

School of Public Policy

Proposal

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The Opportunity

Public policy encompasses a wide range of activities and areas. At its core, public policy involves understanding and influencing how various groups in a society react to the environment in which they are situated, whether this environment is physical, economic, or social. Thus, public policy encompasses situations as diverse as the response by citizens to climate change, the response of Aboriginals to the income and social situation in which they find themselves, and the response by writers/artists to changing social situations.

There is a renewed interest in public policy today, an interest that was not present even five years ago. This renewed interest stems from a number of sources, but perhaps most importantly from the recognition that governments of all levels – federal, provincial, municipal, and First Nations – play a critical role in addressing the major challenges (e.g., climate change, income distribution, globalization, productivity and competitiveness) that society faces today. This increased recognition of the importance of good public policy comes at a time when major changes are occurring in the way that policy is formulated and implemented. Government, for instance, is increasingly outsourcing policy work to consultants, industry associations, interest groups, academics and non-governmental organizations, thus making these actors increasingly important players in the policy arena. At the same time, there is a substantial turnover in government personnel as the baby boomer bulge cohort approaches retirement. Government and citizens are also more and more concerned with “good governance” – the design of policies and institutions to ensure national prosperity and to address social inequalities. And the location of public policy formation is changing. As Western Canada strengthens its position within the social and economic fabric of Canada, there is an opening for a policy approach that recognizes the “new West.” As a result there is a need and an opportunity to undertake the research, teaching and outreach that is necessary to support a new group of players involved in policy making that will be playing a very different role than what has been the case historically.

University of Saskatchewan faculty have been involved in public policy development and in public policy research since the founding of the university, and have a strong national (and in some cases international) reputation in this area. Individual and group strengths in policy analysis cross departments and colleges – by its very nature, public policy is interdisciplinary. However, a unifying structure, one that facilitates interdisciplinary research and graduate

programs in public policy and that serves as a mechanism for attracting and managing large integrated research projects and engaging in significant outreach activities, does not currently exist on campus. The School of Public Policy is such a structure.

A School of Public Policy would provide the University of Saskatchewan with the ability to assemble interdisciplinary teams to address a particular public policy issue, and the ability to manage these teams; both of these elements are increasingly important to success in research competitions. A School of Public Policy would also provide the profile and the graduate program structure to attract high quality graduate students from across Canada that will in turn augment the School's research capacity. The School of Public Policy is designed to position the University of Saskatchewan as a major player in the new policy and academic environment described above.

The overall theme of the School – the focus that draws the numerous and varied elements of policy together – is innovation policy in its many facets. The research, teaching and outreach work of the School will recognize that innovation has significant impacts on technology, on the ideas that business, government and society adopt, and on social relations and structures. Civil society, for instance, is reorganizing in light of technological developments and attempting, in turn, to find innovative ways of dealing with them. Part of this response is to provide needed goods and services, while part is a move to change the balance of power in society. First Nations community development, immigration and citizenship also fall under this general thrust. The School will examine the interaction between public policy and civil society, including how new policy in this area develops and how government and civil society organizations respond to each other and to other larger global forces.

The School will also focus its attention on other aspects of innovation. Governments have been making a conscious attempt to encourage innovation via public policy and one of the goals of the School is to examine whether these policies have had the intended effect, if the encouragement of innovation is a proper goal for government, and in some cases how innovation can be better encouraged. This examination will consider the ethical issues that arise from the new products and processes that emerge through innovation. The subject areas that will be examined are those where technological innovations and globalization have had profound impacts on economic structure, trade flows, social relations and the environment. Through attention to areas such as science policy (e.g., with regards to nanotechnology, biotechnology,

the synchrotron), health, and education, the School will be able to tap into the significant areas of strength that exist at the University of Saskatchewan.

A full examination of the issues and areas discussed above requires a clear understanding of the political process in Canada, including the nature of federal and provincial relationships, the fiscal situation, the role of policy networks, the influence of ideas (e.g., policy ideation) and the types of institutional structures that impede or facilitate development. These topics will be explored in the graduate course work, as well as emerging as important themes in research results and outreach activities.

There are a number of universities in Canada that have schools of public policy or public administration, namely Carleton, Queen's, Dalhousie, Simon Fraser, Regina and Victoria, while the University of Toronto, the University of Ottawa and York University are in the process of launching schools. All of these schools offer Master of Public Policy or Public Administration programs. These degrees are also offered by a number of other universities, including Concordia, Université du Québec (in various locations), Guelph-McMaster, Laval, Manitoba-Winnipeg, and Moncton.

The prevalence and growth of both schools of public policy and Masters degrees in public policy/administration is evidence of the significance and rising importance of public policy as an area of academic pursuit within a university. To establish itself in this field and to utilize most effectively the significant resources that it has in the public policy area, the University of Saskatchewan needs to move quickly to establish a School of Public Policy.

In doing so, the University of Saskatchewan must act strategically. The proposed School of Public Policy and the Graduate School of Public Policy (GSPP) at the University of Regina are the only locations on the Prairies that specifically focus on public policy. The two universities are currently in discussions to develop an integrated school of public policy that would closely link their work on public policy (for an overview of the integrated model, see *Public Policy Programs in Saskatchewan: A Report Prepared for the University of Saskatchewan* by Keith Banting. A copy is found in the Appendix).

Through the integrated model, the two universities have the potential to position themselves both regionally and nationally as a place where policies and policy goals of the "new West" can be formulated, examined, debated and modified. In fact, collaboration with the University of Regina would create one of the largest public policy schools within Canada and

one that would immediately attract people's attention as a major focal point for research, teaching and outreach in public policy. Saskatchewan has a national reputation of innovation in public policy, one that an integrated initiative between the University of Regina and the University of Saskatchewan would be able to build upon. With growing competition in the public policy field, the integrated model offers economies of scale and the opportunity for specialization that would truly set the University of Regina/University of Saskatchewan public policy school among the best in Canada.

