculty complement growth in the near future, aside from possibilities that may arise from external funding. The School has a practice of establishing mentoring committees for junior colleagues and has a good record of people achieving tenure and promotion. Applying for and receiving tricouncil and other external funding is a well-established practice at the School.

***In the first instance, a field is understood to be an area of characteristic and distinctive strength for which the Program wishes to be known and which it wishes to advertise.*

11.1.b. Percentage of full professors

	2020/21	2021/22	2022/23	2023/24	2024/25	Average
All faculty	10	10	22	19	17	16
Full Professors	5	6	9	7	5	6
% Full Professors	50%	60%	41%	37%	29%	38%

Commentary on Percentage of Full Professors.

JSGS was established on slightly different staffing models at the two campuses in 2007. USask saw heavy reliance on internal transfers of established faculty from other units while the U of R hired more faculty members at the Assistant Professor rank. Fast forward 15 years (and an early retirement incentive program at USask in 2022-23) and the apparent imbalance in faculty seniority is the product of a successful culture of promotion and advancement on both campuses.

11.1c. Qualifications of Adjunct Faculty

Adjunct Professor appointments are governed by FGSR/CGPS and must meet the same academic standards expected for a tenure-track appointment in the recommending unit; be actively engaged in research and able to supervise graduate students or teach graduate courses as needed; and make clear program contributions. The nominating unit submits a CV and a statement of the candidate's specific contributions to graduate teaching and research. Appointments are recommended by the School's respective campus Director following a vote from the JSGS Joint Faculty Council and approved by the Dean of CGPS. Appointments are typically for five years and may be renewed. These standards ensure JSGS adjuncts bring relevant academic and/or practitioner expertise to support student learning and research. The School's success in attracting practitioners as Adjuncts (and as sessional instructors) has contributed significantly to its ability to ensure that its students are exposed both to cutting-edge professional practice and to academically rigorous instruction in its programs.

Following is a list of current JSGS Adjuncts and their qualifications

Name	Qualifications
Kelly Abrams, PhD	Advanced academic training; graduate teaching/practice
Daniel Béland, PhD, MA, BA	Director, McGill Institute; senior policy scholar
David M. Brock, MA, BA, ICD.D	Governance and public administration professional; ICD.D designation
Derek Burden, MSc, BSA	Applied agrifood and social science expertise; sessional lecturer
Cheryl Camillo, PhD, MPA, BA	Health and social policy expert with academic/government experience
David Castle PhD, MA, BA (Honors), BSc	Science, innovation, and tech policy professor
Alana Cattapan, PhD, MA, B.Soc.Sc.	Gender, health, and governance policy scholar
Jonathan Crossen, PhD, MA, BA	Arctic governance and international studies

Name	Qualifications
Jeremy de Beer B.C.L, LL.B, B.Comm	Innovation, IP, and development policy expert
Norman Henderson, PhD, BA	Environmental policy and wildlife management expert
Harvey Hill, PhD	Agri-environmental policy and climate adaptation
Vince Hopkins, PhD, MA, BA	Public management and behavioral public administration
Tarun Katapally, PhD, MSc, MBBS	Digital epidemiology and population health
Sylvan Katz, MSc, BSc, D.Phil	Innovation systems and science policy; bibliometrics
Dion Martens, PhD	CEO; leadership and innovation practice
Sara McPhee-Knowles, PhD, BA	Risk, resilience, and northern policy
Charles (Chuk) Plante, PhD	Health systems and social policy analysis
Peggy Schmeiser, PhD, MA, BA, BSc	Higher-education governance expertise
Sanj Singh, MBA	Executive and entrepreneurship expertise
Kristof Van Assche, PhD	Governance, planning, and regional development
Brian Wixted, PhD	Innovation policy and regional development

11.2. Teaching Assignments for the Current Year (2025-26)

Instructor	Rank	Course Number and Name	Class Size	% taught
Beaulieu-Guay, Louis-Robert	Assistant	JSGS 801 Governance and Administration	33	100%
	Professor	JSGS 806 Public Policy Analysis (2 sections)	30 19	
Boyer, Kurt	Assistant	JSGS 800 Métis Governance	12	100%
	Professor	JSGS 896 Indigenous Nation Building in Canada	30	
Bussiere-Prytula, Michelle	Associate	JSGS 801 Governance and Administration	35	100%
	Professor	JSGS 808 Ethical Leadership & Democracy (2 sections)	28	
			45	
Dickson, Daniel	Assistant	JSGS 864 Social Policy	27	100%
	Professor	JSGS 882 Strategic Management in the Public Sector (2 sections)	35	
			35	
Dupeyron, Bruno	Professor	Health leave	--	--
Farney, Jim	Professor	JSGS 891 Public Policy Professionalism	32	100%

Instructor	Rank	Course Number and Name	Class Size	% taught
Hurlbert, Margot	Professor	JSGS 851 Qualitative Methods	9	100%
Khovrenkov, Iryna	Associate Professor	JSGS 805 Economics for Public Policy Analysis	25	100%
	Professor	JSGS 811 Foundation of Nonprofit Sector	4	
Longo, Justin	Associate Professor	JSGS 807 Statistics for Public Managers	28	100%
		JSGS 882 Strategic Management in the Public Sector	20	
		JSGS 801 Governance and Administration	27	
Mahani, Akram	Associate Professor	JSGS 823 Health Promotion	20	100%
		JSGS 833 Perform. Measurement in Health Care Orgs.	22	
		JSGS 832 Population Based Health Program Mgmt.	9	
McNutt, Kathleen	Professor	JSGS 806 Public Policy Analysis	16	100%
		JSGS 892 Capstone	9	
		JSGS 869 Ideas in Public Policy Analysis	7	
		JSGS 892 Capstone	17	
Mou, Haizhen	Professor	JSGS 802 Public Finance	33	100%
		JSGS 803 Quantitative Methods	13	
Munzur, Alaz	Assistant Professor	JSGS 805 Economics for Public Policy Analysis	32	100%
		JSGS 838 Public Sector Financial Management	31	
Myles, Sophia	Assistant Professor	JSGS 817 Health Policy	29	100%
		JSGS 856 Health Information Privacy Policy	27	
Pigeon, Marc-Andre	Assistant Professor	JSGS 865 Decision Making in Organizations	7	100%
Starblanket, Danette	Assistant Professor	JSGS 863 Indigenous Peoples and Public Policy	15	100%
		JSGS 812 Indigenous Health Policy	18	
		JSGS 812 Indigenous Health Policy	18	
		JSGS 893 Foundations of Indigenous Governance	8	

Instructor	Rank	Course Number and Name	Class Size	% taught
Yang, Yang	Associate Professor	Sabbatical leave	--	100%
Zarieczny, Amy	Professor	Sabbatical leave	--	--

All faculty are full time (1.0 FTE).

Please comment on how current teaching assignments and those of the past three years relate to relevant workload documents, year-to-year changes, etc. Identify any anomalies. Comment on any trends over the full seven-year review period.

JSGS approved its *Assignment of Duties Guidelines* (provided in appendices) in 2022. This was an accomplishment, as it brought practices at both campuses into alignment. At this same time, the standard teaching load was increased from three courses (nine credit units) to four courses (12 credit units). The *Guidelines* provide clear and transparent information about how and when course releases are applied but also leave some room for Directors to use their discretion if needed. Additionally, the *Guidelines* specify the conditions for course buy out.

All full-time faculty at JSGS have a regular load of four courses (12 credits) per year. The Canada Research Chair at the U of R and the Research Chair in Métis Governance and Policy at USask each teach two courses (six credits) per year. The Graduate Chairs at both campuses and the MHA program lead receive a one-course (three credit units) release each year. New tenure-track faculty at the U of R receive a one-course ([three credit units](#)) release in each of their first two years; new tenure-track faculty at USask get a one-course release in each of their first three years plus an additional one-course release to use in any of the three years (for a total of four course releases over three years).

At the USask campus, until 2018, the faculty complement was primarily full Professors who, on average, taught three courses. Between that time and 2023, five full Professors retired and one resigned, catapulting JSGS into a major renewal period. The complement of faculty shifted, including the recruitment of some full-time Lecturers who had a standard teaching load of five courses (15 credit units), two tenure-track Assistant Professors with a reduced load of eight courses (24 credit units) over three years, and an Assistant Professor-Research Chair with a teaching load of two courses (six credit units). The complement stabilized in 2024 with the faculty complement as it is currently. The 2026-27 academic year is the final year in which the three newest faculty receive any teaching releases, so teaching capacity will increase in the following year.

11.3 Teaching Assignments in past years

For each faculty member listed in the All Unit Faculty List, please identify the classes taught in each of the years during the period under review. In the final row, please report the total number of classes taught by the combined adjunct faculty.

Faculty Member	2020/21	2021/22	2022/23	2023/24	2024/25
Beaulieu-Guay, Louis-Robert	Joined JSGS in July 2024				JSGS 801 JSGS 806
Boyer, Kurt	JSGS 884 (now 891) JSGS 896	JSGS 884 (now 891) JSGS 892 JSGS 896	JSGS 806 JSGS 896	JSGS 806 JSGS 896	JSGS 800 JSGS 896
Bussiere-Prytula, Michelle	Joined JSGS in April 2023		JSGS 882	JSGS 801 JSGS 882 x 2	JSGS 801 JSGS 882 x 2
Dickson, Daniel	Joined JSGS in July 2024				JSGS 806 JSGS 808 JSGS 864
Dupeyron, Bruno	JSGS 806 JSGS 807 JSGS 822 JSGS 884 JSGS 892	JSGS 806 JSGS 835AV JSGS 884 JSGS 892	JSGS 806 JSGS 835 JSGS 884 JSGS 892	JSGS 806 JSGS 892	Medical leave
Farney, Jim	Joined JSGS in January 2021	JSGS 891	JSGS 862 JSGS 891	JSGS 891 JSGS 893	JSGS 891
Hurlbert, Margot	JSGS 851 JSGS 869	JSGS 851 JSGS 869	JSGS 851	JSGS 851	JSGS 851

Faculty Member	2020/21	2021/22	2022/23	2023/24	2024/25
Khovrenkov, Iryna	JSGS 802	JSGS 802	JSGS 802	JSGS 802	JSGS 802
	JSGS 805	JSGS 805	JSGS 805	JSGS 805	JSGS 805
	JSGS 811	JSGS 811	JSGS 811	JSGS 811	JSGS 811
	JSGS 898 Covid-19 & Public Policy (team-taught)				
Longo, Justin	JSGS 851	JSGS 859	JSGS 865	JSGS 879	JSGS 807 JSGS 882
Mahani, Akram	Joined JSGS in July 2022	JSGS 823	JSGS 832	JSGS 823	JSGS 823
		JSGS 833	JSGS 833	JSGS 832	JSGS 832
				JSGS 833	JSGS 833
McNutt, Kathleen	Was on leave from JSGS for another U of R appointment			JSGS 806 x 2 JSGS 862 x 2	JSGS 806 x 2 JSGS 892 x 2
Mou, Haizhen	JSGS 802	JSGS 802	JSGS 802	JSGS 802	JSGS 802
	JSGS 803	JSGS 803	JSGS 803	JSGS 803	JSGS 803
	JSGS 898 COVID-19 & Public Policy (team-taught)	JSGS 838	JSGS 805 JSGS 838	JSGS 838	
Munzur, Alaz	Joined JSGS in July 2023			JSGS 802 JSGS 806	JSGS 805 JSGS 807
Myles, Sophia	Joined JSGS in July 2025				
Pigeon, Marc-Andre	JSGS 805 JSGS 846	JSGS 846	JSGS 846	JSGS 865	JSGS 849
Starblanket, Danette	Joined JSGS in July 2022	JSGS 808	JSGS 808	JSGS 812	JSGS 812
		JSGS 863	JSGS 819	JSGS 863	JSGS 863
		JSGS 891	JSGS 863	JSGS 893	JSGS 893

Faculty Member	2020/21	2021/22	2022/23	2023/24	2024/25
Yang, Yang	JSGS 805 x 2 JSGS 838	JSGS 805 JSGS 838	JSGS 805 x 2 JSGS 838	JSGS 838 x 2	JSGS 805 JSGS 838 x 2 JSGS 865
Zarieczny, Amy	JSGS 827 JSGS 830AA JSGS 886	JSGS 830AA JSGS 841 JSGS 886	JSGS 830AA JSGS 841 JSGS 869 JSGS 886	JSGS 841 JSGS 869 JSGS 886	JSGS 830AA JSGS 841 JSGS 869 JSGS 886

Adjunct Faculty (all)

Adjunct Professors don't teach in JSGS programs.

11.4. Faculty Awards and Honours

11.4.1 List major teaching awards and honours received by faculty members during the past seven years.

- **Yang Yang:** Winner of C-Dem 2022 Survey Module Faculty Competition (with Dr. Vince Hopkins), Consortium on Electoral Democracy's 2022 Democracy Checkup, March 2022 AND Democracy Checkup Contributor, Consortium on Electoral Democracy 2022
- **Martin Boucher:** USask Award for Excellence in Graduate-Level Teaching, 2024
- **Justin Longo:** University of Regina President's Teaching and Learning Scholar 2025/26. "Enhancing Briefing Note Writing Skills Through Generative AI Integration in Public Administration Education." January 1, 2025 - December 31, 2026
- **Kurtis Boyer:** Lieutenant Governor's Post-Secondary Teaching Award, Government of Saskatchewan, 2025
- **Justin Long:** President's Teaching & Learning Scholar, U of R, 2025
- **Kathleen McNutt:** Pierre DeCelles Award for Excellence in Teaching, CAPPA, 2025
- **Michelle Bussiere-Prytula:** USask Award for Excellence in Graduate-Level Teaching, January 2026

11.4.2 List major research awards and honours received by faculty members during the past seven years. N.B., This section is for awards (as in prizes), not financial awards (as in grants).

- **Yang Yang:** USask New Researcher Award, 2025
- **Kurtis Boyer:** UNESCO Inclusive Policy Lab Expert, United Nations Educational, Scientific, and Cultural Organization; Featured Researcher, USask "Be What the World Needs" Campaign, January 2025
- **Haizhen Mou:** Shortlisted for Donner Prize, the best public policy book of 2024-25, *Fiscal Choices: Canada after the Pandemic*
- **Jim Farney:** Honourable Mention – Seymour Martin Lipset Book Award, APSA, 2023
- **Daniel Beland:** Member, College of New Scholars, Artists and Scientists, Royal Society of Canada

- **Michael Atkinson**, Shortlisted for Donner Prize, the best public policy book of 2024-25, *Fiscal Choices: Canada after the Pandemic*
- **Ken Coates**
 - Distinguished Fellow in Aboriginal and Northern Canadian Issues, Macdonald-Laurier Institute, 2021-present
 - Distinguished Professor, USask, 2020
 - “Luminary” - Charter Planning Partner, Indigenous Works, 2020
 - Distinguished Senior Fellow, the Asia Pacific Foundation, 2018
 - The Year’s Top Feature Story, There’s a story to be told, Municipal World, December 2019
- **Alana Cattapan**
 - James Kreppner Award (Canadian Blood Services, 2018-19)
 - CIHR New Investigator Award, 2017-20

11.5 Unit – Awarded Research Funding from External and Internal Sources

11.5.a U of R Faculty

Academic Year	Tri-Agency		Other External		Internal		Total	
	Count	Total \$	Count	Total \$	Count	Total \$	Count	Total \$
2015/16			1	\$4,000			1	\$4,000
2016/17			6	\$163,038			6	\$163,038
2017/18	4	\$1,052,645	1	\$30,000			5	\$1,082,645
2018/19	1	\$1,420,000	4	\$274,700	1	43,000	6	\$1,697,700
2019/20	2	\$20,000	1	\$10,000			3	\$30,000
2020/21	5	\$820,707	9	\$1,323,435			14	\$2,144,142
2021/22	2	\$39,250	1	\$8,000	1	\$135,000	4	\$182,250
2022/23	1	\$3,041,885		\$209,450			1	\$3,251,335
2023/24	4	\$735,885		\$153,000			4	\$888,885
2024/25	4	\$1,292,605		\$481,425			4	\$1,779,030
Total	23	\$8,422,977	23	\$2,657,048	2	\$143,000	48	\$11,223,025

11.5.b USask Faculty

Academic Year	Tri-Agency		Other External		Internal		Total	
	Count	Total \$	Count	Total \$	Count	Total \$	Count	Total \$
2015/16	7	\$532,251	16	\$14,282,584			23	\$14,814,835
2016/17	3	\$87,979	8	\$899,305			11	\$987,284
2017/18	5	\$430,567	11	\$2,851,650			16	\$3,282,217
2018/19			8	\$9,396,645			8	\$9,396,645
2019/20	1	\$170,715	7	\$434,534	1	\$200,000	8	\$805,249
2020/21	6	\$315,695	9	\$770,667	3	\$35,404	18	\$1,121,766
2021/22	6	\$140,667	6	\$393,931	4	\$115,000	16	\$649,598
2022/23	6	\$118,123	8	\$3,181,758	3	\$148,333	17	\$3,448,214
2023/24	5	\$324,287	6	\$354,500	3	\$109,973	14	\$788,760
2024/25	4	\$427,387	5	\$226,048	2	\$80,000	11	\$733,435
Total	43	\$2,547,671	84	\$32,791,622	16	\$688,710	142	\$36,028,003

11.6 Faculty Scholarly Output Over Past 10 years

Output	Number
Refereed journal articles	410
Refereed conference proceedings	44
Technical reports	17
Book chapters	158
Books	49
Refereed conference publications	154
Presentations (invited, contributed, or poster)	839
Reports (technical articles, etc.)	364
Professional creative activity (specify):	-
Other scholarly output (specify):	-

11.7 Overall commentary on faculty profile.

JSGS has a productive, diverse, and collegial faculty complement composed of full-time faculty; a complement of excellent sessional instructors; and an engaged group of highly experienced Executives-in-Residence. The relatively small size of the faculty complement and the realities of a two-university model can make succession planning for leadership positions difficult and requires a willingness to fairly share the service burden. This has worked reasonably well over the period under review, supported by a group of highly competent staff. Coordination of pedagogical- and student-facing roles works well. There is significant research productivity and interconnectedness, though this would likely benefit from more intentional connection and strategic alignment.

12. Scholarly Output of Students

12.1 In the table, provide data on students' scholarly output, including publications and research presentations over the last seven years.

Neither the two universities nor JSGS track this data. The numbers presented here have been gathered organically and are NOT complete; this is just a small sample of our students' scholarly outputs.

Output	Number	Notes
Refereed journal articles	17	
Refereed conference proceedings	1	
Technical reports	1	
Book chapters	3	
Books	1	
Refereed Conference Publications	1	
Presentations (Invited, Contributed, or poster)	25	
Reports (technical articles, etc.)	19	
Professional creative activity (specify):	2	Used papers to pass political resolutions
Other scholarly output (specify):	1	Contributed towards case study

Table 12.2 Summary of research funds for the program

Total Research Funding awarded (Operating) by source. (Do not include equipment grants, research chairs, conference grants or minor grants). Include last 10 years.					
Year	Estimate of research funding by field	Federal Granting Council (Tri-Agency)	Other Peer-Reviewed (Other Agencies)	Contracts	Other

Neither campus has any research funding in these categories; all research funds are held by faculty.

Comments on Table 12.2: Not applicable.