The need for new interdisciplinary perspectives on the key policy issues facing the province and the country, the desire for a focal point on campus for the considerable policy work that is and will be undertaken, the potential for attracting large research projects, and strong student demand are compelling reasons for a School of Public Policy at the University of Saskatchewan. The development of an integrated public policy school and graduate program with the University of Regina is of prime importance, since their creation would provide even greater benefits than could be obtained with independent schools. As a result, this document focuses on the integrated model with the University of Regina. If the relationship with the University of Regina could not be successfully arranged, the reasons for a policy school are nevertheless compelling enough that the University of Saskatchewan would continue to operate an independent School of Public Policy. An outline of what might transpire should the integrated model not be successful is provided in the appendix.

Figure 1 illustrates the connection of the School of Public Policy to the GSPP at the University of Regina, the other schools that are currently being developed, on-campus research centres, and a revamped Saskatchewan Institute for Public Policy (SIPP). Figure 1 also illustrates the various programs for which the School of Public Policy will have responsibility.

The School Proposal

The structure and focus of the School of Public Policy proposed in this document represent a conceptual framework or blueprint for the work and activities that will be carried out over the next ten years and beyond. Within this framework it is expected that the School will evolve as people come on and as new issues emerge. This evolution will reflect the goals and objectives outlined in the Framework for Planning and the *Integrated Plan*. The Framework for Planning called for the University of Saskatchewan to commit itself to excellence while retaining a focus

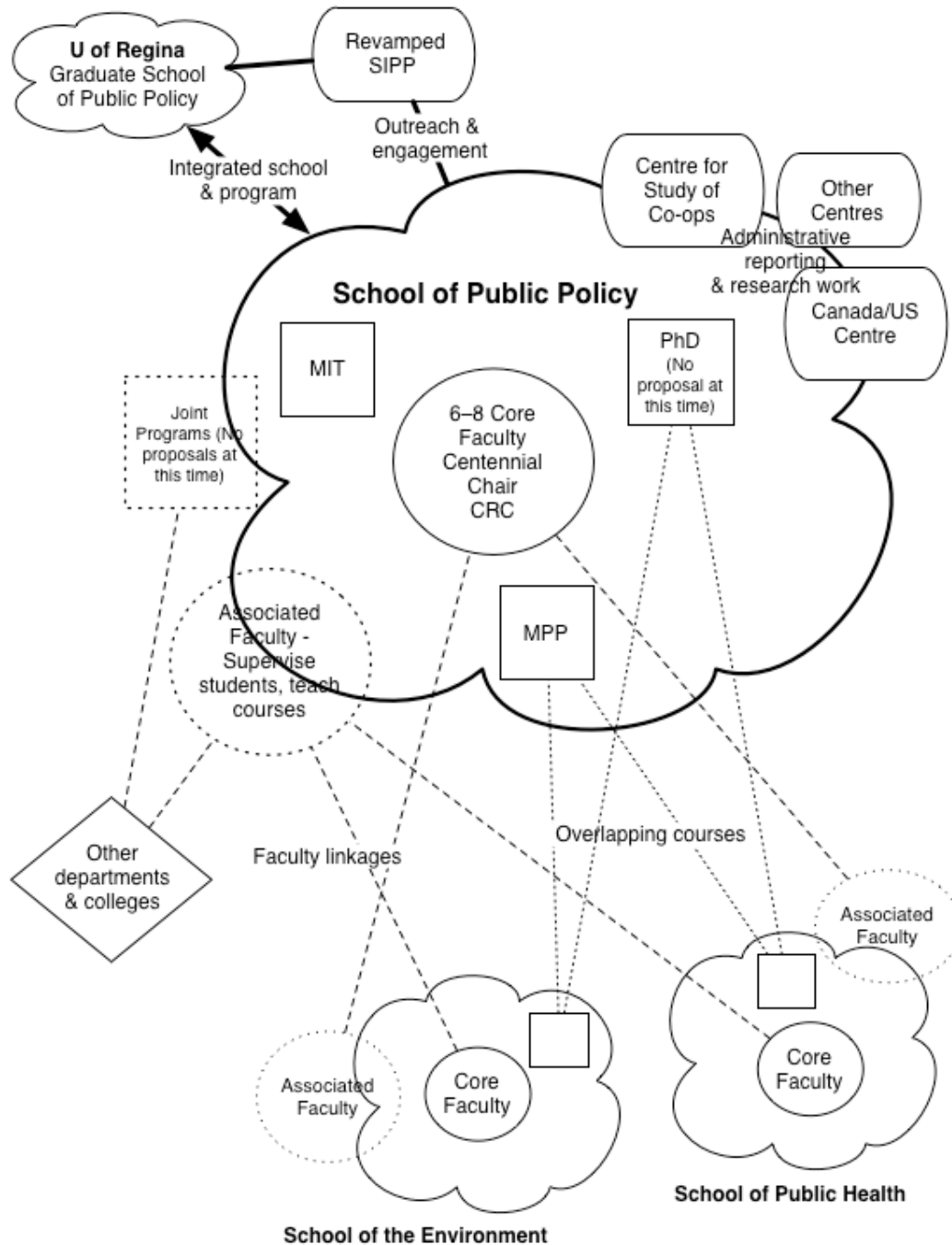


Figure 1 School of Public Policy at the University of Saskatchewan

on service to the people of Saskatchewan and Canada. The proposed School is consistent with this vision, one that was further developed by the University of Saskatchewan in the *Integrated Plan*.

The School of Public Policy has two central goals. The first goal is to become one of the leading public policy schools in Canada, capable of attracting the best researchers and students to

work and advise on key policy issues at the provincial, national and international level. These areas will be ones in which the University has demonstrated strength and that link to our sense of place. The second goal is to provide an institutional basis for fostering and coordinating major research projects on public policy issues that will attract substantial research funding and graduate students.

The University's *Integrated Plan* indicated that "the University of Saskatchewan should make the creation of a School of Public Policy a high priority. This School would complement, advance, profile, and sustain other research and graduate programs on campus that focus on public policy and governance. It would also develop new strengths in research, particularly in areas that involve science, technology, and society." The School of Public Policy is specifically designed to meet this objective. Moreover, the School will also contribute to meeting the university's objectives in the area of research intensiveness and the promotion of outreach and engagement.

The proposed School of Public Policy has at its core three components – public policy research, graduate student training, and policy discourse – that would support and feed off each other. The School would create the critical mass necessary for the development of interdisciplinary research projects in the public policy area, thereby encouraging faculty from across campus to become involved. The School will also house a highly integrated cross-disciplinary graduate program that will draw on and further develop strengths within the University. Through these initiatives the School will promote and facilitate public discourse on important public policy issues.

The goals and activities outlined above are consistent with the Schools policy document that has been approved by Council – it is interdisciplinary, it is built around an area of societal or intellectual challenge, and it is home to a range of academic activity, including research, outreach, and innovative programming, primarily at the graduate level. While the Schools document notes that "most interdisciplinary schools will be located within colleges, at least initially," the document also notes that in other cases the "vision is of a school which would draw from the expertise of individuals across the campus, and which would not be associated with any college." This latter language describes the School of Public Policy. Given the crosscutting nature of policy and the need to draw resources and expertise from many colleges – including Arts and Science, Commerce, Agriculture and Bioresources, Education and Medicine – the

School would not be located within any single college. It will, however, be associated with the College of Graduate Studies and Research for the purpose of the collegial processes of tenure, promotion and salary review (see the Faculty section for more details).

To operate effectively, the School must accomplish two key things. First, it must develop the resources and scope to advance, profile and sustain research, graduate training and outreach in public policy. Second, the success of the School will be closely linked to its ability both to tap into and to support the wide range of public policy expertise that exists around campus, whether this is in research skills/interests or in graduate training. Specifically, the goal is to create new research and graduate student strengths in public policy, strengths that existing departments, programs, research centres and the School itself can draw upon. It is envisaged that a number of existing research centres and departments will affiliate themselves with the School in order to participate in larger research projects, and to have access to the policy exposure that the School offers and to the graduate students that it will attract. In turn, such affiliation is vital for the success of the School, since these centres and departments represent critical sources of highly skilled researchers and their ideas and networks.

The success of the School will be measured against the following objectives:

1. Create enhanced research capabilities in the public policy area at the University of Saskatchewan by bringing together researchers that will be better positioned by virtue of interdisciplinary linkages and wider networks to attract research funding and graduate students;
2. Develop a national and international reputation in public policy as it applies to innovation;
3. Create university-wide and societal awareness of the importance of innovation in society and the various ways in which society may encourage and take advantage of innovation through public policy;
4. Develop sound interdisciplinary graduate studies programming that attracts students from a wide variety of disciplines and institutions, thereby increasing graduate enrolment at the University of Saskatchewan;
5. Demonstrate the advantages of interdisciplinary research and teaching in the development and examination of public policy;
6. Develop a collaborative relationship with the Graduate School of Public Policy (GSPP) at the University of Regina in which teaching and other resources could be shared.

Leadership and Governance

The School will require an executive director that is able to take a strong leadership role in developing and promoting the School. The ideal executive director will be someone with a

strong academic background with experience in the public policy arena. The executive director must also have strong administrative skills, given the complexity of the School and the various connections it has to groups both outside and inside the university. When the fully integrated model with the University of Regina is developed and implemented, it is expected that the executive directorship of the joint school will alternate between the two universities. During periods when the executive director is not located at the University of Saskatchewan, an associate director for the University of Saskatchewan will be appointed. During the phase-in period until the integrated model is developed, an executive director or interim executive director would be appointed for the School of Public Policy at the University of Saskatchewan. This person would work closely with the Director of the GSPP at the University of Regina to develop the integrated model. A discussion of the issues to be addressed around leadership of the integrated model with the University of Regina is presented in the appendix.

As outlined in the Schools document, the executive director will report to the Provost for all purposes other than those involving collegial processes. These purposes include the representation of the school in the University and the wider community, and the establishment of research and teaching goals. The executive director will also be a member of Dean's Council. The Provost will be responsible for performance management of the executive director. The authority to take curriculum changes directly to Council and its committees would be provided to the School of Public Policy. However, as the Schools document notes, Council will, and should, insist that the deans/heads of affected colleges/departments be consulted on all curriculum matters.

The School will have an advisory board that will meet at least twice a year to provide guidance and suggestions as to the activities of the School. The advisory board will include senior practitioners from outside the university (e.g. various governments, business and academia) in areas that are of interest to the School.

The School will establish a number of committees to deal with key areas of importance such as a graduate committee to supervise the graduate programs of the School and a research committee to coordinate research activities. Other potential committees include outreach and fundraising.

As outlined above, the success of the School hinges on the development of a highly complementary relationship with existing research units on campus. For these units the School can be an excellent source of both graduate students interested in specific policy areas and research funding. At the same time, centres and departments can provide the School with research topics, expertise and networks. This complementary relationship would be fostered and strengthened by the structure of the research groupings and the participation of students.