Table 12.3 Total Research Funding Awarded

Table 12.3a Total Research Funding awarded (Other) by source (Include training grants, major equipment grants, research chairs, conference grant, etc., as appropriate here). Include last 7 years.					
Year	Estimate of research funding by field	Federal Granting Council (Tri-Agency)	Other Peer-Reviewed (Other Agencies)	Contracts	Other

Neither campus has any research funding in these categories; all research funds are held by faculty.

Comments on Table 12.3: Not applicable.

13. Student Progress, Success, and Experience

13.1 Applications and Registration comments

JSGS-USask manages a fully decentralized admissions process. The JSGS Graduate Admissions Coordinator works directly with applicants to help them complete and submit their applications and then completes detailed pre-assessment tasks, including calculating grade conversions. Applications are sent to the JSGS Graduate Programs Managers who make admission decisions for the MPA, OMPA, and Public Administration Certificate; they pre-screen MPP and PhD files, advancing only the strongest 15-30 files to the Joint MPP-PhD Committee. The Committee decides which MPP and PhD applicants are qualified for admission if a supervisor is identified, and the files are shared with faculty for review. If faculty would like to supervise and offer admission, the MPP offers are issued. Before PhD offers can be made, funding from JSGS must be confirmed (minimum of \$25,000/year for four years required by CGPS).

Applications for the Indigenous Nation-Building (INB) and the Social Economy, Co-operatives and Non-Profit Sector (SECNPS) certificates are reviewed by the MPA and Related Certificates Committee. GENI applications are reviewed by the GENI Program Committee, comprised of members from JSGS-USask and UiT. The Coordinator processes decisions through USask's Recruitment Management System; declined applicants receive an automated message, while recommended applicants undergo an additional review by CGPS before they issue the official letter of admission. The application fee is \$120; JSGS receives \$40 (used directly to support JSGS students), while \$80 is retained by CGPS regardless of the admission outcome.

The U of R has a centralized application and admissions model. For JSGS (and all graduate) programs, FGSR staff answer questions of process, rules, and procedures; JSGS staff serve as subject-matter experts on the School's programs and procedures. FGSR manages the application software, communicates on technical matters with applicants, vets application documents, and ensures that U of R policies and procedures are followed. FGSR releases eligible and completed applications to JSGS for review. The MHA and Health Certificates Committee reviews applications for those programs. Using the same internal processes as the USask campus for the MPA, MPP, PhD, and INB and SECNPS certificate programs, JSGS recommends admissions to FGSR for approval. FGSR issues the offer of admission. Applicants respond to JSGS whether they accept the offer and, if so, pay the non-refundable tuition deposit for the required programs.

For registration, JSGS-USask staff at that campus and FGSR staff at the U of R campus build all JSGS course sections in each institution's student platform, after which students self-register online with course selection determined in consultation with the programs managers. JSGS supports student mobility across campuses, but the cross-campus registration process managed by JSGS staff remains highly manual and time-intensive. Each course requires a mirrored section to be built at both campuses, coordinated student information transfers, manual IT access set up for each student, and ongoing monitoring of adds, drops, and system access. While this process is essential for ensuring flexibility and course availability across locations, it introduces administrative complexity, differing timelines, and multiple points of manual intervention for staff on both campuses and sometimes lengthy delays for students to gain access to classes when the term is already in progress.

13.2 Provide a brief description of how admission requirements (such as GPA) ensure that students accepted into the program possess the attributes required for successful program completion.

MPA: Admission is holistic and designed to ensure that students possess the academic preparation, professional readiness, and personal attributes required for success in a rigorous graduate environment. A four-year undergraduate degree in a relevant discipline is required and demonstration of a minimum cumulative average of 75 percent in the final two years of study. While GPA provides important evidence of academic ability and readiness for graduate-level coursework, the programs managers also carefully review the applicant's resume, letter of intent, and three reference letters to assess professional

experience, clarity of purpose, and demonstrated potential for leadership and public service. In practice, higher GPAs, relevant work experience, strong reference letters, and well-articulated personal statements serve as positive indicators that applicants possess the analytical skills, motivation, and professional commitment necessary to succeed in the MPA program.

MHA: U of R assesses the latest post-secondary records of each applicant and their work experience, which must include three years of paid professional experience in Canada's health sector. To gain a standard, fully qualified admission, an applicant must have a four-year undergraduate degree with a CGPA of 70% plus three years work Canadian experience. Reviewers assess additional education, work experience, letter of intent, and reference letters with a holistic lens.

GENI: Admission follows a holistic review process designed to ensure applicants are academically prepared and professionally suited for the program's interdisciplinary focus on northern and Indigenous governance. Applicants must hold a four-year undergraduate degree in a relevant field or a Bologna-compliant three-year first-cycle degree and have a minimum 70% average in their final two years of full-time study. The GENI Program Board also carefully evaluates each applicant's statement of purpose, three reference letters, and academic transcripts to assess clarity of motivation, alignment with the program's themes, and potential to contribute meaningfully to community-focused and cross-cultural learning.

MPP: Admission is competitive and designed to ensure that students possess the academic preparation and intellectual capacity required for successful completion of a rigorous graduate curriculum. Applicants must hold a four-year undergraduate degree from a recognized university and meet a minimum GPA requirement of 75 percent (U of R) or maintain an average of 75% or better in the final two years (60 credit units) of undergraduate study (USask). In practice, successful applicants typically exceed this threshold, often presenting averages above 80% reflecting the competitive nature of admission and the limited number of seats available. These GPA requirements provide evidence of sustained academic performance, analytical ability, and readiness for advanced coursework in policy analysis, economics, statistics, and governance. Because the program draws on concepts from microeconomics and quantitative methods, students are expected to possess or be prepared to develop strong analytical competencies.

PhD: Admission is competitive and designed to ensure that students possess the academic preparation and intellectual capacity required for successful completion of a rigorous graduate curriculum. Applicants must hold a Master's degree from a recognized university and meet a minimum GPA requirement of 75%. In practice, successful applicants typically exceed this threshold, often presenting averages above 80%, reflecting the competitive nature of admission and the limited number of seats available. These GPA requirements provide evidence of sustained academic performance.

PhD and MPP: Regardless of which campus the student has applied to, all applications are reviewed by the JSGS MPP and PhD Committee. This allows JSGS to select the best applicants and match with the most appropriate supervisor. JSGS regularly monitors and revises policy to ensure compliance with either/both university governance policies to leverage these to the best interests of the student and the quality of the academic program.

Certificates: Admission is holistic and designed to ensure that students possess the academic preparation, professional experience, and personal attributes required to succeed in focused, graduate-level coursework. Applicants must hold a four-year undergraduate degree in a relevant discipline and demonstrate a minimum cumulative average of 70% in their final two years of study, with English proficiency requirements applied as appropriate. In addition to academic performance, the Committee reviews applicants' resumes, letters of intent, and reference letters to evaluate professional background, clarity of goals, and capacity for graduate-level engagement. Higher GPAs, relevant work experience, strong reference letters, and well-articulated statements serve as positive indicators that applicants are prepared

for the analytical and applied learning expected in certificate programs. The program also offers a non-standard admission route for applicants who do not meet the typical academic requirements but who bring substantial professional experience; individuals with at least one year of higher education, a five-year break from formal study, and at least 10 years of work experience (including five in management) may be considered.

The U of R campus has a more flexible non-standard admission (called “mid-career”). Mid-career admission requires seven to 10 years’ work experience, including five years at a decision-making/managerial level. No prior post-secondary study and no break from post-secondary is required. Customarily, applicants almost always have at least some post-secondary experience. Mid-career applicants generally have very good academic outcomes.

13.3 Comment on attrition rates and timing.

Attrition and completion patterns vary across JSGS programs based on program structure, mode of delivery, and degree requirements. Course-based professional programs generally show higher completion rates than research-based programs that include thesis or project requirements.

The **MPA** demonstrates strong completion outcomes. Between Fall 2016 and Spring 2025, the in-person MPA program shows an average completion rate of approximately 70% at both campuses. The online MPA shows a completion rate of 53%. MPA attrition is relatively low and is most often driven by personal circumstances rather than academic performance. Common reasons include changes in family responsibilities, work demands, or financial pressures, with additional attrition during the COVID-19 period linked to immigration issues – specifically students who began the program online without a study permit and were unable to obtain one when courses returned to in-person delivery.

The **MPP** program shows completion rates of approximately 47% at USask and 49% at the U of R over the reporting period. MPP attrition is most commonly attributable to personal circumstances rather than academic challenges. The primary factors contributing to attrition include medical issues, financial constraints, and changes in employment or professional obligations.

The **PhD** has completion rates of approximately 40% at USask and 29% at the U of R across the reporting period. Attrition is higher than other programs, reflecting the academic rigour and extended nature of doctoral study. While some attrition is due to personal circumstances such as financial or medical challenges, employment changes, or relocation out of province or country, departures may also occur for academic reasons, including failure to pass the comprehensive examination or transfer into the MPP or graduate certificate program when continuation in the PhD is no longer feasible.

13.4 Second-Year Retention Rate

Degree Name	2020/21	2021/22	2022/23	2023/24	2024/25
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Neither U of R nor USask can provide this data.

Note: Each year represents the percentage of students who returned for their second year of study.

13.5 Comment on time to completion.

A high percentage of JSGS students attend in-person programs on a student visa. While full-time study is not a requirement of their study visa, it is required to be eligible to work and to be eligible to apply for a post-graduate work permit. As such, a majority of international students enroll full time and complete programs within the standard full-time allotment: 2.3 years (seven terms) for the MPA and three years (nine terms) for the MPA plus internship.

PhD students typically complete their degree in 51 to 98 months, with recent years trending downward to 51 months in 2025. Many PhD candidates are mid-career professionals balancing full-time work and family responsibilities, which affects their pace of study. Research intensity, supervisory committee timelines, and the individualized nature of dissertation work also contribute to variation in completion times.