The Schools document points out that “Schools should be constructed as umbrella entities under which existing cognate programs, centres, and institutes are assembled.” In the case of the School of Public Policy, the expectation is that it will serve as an administrative home for a number of existing and new research centres, thereby enhancing the linkages between the School and centres. The most obvious candidate for a strong connection is the Centre for the Study of Co-operatives, whose research work on the social economy will clearly influence the direction and priorities of the School. The Centre for the Study of Agriculture, Law and the Environment (CSALE), with its expertise on environmental and food regulation, is a possibility, as are the Estey Centre for Law and Economics in International Trade and the proposed Centre for Canada/U.S. Studies. The Estey Centre has a major focus on trade policy and is involved in the offering of the Master of International Trade program. The Centre for Canada/U.S. Studies is the natural location for an examination of Canada/U.S. policy, as well as an examination of how two regions with often quite similar conditions address public policy issues such as environmental problems on the Great Plains or Aboriginal issues on and off reserve. Centres that choose to be administratively affiliated with the School would report to the executive director of the School, but retain their identities and governance structures.

Faculty

It is anticipated that six to eight full time faculty members will be associated with the School. With this faculty complement, the School will be in the mid-range of Canadian public policy schools. Combining this faculty complement with that at the University of Regina through an integrated arrangement would create one of the largest faculties in Canada. As well, the School will benefit from the work of faculty that will be more loosely affiliated with the School through their contribution to teaching, graduate supervision and research. Professors emeriti with experience in public policy will also be encouraged to participate in the School.

It is expected that a number of faculty may be affiliated with at least two of the schools that are currently being developed at the University of Saskatchewan. For instance, a faculty member with an appointment in the School of Public Policy may also have an affiliation or membership with the School of the Environment if his/her research was in the area of environmental policy. The reciprocal arrangement is also likely, where a faculty member with an appointment in the School of the Environment or the School of Public Health may also have an affiliation or membership with School of Public Policy.

There are at least three sources of full-time faculty members. First, some of the faculty will be people currently on campus that wish to transfer to the School. We are confident that there will be people willing to transfer and that deans and department heads will accommodate the reallocation that will be required. Currently it is expected that at a minimum there would be faculty from agricultural economics (1.0 FTE), political studies (1.0 FTE) and history (0.5 supernumerary FTE) that would wish to transfer to the School.

A second source of faculty will be the re-allocation of two positions that were created under the Priority Determination process. One of these positions is in Sociology (1.0 FTE) and the other is in Commerce (1.0 FTE).

A third source of faculty will be a Canada Research Chair and a Centennial Chair. The advertisements for the Centennial Chair are now circulating. The process for selecting the Canada Research Chair is currently under review and the School of Public Policy Working Group is likely to play an integral role in this process.

All full-time faculty will be expected to teach at least one 3 credit unit course outside the School of Public Policy, typically in their “home” department/college. This requirement ensures that faculty remain in touch with their disciplinary base and that departments/colleges feel that they are getting a direct benefit from having one of their faculty associated with the School. Further teaching linkages will also be created when faculty teach courses in other programs (e.g., those in departments or in other schools) that also serve as electives in the public policy program and when faculty supervise graduate students in other programs. Since some of the courses offered by the School may end up being taken by students at the University of Regina, faculty will also be *de facto* linked to the University of Regina. Since the courses at the University of Regina will be available to students at both campuses, it is also possible that University of Saskatchewan faculty could teach some of the courses that are offered by the University of

Regina. The administrative work of the faculty members, however, will be largely confined to the School or to university-level committees or initiatives.

The School will require an executive director for leadership of this initiative (see description above), as well as support staff. Funds for these purposes, as well as to establish fellowships and visiting chairs, will be made available through the Integrated Planning process.

School of Public Policy faculty will typically have their primary appointment in the School; a secondary appointment in a department could also be possible in a number of cases (the language of primary and secondary appointments is part of the collective agreement that is currently being negotiated). The appointment with the School will be reviewed every three to five years. To reflect their new roles, faculty may have to have their appointment letters rewritten.

By having their primary appointment to the School, the appointment procedure will be similar to what is in place at the University of Regina. This parallel treatment of appointments, as well as other administrative aspects, is important to the success of the integrated model. The creation of a common identity is greatly facilitated if all faculty feel that they are subject to the same rules and regulations. Simply put, all the faculty need to feel that they are part of a larger group.

The School will be treated, at least initially, as a non-departmentalized college with regard to tenure, promotion and salary review recommendations for faculty with their primary appointment to the School. A committee comprised of eligible School faculty (as well as members of cognate departments in the event additional individuals are required) will make decisions on tenure, promotion and salary review. These decisions will be passed directly to the University Review Committee. The School will use the University of Saskatchewan standards for tenure and promotion, which are understood to be the minimum standards to be applied. A discussion of the issues that have to be addressed around appointments and tenure and promotion in the integrated model with the University of Regina is presented in the Appendix.

Consultation

University of Saskatchewan faculty have been actively involved in the development of this proposal. The original idea for the School of Public Policy emerged from a desire by a number of people on campus for a major effort in research, graduate training and engagement in public

policy. The initial work that was undertaken was subsequently incorporated into the *Integrated Plan*.

With the introduction of the *Integrated Plan* in May 2004, the development of the school became more formal. A workshop was held with interested faculty in December 2004 to obtain indications of interest, to present areas of expertise and to discuss structure and program ideas (a list of the participants in this workshop and the material that they prepared is found in the appendix document *Existing and Potential Public Policy Strengths and Focal Points at the University of Saskatchewan*). A working group was also formed to discuss and work through the various elements required for the development of a proposal. The members of the working group are:

Beth Bilson, Law
 Karen Chad, V-P Research Office
 Murray Fulton, Agricultural Economics
 Joe Garcea, Political Studies
 Grant Isaac, College of Commerce
 Robert Lucas, Economics
 Janice MacKinnon, History
 Peter Phillips, Political Studies
 Keith Walker, Educational Administration

This group includes faculty members from the traditional core areas of public policy schools, namely economics and political studies, as well as individuals with substantial involvement and expertise in public policy. On a number of occasions the working group met with additional faculty members to discuss specific issues – a good example was the meeting held to discuss the nature of joint graduate programs that faculty from a variety of departments (e.g., political studies, sociology, history, geography) attended.

The activities of the working group have been supplemented with a number of other initiatives designed to obtain input and feedback from across campus. A local consultant, Laurie Thompson, was hired to interview faculty, grad chairs, department heads and other individuals that were interested in the School and that could be affected by it in one way or another, and to prepare a report based on these interviews. This report, *A framework for a School of Public Policy at the University of Saskatchewan*, and a list of people interviewed, is found in the appendix. The release of the report was followed by a luncheon meeting on June 20, 2006 in which a broad group of faculty with an interest in the School were invited to discuss the issues

that were identified in the report as well as the next steps in the process of developing the School.

Three outside academics, each with substantial experience in the public policy area, were invited to campus to meet with faculty; their visit to the province also allowed them to meet with faculty at the University of Regina and with officials at the Saskatchewan Institute of Public Policy and in the Government of Saskatchewan. Their reports are also found in appendix documents – *Public Policy Programs in Saskatchewan: A Report Prepared for the University of Saskatchewan* by Keith Banting; and *A Saskatchewan School of Public Policy: Building on Strengths*, by Evert Lindquist and Sharon Sutherland. Professor Banting is a former director of the School of Policy Studies at Queen’s University, Professor Lindquist is the director of the School of Public Administration at the University of Victoria, and Professor Sutherland is a visiting faculty member at the University of Ottawa where she is assisting with the establishment of its public policy school. The itineraries of their visits, including a list of people with whom they met, are included as an appendix document.

The December 2004 workshop, the consultations by Laurie Thompson and the visits by Evert Lindquist, Sharon Sutherland and Keith Banting ensured that deans, department heads and faculty members with an interest in the School were fully apprised of the School and its potential activities and scope. In addition, the Provost has had discussions with the deans of all the colleges that will be significantly affected by the School of Public Policy. The larger campus community had the opportunity to learn about the School through the material that was produced for the Schools document (a description of the School of Public Policy was provided as an example of what a school might look like – see <http://www.usask.ca/vpacademic/integrated-planning/resources/cycle1/documents.php>).

A complete list of the consultations, meetings and formal discussions that took place around the School of Public Policy is provided in an appendix.

Academic Programs

The School of Public Policy will offer a Masters degree in Public Policy (MPP); a PhD program in public policy is anticipated in the near future. The School will also be the administrative home to the Master of International Trade (MIT), the distance delivered course-based program in international trade. This section provides an overview of the MPP program. A full proposal for

the MPP has been prepared for and submitted to the College of Graduate Studies and Research where it is now under review; it is provided as an appendix.

While the PhD program is very important to the School, its introduction will be delayed until the School has been approved and faculty comes on stream. The PhD program is also to be developed in conjunction with the GSPP at the University of Regina, and additional time is required to jointly develop a PhD program between the two universities. The Master of International Trade program has already been approved by Council and will be offered in September 2007.

Masters Program (Master of Public Policy – MPP)

The program description that follows is meant to highlight the key aspects of the MPP. The Master of Public Policy program that is proposed at the University of Saskatchewan would closely mirror the Master of Public Administration (MPA) program at the University of Regina, thus creating the opportunity for integration of the two programs. What is envisaged is that eventually two programs will be offered – one in Public Administration and one in Public Policy; students would be able to take the MPA or the MPP through either university (the outcome would thus be joint programs between the two universities). Until this arrangement is worked out, the University of Saskatchewan would offer an MPP and the University of Regina would offer an MPA. While it is important that the University of Saskatchewan's program be integrated with that of the University of Regina, it should also be noted that the University of Saskatchewan's program could stand alone in the event that integration with the University of Regina took time to develop or did not proceed.

The MPP is a professional program that has been designed so that it could be done in one year. The program consists of 30 credit units; of these, 15 CUs are in the core and must be taken by all students. The remaining 15 CUs would be electives and would be taken from a group of courses offered within the School, from other departments on campus or from the University of Regina. In the course-based version of the program, students would take all 30 CUs units in the form of courses. In the project-based version of the program, students would substitute a project for two courses. Given the alignment with the program at the University of Regina, students could take courses from the University of Regina for either the core or the electives. Students would also have an opportunity for various forms of work experience such as internships and

work placement; participation in these activities would, of course, lengthen a student's program. To allow the program to be completed within a year, some of the classes (particularly those offered outside of the Sept-April window) would be offered in non-standard format (e.g., as an intensive three week course or in an on-line format). A very important factor in integrating the teaching at the two universities will be the use of technology enhanced learning that will allow students in both cities to take advantage of the classes offered on the two campuses. It is anticipated that a "smart" classroom will be created to facilitate technology enhanced learning.

Students would require a B+ average (over their last 60 CUs of courses) from any recognized four-year undergraduate program as a requirement for admission. Thus students from a wide variety of disciplines – everything from the fine arts to the social sciences to the physical sciences to the professional college disciplines – will be eligible. To ensure a reasonably common base of knowledge, a two-week course covering basic concepts in economics and political studies may be offered prior to the start of the fall term for incoming students.

Tuition would be a flat \$10,000 regardless of how long was spent in the program; this amount is equal to the tuition at the University of Regina. As a point of comparison, the tuition for the MPA program at Queen's is approximately \$7,500 if all the courses are completed in one year; the cost would rise to \$15,000 if the program took two years to complete. The cost of the MPA program at Carleton would be approximately \$9,000 if the program were completed in four terms and \$13,500 if it were completed in five terms.