Students in the **in-person MPA** generally finish in 24 to 27 months, with the program consistently averaging around 24 to 26 months across the past six years. International students study full time (while also working, some part time and many full time); domestic students are also working, which can extend their progression. The program's flexible course scheduling and supportive academic advising help students maintain momentum even with competing priorities. Internship options and experiential learning can also influence individual timelines.

OMPA: Students in this program typically complete their degree within 26 to 32 months, with timelines varying based on individual work and personal commitments. Designed specifically for busy and mid-career professionals, the program's fully online delivery and flexible course pacing allow students to balance graduate study with full- or part-time employment, family responsibilities, and other obligations. While some learners progress more quickly, others extend their studies to accommodate demanding schedules or to take advantage of experiential learning opportunities. Supportive advising, year-round entry points, and adaptable course planning help students maintain momentum and complete the program at a pace that aligns with their professional and personal needs.

MPP students typically complete their degree in 33 to 73 months, with most years averaging around 40 to 45 months; there was a notable reduction to 33 months in 2025. Like MPA and PhD students, many pursue the MPP while working and/or balancing family responsibilities, contributing to variation in their completion pace. The research-based nature of the program, including thesis development, ethics approvals, and data collection, also affects timelines. Strong supervisory guidance and structured milestones support students moving through the program efficiently.

MHA: Students in the LEADS-accredited Master of Health Administration (MHA) program typically complete their degree within 24 to 48 months, depending on whether they pursue full-time or part-time study. Administered through the University of Regina campus and delivered primarily online, the program is designed for working professionals seeking to advance in the health sector while maintaining their careers. Its flexible, course-based structure allows students to balance graduate studies with full-time employment and other responsibilities. Supportive advising and adaptable course planning help students progress at a pace that aligns with their professional and personal commitments.

GENI: Students typically complete their degree in 37 to 59 months, with the average time to completion aligning closely with four years (approximately 48 months). As a program designed for working professionals, the GENI offers a flexible online format that enables students to balance graduate studies with full- or part-time employment, community responsibilities, and family commitments. Learners progress through the curriculum at varying paces depending on workload, personal circumstances, and community leadership.

13.6 Completion Rates

Degree Name	Total # of Students Registered from Fall 2016 through Spring 2025	Total # of Students Convocated from Fall 2017 through Spring 2025	Average Completion Rate over 10 Years
USask total			
PhD Public Policy	70	28	40%
MPA in person	367	257	70%
MPA online	137	72	53%
MPP	89	42	47%
GENI	98	33	34%
Certificates	69	32	46%
U of R total			
PhD Public Policy	48	14	29%
MPA in person	414	299	70%
MHA	537	342	64%
MHA-HIIM	83	35	42%
MPP	66	32	49%
Certificates	361	250	69%
HSM (included above)	172	129	75%

Note for USask data: This metric represents the average number of months from the student's initial term of enrolment to the term in which they graduate. Periods of approved leaves of absence are excluded from this calculation.

Table 13.6 reports completion rates as a comparison between registered students and those who have convocated, presenting an average completion rate, but it does not distinguish between students who have left the program and those who are still enrolled and have not yet reached convocation; therefore, the actual completion rates will be higher once in-progress students have convocated.

13.6 Average Months to Completion

Degree Name	2020	2021	2022	2023	2024	2025
PhD Public Policy	59	98	81	83	58	51
MPA in person	24	27	24	26	25	24
MPA online	--	--	26	32	32	29
MPP	42	40	40	45	73	33
GENI	37	54	43	47	49	59
Other Masters	84	56	Unavailable	Unavailable	Unavailable	Unavailable

Notes: 1) Data is available for USask campus only; U of R does not have this data. 2) This metric represents the average number of months from the student's initial term of enrolment to the term in which they graduate.

13.7 Describe success rates in provincial and national scholarships.

JSGS students have a solid track record of securing scholarships and awards from a range of sources, including provincial, national, external, and internal funding programs. Across both campuses, students regularly receive a mix of Tri-Agency awards, other external scholarships, and institutionally administered funding.

At the master’s level, most funding comes from internal and non–Tri-Agency external awards. While Tri-Agency scholarships are relatively rare for master’s students, particularly at the U of R, students consistently secure other external funding and a large number of internal scholarships and bursaries each year. Over the reporting period, master’s students across both campuses received hundreds of awards, representing a substantial overall investment in student support.

At the doctoral level, JSGS PhD students are more competitive in national funding competitions and regularly secure Tri-Agency awards, supplemented by provincial, external, and internal funding. These combined funding sources help support students through the research-intensive stages of their programs and reflect the strength of their academic profiles and research proposals.

Student feedback indicates that funding plays an important role in their ability to progress through their programs, though experiences vary. About 40% of survey respondents reported receiving JSGS funding, and close to 30% accessed funding from other sources such as government programs, employers, or community organizations. Students identified areas where funding could be improved, including more bursaries, better support for part-time and international students, and more predictable base funding. Overall, the data show that JSGS students are reasonably successful in securing competitive funding, supported by a strong internal funding framework.

13.7.1.a U of R Campus: Master’s Students

Awards & Scholarships	Tri-Agency		Other External		Internal		Total	
	Count	Total \$	Count	Total \$	Count	Total \$	Count	Total \$
2015/16	0	\$0	18	\$71,667	12	\$29,250	30	\$100,917
2016/17	0	\$0	13	\$61,133	11	\$46,816	24	\$107,949
2017/18	0	\$0	7	\$31,700	48	\$158,290	55	\$189,990
2018/19	0	\$0	16	\$59,600	32	\$123,050	48	\$182,650
2019/20	0	\$0	15	\$61,606	66	\$212,633	81	\$274,239
2020/21	0	\$0	17	\$70,550	49	\$209,234	66	\$279,784
2021/22	0	\$0	16	\$60,259	36	\$126,342	52	\$186,601
2022/23	1	\$17,500	8	\$39,469	54	\$175,838	63	\$232,807
2023/24	0	\$0	8	\$56,100	120	\$185,299	128	\$241,399
2024/25	0	\$0	5	\$34,724	40	\$110,942	45	\$145,666
Total	1	\$17,500	123	\$546,809	468	\$1,377,694	592	\$1,942,002

13.7.1.b USask Campus: Master's Students

Awards/ Scholarships	Tri-Agency		Other External		Internal		Total	
	Count	Total \$	Count	Total \$	Count	Total \$	Count	Total \$
2015/16	7	\$40,189	18	\$341,314	34	\$193,084	47	\$574,587
2016/17	6	\$46,667	16	\$231,813	38	\$225,365	41	\$503,844
2017/18	5	\$30,625	39	\$235,177	63	\$335,348	78	\$601,149
2018/19	3	\$8,125	19	\$298,617	42	\$217,380	52	\$524,122
2019/20	1	\$3,250	19	\$339,425	34	\$153,693	35	\$496,368
2020/21	2	\$29,166	18	\$276,875	38	\$120,854	46	\$426,895
2021/22	3	\$38,166	20	\$294,698	33	\$161,312	38	\$494,176
2022/23	1	\$4,000	28	\$415,420	37	\$73,613	58	\$493,033
2023/24	0	0	47	\$611,248	27	\$127,097	68	\$738,345
2024/25	0	0	24	\$248,932	20	\$48,384	39	\$297,317
Total	28	\$200,188	248	\$3,293,518	366	\$1,656,130	502	\$5,149,835

13.7.2.a U of R Campus: PhD Students

Awards/ Scholarships	Tri-Agency		Other External		Internal		Total	
	Count	Total \$	Count	Total \$	Count	Total \$	Count	Total \$
2015/16	1	\$20,000	3	\$45,000	5	\$15,000	9	\$80,000
2016/17	1	\$25,000	5	\$65,000	1	\$750	7	\$90,750
2017/18	0	\$0	2	\$20,000	6	\$32,977	8	\$52,977
2018/19	0	\$0	4	\$32,500	9	\$22,275	13	\$54,775
2019/20	1	\$50,000	0	\$0	11	\$54,943	12	\$104,943
2020/21	1	\$50,000	5	\$40,050	36	\$185,857	42	\$275,907
2021/22	1	\$50,000	3	\$8,583	30	\$178,402	34	\$236,985
2022/23	0	\$0	5	\$47,805	30	\$107,715	35	\$155,520
2023/24	0	\$0	3	\$4,750	26	\$127,779	29	\$132,529
2024/25	0	\$0	5	\$14,046	43	\$146,786	48	\$160,832
Total	5	\$195,000	35	\$277,734	197	\$872,484	237	\$1,345,219

13.7.2.b USask Campus: PhD Students

Awards/ Scholarships	Tri-Agency		Other External		Internal		Total	
	Academic Year	Count	Total \$	Count	Total \$	Count	Total \$	Count
2015/16	4	\$65,082	11	\$80,458	17	\$167,804	17	\$313,345
2016/17	3	\$93,333	6	\$55,858	18	\$237,255	20	\$386,447
2017/18	3	\$71,750	12	\$98,538	19	\$252,021	21	\$422,309
2018/19	3	\$37,875	11	\$135,346	16	\$230,536	21	\$403,757
2019/20	3	\$46,530	10	\$66,250	15	\$188,500	17	\$301,279
2020/21	4	\$54,150	9	\$88,503	17	\$143,446	20	\$286,099
2021/22	2	\$30,000	6	\$58,983	15	\$132,855	17	\$221,839
2022/23	1	\$35,000	5	\$77,967	16	\$171,570	17	\$284,536
2023/24	2	\$41,667	7	\$43,222	14	\$190,863	17	\$275,752
2024/25	3	\$29,800	5	\$94,334	15	\$181,242	16	\$305,375
Total	28	\$505,187	82	\$799,459	162	\$1,896,092	183	\$3,200,737

13.7.2.c Student feedback on funding

In the survey of current students across all programs, about one third said JSGS funding met their needs moderately well, just over 15% said very well, and another one third said not at all. Suggestions for improved funding included providing:

- Bursaries every semester based on performance;
- Scholarships that consider unique circumstances (such as non-status Indigenous students, those who graduated with a master's in Saskatchewan, international students);
- Scholarships for part-time students; and
- Guaranteed base funding indexed to inflation.