The five core classes for the MPP would be (the items in brackets are the University of Regina courses that are equivalent):

- PUBP 801 Governance and Policy (GSPP 801 Governance and Administration)
- PUBP 802 Fiscal Policy and Federal Provincial Fiscal Relations (GSPP 802 Public Finance)
- PUBP 804 Public Policy Analysis and Methodology (GSPP 804 Research Writing)
- PUBP 805 Political Economy of Public Policy (GSPP 805 Economics for Public Policy Analysis)
- PUBP 806 Public Policy Processes (GSPP 806 Public Policy Analysis)

For a description of the U of R courses, see <http://www.uregina.ca/gspp/course.htm>.

There is a provincial and national demand for the program. Since the early 1990s there has been a substantial shift in the age profile of the public service in Canada, with a significant

decline in the number of civil servants under the age of 35 and an increase in the number in the 35-54 year age group. In 2003–04, the average age of public service employees in Canada was 44, with just over 50 percent of employees over the age of 45. In the Executive category, the average employee age was 50 years, with 60 percent of employees over the age of 50 (Public Service Human Resources Management Agency of Canada, 2005). For Saskatchewan, these numbers are even higher (Public Service Commission, 2005) – for instance, the average age of senior executives is nearly 52. In addition there has been a move to improved credentials within the public service, with more jobs in the Scientific and Professional, and Administrative and Foreign Service categories (Nehmé, 1998, Public Service Commission of Canada, 2002). It should also be noted that local government, particularly those in cities, and First Nations are becoming increasingly important policy players in Canada.

The impact of both demographic forces and structural change will be a significant demand from federal, provincial, municipal and First Nations governments for employees with the policy skills that the School will provide. It is anticipated that the MPP program will admit 35-40 students each year once it is operational after 5 years. Currently the University of Regina is admitting approximately 35 students a year into its MPA program.

To underpin the interdependence of the School with existing departments and groups on campus, it is proposed that joint degrees be eventually established where appropriate. For instance, a joint degree in Economics and Public Policy, Agricultural Economics and Public Policy, or History and Public Policy would be highly attractive to students who want to combine a specific disciplinary interest with a public policy interest. In addition, joint MPP and MBA degrees, or MPP and Law degrees, are common at a number of universities. The development of these joint degrees will require negotiation with each of the relevant departments/programs and would not take place until after the School is approved. Although joint degrees are frequently found in U.S. public policy schools, this structure is not common in the Canadian context. The development of these degrees would represent a major attraction for students and would set the School apart from schools at other Canadian universities. The possibility of joint degrees will be examined once the School has been approved and is operational.

The MPP is very different from existing Masters programs in areas such as economics, political studies, and agricultural economics, and as a result this program is expected to attract new students to the University of Saskatchewan. While some students may take the MPP instead

of one of the existing programs, this is not expected to result in a significant loss of students to either the university or the departments in question, since typically these programs have more applications than they can accommodate.

Research

The School's research agenda will be ambitious. The goal is to create and support research groupings that will attract major interdisciplinary research grants on policy relevant research. Specifically, the goal will be to attract \$200,000–300,000 per year in research funding from major granting institutions, including the Social Sciences Research Council of Canada (SSHRC). The School will also facilitate the collaborative work of a critical mass of researchers on campus that will spawn new research ideas and generate success in the increasingly competitive environment of research and innovation.

The School's research agenda will be largely shaped by the faculty members that make up the School's core, and by the proposals that they are able to develop both individually and collectively. Although the School is starting with an impressive group of researchers with an interest and expertise in a number of areas of public policy, it will be important that the School move to new areas as they arise. As well, to ensure that the School develops a national and international reputation while retaining its sense of place, it will be critical that the School constantly link the policy problems and issues that are facing Saskatchewan and western Canada with broader policy topics that resonate with people outside the region.

Success in research competitions is increasingly dependent, not just on the ability to assemble interdisciplinary teams to address a particular public policy issue, but also on the ability to manage these teams. A School of Public Policy would provide the University of Saskatchewan with these two elements. A School of Public Policy would also provide the profile and the graduate program structure to attract high quality graduate students from across Canada that will in turn augment the School's research capacity.

The University of Saskatchewan has a number of areas of significant research strength in public policy, as well as areas in which it would like to develop strengths. The five areas that stand out are: (1) health, education and social policy; (2) the social economy; (3) agriculture and the new rural economy; (4) science and trade policy; and (5) resources and the environment.

These five research areas – plus the overarching theme of innovation that links the areas together – are represented by an impressive number of research grants and research and graduate training activity. Examples include: SSHRC grants on social cohesion and the social economy; a SSHRC Knowledge Impact in Society project; leadership and participation in three BIOCAP/SSHRC grants; numerous SSHRC/NSERC/CIHR research grants; a NSERC/SSHRC Chair in Managing Technological Change; SSHRC MCRI grants (on Innovation Systems, Modeling Agricultural Biotechnology and Intellectual Property Protection); a SSHRC Initiatives in the New Economy (on capacity building through learning communities); Industry Canada NCEs; Genome Prairie’s GELS/GE3LS grants; the Public Health and the Agricultural Rural Ecosystem (PHARE) training program; leadership and participation in Agriculture and Agri-Food Canada network grants on innovation, trade and consumer demand; CIDA and World Bank projects; and links with the Estey Centre for Law and Economics in International Trade. Faculty with expertise and interest in these areas are found throughout the university. There are also dozens of graduate courses across campus related to these five research areas. Further details can be found in the appendix document *Existing and Potential Public Policy Strengths and Focal Points at the University of Saskatchewan*.