Of the survey respondents, slightly over 40% received funding from JSGS during their program and nearly 30% garnered support from other sources, with the most common being government scholarships and training programs, employer support, and community organizations.

Students would like JSGS to prioritize funding for professional development opportunities (66% of respondents), followed by emergency bursaries (40%), and research/teaching assistantships and conference travel (~30% each).

13.8 Summarize student competitions, distinctions, and awards.

JSGS students receive a range of academic distinctions and awards that recognize strong performance, professional engagement, and applied skills. These include internal merit-based scholarships, external awards, and competitive funding at the provincial and national levels.

JSGS students are recognized through a range of competitions, distinctions, and awards that reflect academic excellence, leadership, community engagement, and commitment to public service. The School administers several named scholarships, including the Dan Perrins Public Policy Award, the Michael Atkinson and Heather McWhinney Scholarship for Student Success, the Garry H. Beatty Scholarship, the JSGS Anna Krutova Alumni Memorial Award, the Robert C. Douglas and Joanne R. Sutherland Scholarship, the Wayne Wouters Scholarship, and the Dr. Bev Robertson Fellowship, which collectively support JSGS students across both campuses and recognize achievement in areas such as governance, research excellence, community service, Indigenous engagement, science in public policy, and financial need. In

addition to these JSGS scholarships, students are eligible to apply or be nominated for a wide range of university-level scholarships and bursaries at their home institution. Notably, JSGS-USask students are frequent recipients of Graduate Student Association bursaries offered each term. JSGS also actively nominates students for Indigenous recruitment scholarships, and the program managers regularly review available funding opportunities, communicate them to students, and directly encourage well-suited students to apply.

In addition to scholarships, students take part in applied learning activities that involve competition or public presentation of their work, such as policy projects, case-based assignments, and collaborative work with external partners. These experiences allow students to demonstrate analytical ability, teamwork, and professional communication in settings that mirror real public-sector environments.

Doctoral students gain recognition through competitive research funding, conference participation, and scholarly accomplishments connected to their dissertation work. At USask, JSGS has been successfully awarded at least one Teacher-Scholar Doctoral Fellowship from CGPS each academic year, which provides PhD students an opportunity to gain teaching experience while being mentored.

Taken together, these awards and distinctions reflect a student body that is academically capable, professionally engaged, and well prepared for careers in public policy, public administration, and related fields.

13.9 Comment on academic achievement and graduation rates.

Academic achievement at JSGS is reflected in steady graduation rates, consistent degree completion, and student progress across programs. Course-based professional programs show relatively high completion rates, particularly the in-person MPA and the MHA, with average completion rates around 70% or higher over the reporting period. These outcomes align with clear program structures, predictable course sequencing, and strong academic advising.

The online delivery of the MHA allows students to balance graduate studies with employment and personal responsibilities. While this flexibility can extend timelines for some students, overall completion outcomes remain strong and indicate that students are able to progress successfully through the program.

The completion rates for the MPA, OMPA, and MHA-HIIM are lower due to a higher number of students coming into the program over the past two years who have not yet completed their program.

Research-based programs have longer timelines and lower overall completion rates, which is often (but not always) the case for thesis- and dissertation-based degrees. These outcomes reflect the demands of independent research, supervisory processes, and the fact that many students pursue these programs while managing work and family commitments. Some variation during the reporting period also reflects pandemic-related disruptions.

Graduation data show a steady number of degrees awarded each year across both campuses, indicating stable enrolment and program continuity. Most students report that they are on track to complete their programs within the timelines they set for themselves. When delays occur, they are most often linked to course availability, funding pressures, research requirements, or external factors such as study permit timelines.

Overall, JSGS demonstrates strong academic outcomes, supported by clear admission standards, well-designed programs, and ongoing academic and advising support that helps students make steady progress toward completion.

13.10 Number of degrees awarded

Degree Name	2020	2021	2022	2023	2024	2025
USask total (May 1-Apr 30)						
PhD Public Policy	6	3	3	6	3	1
MPA in person	24	33	24	52	18	41
MPA online (launched in 2019)	--	--	12	22	17	21
MPP	5	6	3	6	3	3
GENI	5	4	4	5	4	7
Certificates	4	15	14	6	19	7
U of R (May 1-Apr 30)						
PhD Public Policy	1	1	1	3	2	5
MPA in person	37	29	26	34	30	44
MHA	50	41	49	54	41	32
MHA-HIIM	0	0	0	4	12	13
MPP	5	2	4	3	5	5
Certificates	31	35	23	28	32	39
HSM (included above)	15	25	6	20	16	12

Note: The total number of unique degrees, diplomas, and certificates conferred during spring and fall convocations (not total students).

13.11 Student feedback on completion

More than three-quarters of current students who responded to the survey indicated they are on track to complete their program on the timeline they set. Aids to completion include:

- Flexibility of curriculum
- Excellent assistance from support staff
- Advice from alumni
- Consistent check-ins with supervisor
- JSGS 891 assignment of professional IDP and MPA program streams document
- Faculty dedication
- Scholarships

For the 22% of respondents who are either not sure if they will complete within their timeline or know they will not, they identified the following barriers:

- Availability of required courses
- Tuition cost
- Study permit timelines

13.12 Comment on innovative student experiences.

JSGS offers a range of innovative, high-impact student experiences that integrate experiential learning, community engagement, and professional practice. Several courses partner directly with external organizations, enabling students to work on real-world policy challenges that organizations need help to solve. Two such examples are in JSGS 800 where students collaborate with Métis Nation–Saskatchewan and in JSGS 892 where students work with organizations such as Prairies Economic Development Canada and the Health Quality Council to develop and present actionable policy proposals. JSGS 891 further

enriches learning through land-based education, including a learning day at Batoche National Historic Site, immersive in-class simulations (such as the Treasury Board simulation in JSGS 838), and engagement with public- and non-profit-sector leaders, alumni, Elders, and other guest speakers. Beyond the classroom, students benefit from work experience in the Executive Internship Program; have an opportunity to learn one-on-one from alumni by participating in the Alumni Mentorship Program; participation in case competitions; and attendance at public lectures, panels, and events hosted by JSGS that connect academic learning with contemporary public policy and governance practice.

The **OMPA program** embeds innovation throughout its curriculum by combining flexible online learning with two short in-person residencies that deepen applied knowledge and strengthen professional networks. Designed for mid-career and executive professionals, the program's online structure allows learners to study from anywhere while engaging with real public-sector challenges through JSGS's competency-based pedagogy, developed in collaboration with public-sector and community partners to reflect the skills required of modern public administrators. The program provides interactive online modules, case studies, and practice-oriented coursework, ensuring students can integrate new competencies directly into their professional roles while benefitting from the relational and experiential learning that strengthens both leadership capacity and policy understanding. The two residencies enhance this experience by bringing together students for hands-on learning, opportunities to connect with practitioners and peers, and exposure to Indigenous land-based education that situates public administration within local context and history. In 2025, the OMPA program won the CAUCE Program Excellence Award (Bronze) for showing exceptional quality, innovation, and impact on learners.

The **MHA** program offers innovative and applied student experiences designed for mid-career healthcare professionals across the Canadian health system. The program combines flexible online learning with two intensive two-day, in-person residencies in Regina, during which students engage directly with healthcare organizations, including a visit to All Nations' Healing Hospital, a unique model integrating Western medicine and Indigenous healing practices. A new Indigenous MHA cohort, developed in partnership with the File Hills Qu'Appelle Tribal Council and the U of R, provides experiential learning focused on leadership development, Indigenous health policy, Reconciliation, and health equity. Students also benefit from the MHA placement, a 160-hour field experience where they work in real-world healthcare and policy environments, applying knowledge to address health system challenges and gaining direct exposure to policy-making processes. Throughout the program, learners engage with Elders, Knowledge Keepers, and health leaders; participate in case studies and mentorship; and connect through cohort-based online and in-person activities, fostering collaboration, community, and applied learning that is responsive to contemporary healthcare challenges.

The **GENI program** stands out for its innovative curriculum that blends online learning with immersive, community-based international field schools in northern Canada and northern Norway. These experiences allow students to learn directly within northern and Indigenous communities, engaging with local leaders, organizations, and land-based knowledge systems while building a comparative understanding of governance across circumpolar regions. The program's structure itself is a major innovation: GENI is a jointly delivered master's degree between JSGS-USask and UiT. When it first launched in 2015, it was the first true joint degree in western Canada. This collaborative design provides students with access to faculty expertise, networks, and community practitioners across two countries and two institutional systems, significantly enriching the learning environment. Through applied research projects, community-based learning, and cross-cultural engagement, students gain hands-on experience in communications, natural resource management, consultation, and policy development, ensuring that GENI graduates are equipped with both the analytical skills and the community-rooted perspectives needed to support governance and economic development in northern and Indigenous contexts.

13.13 Summarize student in-course reports on teaching.

Student feedback on courses, gathered through course evaluations and the recent JSGS Student Survey, consistently indicates that JSGS instructors provide high-quality, engaging, and professionally relevant learning experiences across programs and campuses. Overall, students report strong satisfaction with the clarity of instruction, organization of courses, and the real-world applicability of assignments and learning activities. In particular, students value instructors' abilities to connect theory to contemporary public-sector practice and to draw on lived experience, research expertise, and practitioner networks.

Across courses, students frequently highlight:

- Instructor expertise and accessibility, noting timely feedback, responsiveness to questions, and a genuine commitment to student learning.
- Clear communication of expectations, including well-structured syllabi, effective pacing, and transparency in assessment criteria.
- Supportive learning environments, where instructors create inclusive, respectful classroom dynamics and encourage discussion and critical analysis.
- Relevance to public policy and public administration careers, emphasizing the usefulness of case studies, applied assignments, simulations, and integration of current policy issues.

Where constructive feedback is provided, it tends to focus on areas such as managing workload intensity during condensed timelines, fine-tuning assignment spacing, or adjusting the balance between lecture content and interactive components. School leadership and instructors use this feedback to refine course design, adjust teaching methods, and strengthen student support.

13.14 Provide comments on commitment to professional and transferable skills.

JSGS demonstrates a strong commitment to professional and transferable skills in communication, critical thinking, collaboration, ethical practice, and adaptability. This commitment is embedded in the MPA program through a competency-based framework focused on evidence and strategic thinking, connection and collaboration, and implementation and improvement, all of which reflect core transferable abilities required in modern public service roles. JSGS 891 Public Policy Professionalism serves as a foundational course for developing these skills by introducing professional norms, policy communication, applied analysis, and reflective practice. The recent integration of FUSION skill development modules into JSGS 891 further strengthens this focus by providing structured, self-directed learning opportunities in collaboration, problem solving, communication, and self-awareness, reinforcing employability and lifelong learning outcomes consistent with both USask and national best practices.

The Executive Internship Program, available to MPA students, helps students gain both professional and transferable skills. The training program, which is available to students in all programs (as a skill-building opportunity although only MPA students can apply to the internship program), is focused on verbal communication, writing, and workplace culture. Students can gain and hone the ability to articulate their ideas, strategically communicate, and understand some behavioural norms within Canadian and public sector workplaces. The internship itself is direct professional practice and the skills developed are largely transferable.

The OMPA program is designed specifically for mid-career and executive professionals, emphasizing the development of practical, transferable skills that can be applied immediately in public-sector workplaces. Its competency-based curriculum strengthens analytical capacity, leadership skills, strategic thinking, and evidence-informed decision making. Through interactive online coursework, case studies, and two short in-person residencies, students build professional networks, refine communication and collaboration skills, and gain applied experience that enhances their readiness to navigate complex policy environments.

The MHA program is designed for mid-career healthcare professionals across the Canadian health system. The program emphasizes the development of both professional and transferable skills that can be applied

immediately in complex healthcare environments. Its competency-based curriculum focuses on health services and health status, management, governance and leadership, communication and interpersonal skills, systems thinking and creative analysis, public policy and community engagement, and continuous evaluation and improvement. Through a flexible online format complemented by two residencies, students engage with applied coursework, case studies, and experiential learning opportunities, including the MHA placement. This approach strengthens leadership, strategic decision-making, analytical capacity, and the ability to foster collaborative, trust-based relationships, ensuring graduates are well-prepared to navigate and influence the evolving Canadian healthcare landscape.

The GENI program cultivates a strong foundation of professional and transferable skills through its unique blend of online coursework, applied research, and community-based field schools. These immersive learning experiences strengthen students' abilities in cross-cultural communication, community engagement, consultation, negotiation, and leadership within northern and Indigenous governance contexts.

The JSGS Alumni Association Mentorship Program pairs current students from across JSGS programs at both campuses with alumni mentors for one-on-one mentorship and soft-skill development over the course of the academic year. This experiential learning opportunity allows students to enhance their communications skills, create a career plan, and build their professional network.

13.15 Comment on how a high-quality graduate experience is supported. Comment on the quality of supervision and mentorship and how it is assessed or monitored.

A high-quality graduate experience at JSGS is supported through intentional program design, strong supervision and mentorship, and a deeply embedded culture of student support. Graduate supervision and mentorship follow the CGPS and FGSR frameworks, which emphasizes clearly defined supervisory roles; regular progress monitoring; and mutual accountability through program requirements, supervisory committees, and milestone assessments. At JSGS, this academic mentorship is complemented by the Student Success Team, whose wrap-around support and holistic advising model provides support to students academically, professionally, and personally from admission through graduation. A deliberately low student-to-staff ratio enables personalized advising, allowing advisors to respond to each student's unique goals, backgrounds, and challenges. Quality of supervision and mentorship is monitored through formal program reviews; student feedback mechanisms; supervisory expectations outlined by CGPS/FGSR; and ongoing engagement between faculty, administrators, and students. Together, these structures foster JSGS's well-recognized culture of care and excellence, where students consistently report feeling known, supported, and empowered to succeed in a demanding graduate environment.

14. Program Graduates

14.1 Comment on initial employment (or status) of students graduating over the past seven years.

In the alumni survey, nearly three-quarters of respondents reported that their program prepared them very well or extremely well to begin or advance their careers. More than 65% (66% of whom graduated from the MPA) said that completing their program contributed to a promotion, career transition, or other professional advancement. Alumni identified faculty/instructors and real-world policy case studies as especially valuable for career readiness and advancement.

14.2 Include additional information on employment six months and two years after graduation and on current employment status.

Six months after graduation, 82% of respondents reported they were employed full time and just 10% reported part-time employment. Two years after graduation, nearly 80% of those surveyed reported full-time employment and just six percent were working part time. Currently, 87% of alumni report working full time and six percent part time. Of those currently employed, 31% are working as policy analysts, 11% as senior managers, and nine percent in operations.

The provincial government is the most popular employment sector, with 39% of respondents working there. Healthcare, public education, and the non-profit sector were the next most common sectors of employment for JSGS graduates.

Eighty percent of respondents reported that their current position is extremely, very, or moderately related to their field of study.

14.3 Post-Graduate Employment

Post-Graduate Employment	Quantity
Number of survey respondents	125
Number of employed in field/discipline	93
% employed in field/discipline	79%

Student feedback on post-graduate employment/satisfaction with program:

Of the survey respondents, 89% said they were satisfied or very satisfied with their education at JSGS. Alumni mentioned that it was valuable to meet government employees at campus events, and class lectures and online modules were highly rated. The Public Policy Processes, Economics, Decision Making in Organizations, and Quantitative Methods courses were foundational to their careers.

Interactions with student peers and extra-curricular learning opportunities were highlighted as two of the most effective non-academic aspects that assisted with career readiness.

15. Previous Reviews

Summarize key findings and responses from previous reviews. Include dates completed.

The most recent external review of JSGS was completed in June 2016, and the School responded to the reviewers in August 2016.

The review concluded that the School was high performing, rapidly maturing, and respected across both USask and the U of R, with no major failures or risks identified. Reviewers praised the School's strong student growth, high-quality academic programs, notable research productivity, and exceptional interinstitutional collaboration. JSGS was described as being at an “inflection point”, facing important decisions about balancing expansion with consolidation and about focusing resources strategically to maintain excellence.

The report provided insights and recommendations across five themes summarized in the following table, together with the School’s responses/actions taken.

Category	Key Review Findings	JSGS Response / Actions Taken
Mission & Vision	Recommend joint degree; develop single admissions; strengthen internationalization; increase top-tier journal publishing; consider social license as theme	Joint degree could not proceed because of universities act; single admissions supported as medium-term goal but was later turned down due to complexities between institutions; international partnership pursued with Education University of Hong Kong but was not sustainable; research clusters created publishing plans but need review as result of faculty turnover; engagement with social license largely set aside
Organization and Governance	Establish Advisory Council; prioritize Strategic Plan; develop metrics; review staffing; create student/alumni engagement strategy; establish faculty mentorship	Advisory Council established in 2016 but stood down in 2019; metrics in development; staffing alignment underway; engagement strategy assigned to staff; faculty mentorship program developed
Academic and Educational Activities	Avoid overextension; identify essential programs; expand enrollments only with more faculty; pursue NASPAA; review MIT program; align degree completion times with marketing language; carefully expand internships	Programs have been reviewed twice since 2016; graduate certificates and online MPA expansion prioritized; NASPAA explored but not taken up; MIT review scheduled for 2017, program closed; timelines to be corrected; internship growth to remain quality driven
Research	Address research imbalance across campuses; formal mentoring; develop cluster-level publishing strategies; expand international research; explore social license research	Faculty renewal and workload adjustments have equalized research outputs; mentoring formalized; clusters to create strategic plans; international collaborations encouraged; engagement with social license largely set aside

Category	Key Review Findings	JSGS Response / Actions Taken
Partnerships	Increase Indigenous internships; expand internship quality and number; strengthen ties with government and Indigenous institutions; build international network; create Alumni Board and Advisory Council	Donor packages for community placements; government and Indigenous partnerships expanded; Alumni Association formed; Advisory Council implemented then disbanded; international partnerships growing

Overall, JSGS accepted virtually all recommendations and initiated concrete actions, positioning the School for continued growth, stronger research impact, enhanced student experience, and increased national and international visibility.

16. Faculty Consultation

16.1 Describe the method of consultation with faculty, including dates, on the development of the self-study document, particularly the SWOT analysis.

JSGS used a two-step process to gather faculty input and then used it to develop the SWOT analysis and inform the self-study.

First, the School issued a pulse survey to all faculty, Executives-in-Residence, and staff. The short survey asked for quick ratings on the School's performance against the three strategic priorities (innovation, impact, integration) and for open-ended comments on strengths, weaknesses, opportunities, and threats. Average scores were calculated and common themes summarized to set the agenda for the next step.

Second, on December 10, 2025, all faculty, staff, and Executives met online for a facilitated plenary discussion and small-group discussions.

Using the survey results as a springboard, meeting participants discussed priorities, risks, and ideas (e.g., research identity, knowledge mobilization, curriculum materials, capacity and growth). Notes from this meeting were compiled into a summary and became core inputs to the SWOT and goals.

The discussion notes from the December meeting were combined with the survey results that were then formed into the SWOT and a concise summary of the School's goals for the next seven years.