The five research areas highlighted above are highly interconnected. For instance, science and trade issues are important in the resource and environment area, as many of the key policy debates are driven by transformative technologies such as biotechnology and nanotechnology which in turn are affecting the location and nature of production. The new rural economy and the environment are very closely linked through land use decisions, which themselves are affected by policy variables. Environmental degradation, pressures facing Indigenous people, and the need for more effective health, education and social policy are resulting in community groups and voluntary organizations (captured in the social economy) taking important policy actions. Health and education provision is increasingly having an impact on trade and it is more and more difficult to provide in rural and remote areas. Given this interdependence, it is critical that all areas are represented in the School’s research, teaching and outreach activities.

While it is important to build upon and to develop specific research strengths and reputations, the School must be more than just the sum of its parts. To accomplish this integration, the five research areas will be linked together explicitly through the concept of innovation. Innovation has been identified as both a key driver and a key response to the

technological and social change that is currently underway in the world. Innovation is increasingly viewed as the result of interactions between university, industry, government and the voluntary sector (e.g, NGOs, service organizations, voluntary groups and co-operatives).

The focus on innovation will both differentiate the School of Public Policy from other public policy schools and will provide students and researchers with an effective framework within which to view and integrate developments in public policy. Included among the questions that will form the heart of the School's research and graduate teaching program are – What are the specific drivers of innovation? What are the impacts of innovation and how can they be addressed? How can appropriate forms of innovation be encouraged? Since the invention of new social and institutional arrangements is as important as technological innovation, the research will focus on the system of social and technological changes that beget and result from each other. Innovation in governance structures and the impact of innovation on governance will be an important focus of the School's work.

The interdisciplinary research that is envisaged from the School will require a major undertaking both within the School and between the School and existing units/departments. It will be important that the faculty who participate in the School be open to the new ideas and ways of thinking that an interdisciplinary environment requires – they must be willing to accept that there are different ways of seeing problems and that these different ways have value and provide important insights. At the same time, the faculty involved in the School cannot be separated from the various disciplines that contribute key concepts and methodologies. The School will only be sustainable if it is able to borrow well-developed ideas and frameworks from the disciplines. Moreover, the disciplines themselves will be strengthened when they can take new insights developed in interdisciplinary environments and incorporate them into the disciplinary structure. As a consequence, it will be important that strong but flexible linkages be built between the School and the other units, departments and schools on campus. The School's leadership will have to spend a significant amount of time addressing this issue.

Outreach and Engagement

A key element in the success of a public policy school is the linkages that are established between the researchers in universities and the policy practitioners in the various levels of government and non-governmental organizations. Indeed, the single most important factor in

determining the reputation of a public policy school is the profile that it has in policy circles. To generate this profile, the School of Public Policy will undertake a range of activities including the sponsoring of seminars that feature high profile speakers on topical issues, the provision of commentary on contemporary policy issues, the hosting of local, national and international conferences and symposia, and the establishment of publications on policy issues. Key to the success of these initiatives will be the profile and reputation of the faculty in the School. As acknowledged leaders in their areas of expertise, the faculty will have the networks and connections required to pull in top speakers and conference participants.

The School of Public Policy plans to work very closely with the GSPP at the University of Regina and SIPP to develop the linkage and outreach components. Particularly important in this work will be SIPP. SIPP already has a publication series and has considerable expertise in organizing and running conferences. It is also developing connections with researchers at both the University of Regina and the University of Saskatchewan (much of the work on this campus has been done by Professor Rose Olfert, the associate director of SIPP). SIPP could also be very valuable in lining up work experiences for students in various public policy positions, and in providing students with an understanding of the opportunities and challenges that they will face when doing internships or work placements. SIPP is currently in the process of examining its mandate and structure. Discussions are underway to see how a reorganized SIPP could be linked to the work that needs to be done at both the University of Regina and the University of Saskatchewan.

Resources

The development of the School will require the judicious use of existing resources plus funds that will be made available through the Integrated Planning process. Existing resources will be used by allowing faculty currently on campus that wish to transfer to the School to do so. As was indicated earlier, we are confident that there will be people willing to transfer and that deans and department heads will accommodate the reallocation that will be required. An additional source of faculty will be the re-allocation of two positions that were created under the Priority Determination process. The School will also benefit from the work of faculty that do not wish to transfer their appointments to the School but who wish to be affiliated with it through teaching, student supervision and research work. Professors emeriti with experience in public policy will

also be encouraged to participate in the School. Finally, the School anticipates drawing on the resources of a number of chairs, including a Canada Research Chair and a Centennial Chair.

The school will require an executive director for leadership of this initiative, as well as support staff. Given the wide range of activities in which the school will be involved (e.g., a large scale graduate program, research work and research facilitation, outreach and engagement) and the many roles that the school will be required to fill (e.g., a reporting unit for centres), a full-time executive director and adequate support staff are essential. The School will not be a substantial drain on the resources of the library or computing services. The School will tap into IT services for video conferencing with faculty at the University of Regina and for distance education opportunities, again with the University of Regina.

The operating budget for the School of Public Policy presented in Table 1 shows the *incremental* costs associated with developing the School over the five-year period 2007-08 to 2011-12. All figures are in constant dollars. The budget does not show the salaries of faculty that would transfer their appointments to the School; as discussed earlier in the document, this would account for a minimum of 4.5 FTEs. The Canada Research Chair and the Centennial Chair positions are, however, accounted for in the budget. The budget does make allowance for sharing the cost of the executive director with the University of Regina. Depending on the agreement that is reached, this funding may not be needed (for instance, in the absence of an agreement with Regina, this budget item would not be required and the executive director position could be filled with by a faculty member in the School). However, to allow for a situation where it would be required, this item is retained in the budget.