16.2 Summarize faculty input.

What does JSGS do well (and should protect or scale)

- Executive Education and practitioner credibility (including Executives-in-Residence) are seen as core strengths.
- Reputation, alumni, and provincial relationships, especially with the Government of Saskatchewan, are viewed as clear differentiators that can support stronger national positioning.
- A collaborative, collegial culture across campuses and a strong commitment to Indigenization and Reconciliation are widely valued.
- Survey results show solid progress on Innovation and Impact; faculty pointed to experiential training, alumni networks, and Indigenous partnerships as key contributors.

Where JSGS needs to improve (priority gaps/risks)

- Capacity limits (workloads) and process complexity can slow growth and consistency.
- Funding vulnerability and domestic recruitment challenges point to the need for more stable, diversified models.
- Clearer curricula and research identity, plus more systematic EDI and Indigenous integration in courses and assessments are desired.
- Low-scoring items in the survey flagged needed work on EDI frameworks, consistent Indigenous perspectives, and revenue/enrolment strategy that responds to visa limits for international studies.

Opportunities faculty want to pursue

- Program and curriculum innovation (AI and data literacy, health informatics, micro-credentials, open-education resources/JSGS-branded texts)
- Strategic partnerships (Indigenous governments such as MN-S, FSIN, municipalities/SUMA, other policy schools) and stronger national positioning
- Knowledge mobilization for visible, near-term wins (research talks; a 20th-anniversary book project in 2027)

Practical actions (near- to mid-term)

- Outcome-mapped curriculum renewal aligned to public-sector competencies; School-developed learning materials to improve fit and reduce cost
- Large collaborative grants or externally funded chairs to anchor research identity and support junior faculty with realistic timelines and re-submission plans
- Operational streamlining: document key processes, reduce single-point dependencies, and match enrolment growth to supervision/teaching capacity

17. Community Service Initiatives

Summarize and highlight community service initiatives carried out by your unit or members of your unit.

JSGS delivers on its community service mission by hosting public events that bring together people to engage with timely and consequential policy issues. Flagship gatherings such as the annual Houston Lecture and Robertson Lecture create accessible forums where leading thinkers have shared insights on policies related to Reconciliation, health care, housing, food security, energy, and climate issues. The School also collaborates with organizations in the co-operative sector and partners such as the Crown Investments Corporation and the University of Regina Press to deliver public lectures on topics of shared interest.

These public lectures are complemented by the School's EDI Discussion Series, which explores how governments can actively support marginalized communities, break down system barriers, and create more inclusive responsive public policy. Featured topics in this series have focused on policies related to, for example, Reconciliation in the public sector, healthcare for diverse communities, and creating safe workplaces for transgender and gender-non-conforming employees.

Together, these events draw a wide audience – comprising academics, government professionals, non-profit leaders, students, and members of the general public – reflecting the School's commitment to broad, inclusive dialogue.

Executive Education seeks to engage the public-sector community in a variety of ways, primarily in having Executives-in-Residence speak at various events. For example, Executives serve as invited moderators for the Dialogue Sessions with Provincial Ministers at the Saskatchewan Association of Rural Municipalities SARM Annual Convention. Another example is a recent presentation on public-sector governance by an Executive at the virtual Trustee Academy held by the Saskatchewan School Boards Association. These engagements help strengthen relationships with the public sector and create follow-up opportunities, as well as contacts and setting the groundwork for when these external organizations have training needs.

Faculty develop and foster research partnerships with many community and government organizations (examples include the Saskatchewan Health Authority and Elections Saskatchewan), particularly within the non-profit sector and Indigenous communities and organizations (such as FNUiv and MN-S).

Additionally, the GENI program is offered in collaboration with UiT and with northern and Indigenous communities. Working with community partners on applied research projects is a core component of the GENI program.

JSGS faculty and staff contribute to community well-being through hands-on service initiatives that reflect the School's values of inclusion, compassion, and civic responsibility. Team members regularly participate in Pride activities (painting Pride sidewalks, marching in local parades, and supporting 2SLGBTQ+ community events) as a visible commitment to equity and belonging.

18. Equity, Diversity, and Accessibility

18.1 Comment on the unit's efforts to promote equity, diversity and inclusion to date, with specific reference to curriculum, assessment, and student supports. Provide information about approaches to achieve equitable representation of historically underrepresented equity-seeking groups within the program(s) and/or unit(s), including students, faculty, and staff.

JSGS has made progress on and will continuously prioritize efforts for embedding equity, diversity, and inclusion into its staff and faculty complement, curriculum and assessments, student support, and the overall learning environment and culture. The School's work is guided by its EDI Strategic Action Plan (provided in appendices).

Diversity in our people. Across the two campuses, the School's human resources are diverse.

- Faculty: 12 women (one First Nations, three visible minorities), seven men (one Métis)
- Staff: 22 women (two Métis, three visible minorities), three men (one Métis, one visible minority)
- Executives-in-Residence: three women, eight men (one First Nations)

Hiring strategies include using language in advertisements to encourage applications from members of equity-seeking groups, advertising in several outlets to diversify the candidate pool, and providing hiring committees with information disclosed by candidates that identify them as a member of an equity-seeking group.

Ongoing cultural competency development of all members of the JSGS community is demonstrated and urged by the School's Executive Team and people leaders. Faculty, staff, and students regularly attend training, workshops, discussion forums, and social events that help advance their competencies in EDI principles and strategies. One example includes the 10-month anti-racism/anti-oppression learning program offered at USask, in which many JSGS employees have participated/are participating.

JSGS's student bodies at both campuses comprise a large percentage of international students, making the classes and all interactions with and between students rich with diversity.

Dialogue with the community. JSGS established its EDI Discussion Series in 2021 to give voice to lived experiences and frontline expertise on topics that have included empowering BIPOC voices in the public sector, Reconciliation in the public sector, LGBTQ2S+ employees in the public sector, and building a neuro-inclusive public service to name just a few. The sampling of topics demonstrates that JSGS focuses this lecture series on EDI topics specific to the public sector, although those who attend the lectures are from a broad range of sectors and find the strategies and information shared are applicable in all types of organizations.

Student support. JSGS has taken a student-centered and relational approach to advancing EDI through its support for student, with particular attention on the needs of a diverse and highly international student population. Central to this work is holistic advising, where program managers meet individually with students to listen to their experiences; understand intersecting academic, cultural, religious, and immigration-related needs; and respond with tailored supports. This has resulted in practical, responsive actions such as providing access to space for prayer, offering Halal food options at events, and intentionally avoiding the scheduling of student events involving food during Ramadan. JSGS also works closely to ensure international students are supported beyond the classroom, including proactive connection to the International Student and Study Abroad Centre for program-level guidance on study permit requirements, planned course schedules, and understanding what constitutes an academic break. Within the classroom, JSGS has created inclusive learning environments that validate multiple ways of knowing and being; for example, in JSGS 891, a sharing circle led by an Indigenous Elder explicitly encouraged students to speak in their own languages, creating space for cultural expression, belonging,

and respect. Overall, feedback from student experiences have informed ongoing efforts to strengthen supports related to writing, employment transitions, mentorship, and intercultural and Indigenous learning.

In the JSGS student survey, 90% of respondents reported feeling safe or very safe culturally. Suggestions for enhancing inclusivity and cultural safety included having more non-Western authors for the class readings, offering more culturally diverse events (such as cultural awareness workshops and social gatherings), and having Indigenous content taught by Indigenous instructors/Elders/Knowledge keepers. Respondents indicated that the latter would add value by including lived experience, authenticity, and an accurate learning environment reducing the risk of oversimplifying or misrepresenting Indigenous perspectives.

Decision Making. EDI principles are front of mind in decision-making processes and inform strategic planning, program development, hiring (as noted above), and budget/resource decisions, ensuring that equity principles permeate the School's activities and policies. Recent examples include successfully advocating at the institutional level to convert a term faculty position held by a First Nations female to a tenure-track position at the U of R despite fiscal restraints; and retaining a salary line in the JSGS-USask budget for the upcoming vacancy in the Indigenous Student Recruitment and Initiatives Coordinator, again when pressure is mounting to reduce expenses. JSGS is working on the creation of a mandatory Indigenous governance and policy course, led by First Nations and Métis faculty members, and is formalizing its current practice of having a major fall event focused on Indigenous issues and featuring an Indigenous speaker. Both its EDI and Indigenous Voices committees are active.

JSGS uses a data-informed approach to guide its activities – such as monitoring admissions trends, student retention, student experience data, and workforce demographics – to identify gaps and guide targeted interventions. The School approaches EDI as an ongoing, iterative process grounded in feedback, reflection, and continuous improvement.

Executive Education. Delivery of leadership to public servants and leaders in both the public and non-profit sectors across Saskatchewan integrates inclusive leadership, Reconciliation, and anti-oppressive practice into professional training for decision makers at all levels. Offerings include modules on Indigenous governance, Gender-Based Analysis +, inclusive policy design, and culturally safe workplace practices. Several programs are delivered in partnership with Indigenous and community-based organizations. Executive Education's programs are accessible with both in-person and online delivery and community-partnered cohorts, creating pathways to graduate studies for diverse working professionals and amplifying JSGS's EDI impact beyond academia.

Recognized Leadership. The School's growing reputation reflects its progress in advancing EDI. JSGS is increasingly recognized across the two universities as a model for embodying EDI principles. This leadership has been highlighted by the U of R EDI Office, which selected JSGS staff (who are members of the School's EDI Committee) for a feature video on exemplary institutional practices. The EDI Lecture Series is widely recognized as a valuable opportunity for those wishing to learn about EDI in practice.

18.2 Comment on the unit's commitments to Indigenization and the principles of Reconciliation and its major achievements to date.

JSGS's commitment to and progress toward Reconciliation are grounded in the seven fundamental commitments of USask's Indigenous strategy, *ohpahotân/ooHPaahotaan* – safety, wellness, stewardship, representation, right relations, creation, and renewal – and the four themes in *Tapwewin kwayaskwastâsowin*, U of R's Indigenous Engagement Strategic Plan – student success, spaces and places, learning and teaching, and building community.

Front-line Indigenous Leadership. In 2023, JSGS established a full-time, cross-campus Indigenous Student Recruitment and Initiatives Coordinator position to lead Indigenous initiatives with a strong focus

on recruiting and supporting Indigenous students. The Coordinator organizes cultural events and activities involving Elders that provide meaningful educational opportunities for students, staff, and faculty. The annual whole-School, day-long Indigenous learning event has become a flagship event that secures a high level of engagement from the JSGS community. JSGS hosted Indigenous leader and JSGS alum Cadmus Delorme in 2024 and Dr. Niigaan Sinclair in 2025 to provide keynote addresses and participate in focused discussions with students, staff, and faculty.

The Coordinator also hosts on a regular basis student engagement/recruitment events at First Nations University of Canada (campuses in Regina, Saskatoon, and Prince Albert), Gordon Oakes Red Bear Student Centre (USask campus), and ta-tawâw Student Centre (U of R campus). These efforts have been very successful: JSGS has more than 50 Indigenous students currently enrolled across its programs (36 at USask and 22 at U of R).

The Coordinator implemented many changes to the physical environments inside and outside the Diefenbaker Building at the USask campus, including Indigenous flags and art, smudging ceremonies, and TRC banners). Indigenous students have reported that JSGS feels like a welcoming and safe place for them.

Partnerships

Partnerships play a vital role in guiding colonial organizations like universities to contribute to Reconciliation in a meaningful and authentic way. The School collaborates with several Indigenous organizations and institutions to co-create Indigenous education in public policy, administration, and health, as well as governance. Programs are designed and delivered around community priorities. These collaborations strengthen Indigenous representation in policy fields and reflect the School's dedication to Reconciliation through action.

- Centre for Sami Studies (Sesam), UiT. JSGS has collaborated with Sesam at UiT for nearly a decade to deliver the GENI program. The program and its predecessor program was previously housed in another unit at USask, so the relationship between USask and UiT has been ongoing for many years. The GENI program includes two field schools annually, one in Canada and one in Norway, that are concentrated in/with Indigenous and northern communities and organizations. This requires the establishment and fostering of partnerships from which students benefit by having authentic experiences. Some of the organizations and communities in Canada with which JSGS partners include Meadow Lake Tribal Council, James Smith Cree Nation, and Prince Albert Grand Council.
- First Nations University of Canada. JSGS collaborated with FNUiv to develop the Indigenous Nation-Building Graduate Certificate; a joint management committee with equal representation from both partners oversees recruitment for and delivery of the program. Executive Education partners with FNUiv on two programs: 1) the Indigenous Leadership Program, designed for Chiefs, Councilors, and senior Band administrators; and 2) the delivery of the FNUiv Board Governance Program, certified by the U of R and USask; participants receive the First Nations Board of Directors designation (FN.DIR) upon completion.
- Métis Nation–Saskatchewan. In 2022, Dr. Kurtis Boyer was appointed as the JSGS Research Chair in Metis Governance and Policy at the USask camps; this chair is possible through funding from and the partnership with MN–S. Dr. Boyer's research and teaching focus on issues related to Indigenous politics, self-governance, law, and political behaviour, and his research has been published in book chapters and peer-reviewed articles in *Native American and Indigenous Studies* and *Pawaatamihk: Journal of Métis Thinkers*. Dr. Boyer is a recent recipient of the Indigenous Teaching Excellence Award (one of the prestigious 2025 Lieutenant Governor of Saskatchewan's Post-Secondary Teaching Awards).

- All Nations Healing Hospital. This is a new relationship under development, the aim of which is to establish internship placements for Indigenous JSGS students.
- Indigenous Cohorts for MHA Program. An MOU is in development with File Hills-Qu'Appelle Tribal Council to formalize the creation of a First Nations cohort for the MHA program (one student is already registered for fall 2026). JSGS has provided briefings to Saskatoon Tribal Council and Prince Albert Grand Council with the goal of creating MHA student cohorts for each of their tribal councils.
- Federation of Sovereign Indian Nations. Discussions are underway about the creation of an Indigenous public service. The goal is to invite other Indigenous governments to participate as the idea develops.

Indigenous Programming

- Distributed Indigenous Content. A comprehensive review of all JSGS courses was undertaken to assess the inclusion and quality of Indigenous content in all JSGS courses. That important work, led by an Indigenous PhD student at JSGS, resulted in the addition/revision of Indigenous content in several courses and the development of a new course, JSGS 898 *Creating the Humble Servant: An Introduction to First Nation and Métis and Policy and Governance* (led by Drs. Starblanket and Boyer). JSGS 898 will be taught for the first time in winter 2027; JSGS intends to integrate it as a core course in the MPA program. Two other Indigenous courses are offered regularly as electives: JSGS 800 *Métis Governance: Historical Legacy and Contemporary Transformation* and JSGS 896 *Indigenous Nation-Building in Canada*.
- GENI program. Revised and launched in 2018, this program provides students with the tools and skills to support and lead social, health, economic, and environmental opportunities within northern and Indigenous communities. The program's two short-term field schools feature intensive teaching and site visits to communities, businesses, and organizations. Approximately half of the students in this program self-identify as Indigenous.
- Indigenous Nation-Building Certificate. Created in 2023 and jointly offered with FNUUniv, this online certificate program (with a three-day residency) provides students with an in-depth understanding of the traditional and modern governance approaches that Indigenous nations are taking as they assert self-determination and self-governance. It is designed to meet the needs of Indigenous leaders and practicing public administrators, policy analysts, and non-profit administrators who wish to enhance their conceptual and technical skills in the fields of public administration or public policy, as related to indigenous peoples and communities. One indicator of the success of this program is that several of the Indigenous graduates of this program are now enrolled in the online and in-person MPA programs.
- At the annual *Get Connected!* Orientation for new MPA, MPP, and PhD students, the program includes a keynote address from an Indigenous faculty/staff member speaking about Indigenous people and public policy; it is an important goal to introduce this important topic very early in the journey of JSGS students, many of whom are international and do not have foundational knowledge.
- Each year, Dr. Boyer leads a land-based learning experience for USask MPA students to Batoche; this learning opportunity is rooted in Métis history and political traditions.

Removing Barriers for Students. In 2025, JSGS received approval from both institutions to exempt all verified Indigenous applicants from paying the \$1,000 non-refundable tuition deposit when accepting

admission to the Indigenous Nation-Building Certificate and the MPA program (online and in person). In 2026-27, JSGS will request approval to exempt all verified Indigenous applicants from paying the institutional fee required when applying for admission to a JSGS program.

Significant Committees. Created in 2025, the Committee for Listening and Acting for Reconciliation (CLAR) initiates, implements, guides, and evaluates Indigenous initiatives, both academic and non-academic, at JSGS. CLAR is developing a Charter on Engagement with Indigenous People. Also created in 2025, the Indigenous Voices for Transformation Subcommittee (“Voices”) – comprising JSGS Indigenous faculty, Executive-in-Residence, staff, students and alumni) – vets matters and initiatives before presentation to CLAR. Voices was established to ensure that the Indigenous members at JSGS are heard and that they have a safe place to discuss matters.

Revision of Academic Standards. In 2024, JSGS-USask submitted a revision of its Standards for Promotion and Tenure (specifically Category 4, “Research, Scholarly and/or Artistic Work”) to include research-based policy and governance contributions made in collaboration with First Nations, Métis, and Inuit governments and organizations. Unfortunately, the University Review Committee rejected these revised standards based on the inexplicable argument that JSGS’s suggested verification criteria for the contributions were in “potential contradiction with the principles of truth and reconciliation.” The work to revise the Standards will continue, and the JSGS-U of R will also revise its Criteria document to reflect parallel expectations.

Exceptional Alumni. Over the last three years, three Indigenous alumni from JSGS have been recognized for their contributions. In 2023 and 2024 respectively, USask alum Zoey Roy (MPP ‘20) received the One to Watch Award and Neil Kewstep (MPA ‘11) was honoured with the Outstanding Impact Award from the USask Alumni Association. In 2025, U of R alum Dr. Merelda Fiddler-Potter (PhD ‘22) was recognized with the Distinguished Professional Award from the U of R Alumni Association. JSGS is very proud that one of its MPA alumni from the U of R campus, Cadmus Delorme, was elected in 2025 as the 10th Chancellor of the U of R.

Student Survey Results 2026. The majority of responses to the question about Indigenous cultural learning opportunities at JSGS was very positive. Some excerpts from the qualitative feedback offered:

- *I think that JSGS incorporates indigenous perspectives and content well. JSGS also has an excellent indigenous support coordinator/advisor.*
- *Opportunities to visit indigenous sites and discuss indigenous centered topics during residencies was highly valuable and memorable. Indigenous health course was also excellent.*
- *Prior to commencing my MPA program, I knew nothing about the Indigenous. I owe everything I know now to JSGS.*
- *I’ve learned more about Indigenous culture and issues in the first semester of this program than any other educational program I’ve taken.*
- *I liked that we had meetings with elders. I could learn Indigenous culture better from them than in the class setting.*
- *The visit to Batoche was an excellent opportunity to learn Indigenous culture.*
- *The Métis governance class was interesting and illuminating.*
- *I think overall it is great that professors invite Indigenous speakers to discuss various topics, and there are always indigenous elements within the syllabus.*
- *I really enjoyed the opportunities during my Master’s Certificate of Indigenous Nation-Building. Participating in the 2025 Building Reconciliation Forum [at U of R] was excellent!*

The above narrative demonstrates the work that JSGS has done to uplift Indigenous voices, create sustainable pathways for Indigenous student success, recognize the efforts and achievements of Indigenous faculty and staff, and implement systemic change in the School’s policies and procedures.