The budget makes allowance for scholarships that would go to MPP students and for teaching fellowships for PhD students. The fellowships could be used to cover teaching assignments in the School or in cognate departments. PhD students would also compete for scholarship funding. Provision has been made for funding for a visiting Fulbright Scholar from the United States in the area of public policy. The Fulbright program matches this amount.

Funding has also been set aside for a liaison with SIPP. Since SIPP is likely to undergo some significant change over the next year, the precise nature of the work that would be required in a liaison role is unknown. However, since it would be very important for the University of Saskatchewan to participate in the new SIPP, an allowance for this involvement has been included.

Table 1 School of Public Policy Budget: 2007/08 – 2011/12

	Notes	2007/08		2008/09		2009/10		2010/11		2011/12	
		FTE	\$'s	FTE	\$'s	FTE	\$'s	FTE	\$'s	FTE	\$'s
Administrative expenditures:											
	1										
	2		37,500		75,000		75,000		75,000		75,000
			25,000								
			10,000		10,000		10,000		10,000		10,000
	3	0.5	21,695	1.0	43,390	1.0	43,390	1.0	43,390	1.0	43,390
	3	0.5	16,750	1.0	33,500	1.5	50,250	1.5	50,250	1.5	50,250
	4	0.5	28,730	1.0	57,460	1.0	57,460	1.0	57,460	1.0	57,460
	5		11,756		23,511		26,443		26,443		26,443
		1.5	151,431	3.0	242,861	3.5	262,543	3.5	262,543	3.5	262,543
	6		40,000		40,000		40,000		40,000		40,000
	7		0		6,000		12,000		18,000		21,000
	8		0		0		6,000		12,000		18,000
	9		8,000		25,000		25,000		25,000		25,000
	10		50,000		8,000		8,000		8,000		8,000
		1.5	249,431	3.0	371,861	3.5	403,543	3.5	415,543	3.5	424,543
Expenditures - Chairs & faculty											
	11		0	1.0	120,000	1.0	120,000	1.0	120,000	1.0	120,000
	12		0	1.0	200,000	1.0	200,000	1.0	200,000	1.0	200,000
	13		0		0		0		0		0
			0		0		0		0		0
		1.5	249,431	5.0	691,861	5.5	723,543	5.5	735,543	5.5	744,543
Funding sources:											
	11		0		120,000		120,000		120,000		120,000
	12		0		200,000		200,000		200,000		200,000
	14		0		6,000		18,000		30,000		36,000
	9		8,000		8,000		8,000		8,000		8,000
	15		250,000		250,000		250,000		250,000		250,000
	16		0		107,861		127,543		127,543		130,543
			258,000		691,861		723,543		735,543		744,543
			8,569		0		0		0		0
Incremental FTE graduate students											
	Number		0		12		24		36		43
	Tuition revenue		0		106,000		212,000		318,000		374,000

Notes to Budget:

- 1 The budget is based on the following assumptions:
 - (a) Academic year (July 1 to June 30)
 - (a) Constant 2006/07 dollars
- 2 The two universities plan to share the leadership position.
- 3 Support required for Director, faculty, grant writing, student advising and academic programs including MPP internships.
Salaries for ASPA and CUPE FTE positions valued at \$43,390 (Phase 1) and \$33,500 (Phase 4), respectively.
- 4 Arrangements required for other services including financial administration, technology, outreach and development.
Salaries for shared ASPA FTE position valued at \$57,460 (Phase 2).
- 5 Benefits calculated on ASPA, CUPE and Shared ASPA services.
- 6 Estimated amount includes costs for student recruitment (including events and promotional material such as brochures and posters), speakers and visiting scholars, workshops, travel and conference support, other advertising, website maintenance, office supplies and other expenses including software.
- 7 Estimated based on 20% of the planned number of MPP students receiving \$3,000 each.
- 8 Each PhD student would be expected to teach for 1 semester every three years at \$6,000 (\$18,000/3) per semester.
- 9 A provision for equipment will be included in the General Capital Equipment allocation.
- 10 Provision based on level of support provided in 2006/07.
- 11 The School has a commitment for a fully funded Centennial Chair.
- 12 The School has a commitment for a Tier 1 Canada Research Chair.
- 13 The School has not planned for any new faculty positions requiring central funding.
- 14 The School has a commitment of \$90,000 in scholarship support. Current plans are to use those funds for the planned MPP scholarships and PhD teaching fellowships. Access to central scholarship funds will be required beginning in 2011/12.
- 15 The Provost's Committee made an initial commitment of \$250,000 annually from the APF to each School commencing in 2007/08.
- 16 In addition to the \$750,000 (\$250,000 x 3) allocated to the three Schools combined, the Provost's Committee has also set aside \$700,000 in the APF to support faculty positions and additional resources within the Schools. While some portion of the additional funds set aside in the APF can be considered by each School to be an "other source", each School will be expected to generate an appropriate level of support from any number of other sources. These sources could include, but not be limited to, interested provincial government departments, external agencies, development activities, and research activity including overhead recoveries.

Space and Infrastructure

The School of Public Policy will be located in a common space. PCIP has identified the office area in the Diefenbaker Centre currently occupied by the Native Law Centre as a potential location for the School. The Native Law Centre will be relocated to new space as part of the Law Building project with the vacated space expected to be available in early 2008. The space in the Diefenbaker Centre is well suited to meet the needs of the School and its graduate program (initially the Master of Public Policy program and eventually a PhD program) and minimal renovations are anticipated. An integrated use of that space will require a thorough space entitlement and utilization study. It is likely that additional space will be required for research projects and jointly appointed faculty as the School develops. Costs of the utilization study and of converting existing space including furniture acquisition (e.g. graduate student carrels) and the creation of a “smart” classroom will be borne by the university.

Evaluation and Review

The School of Public Policy will be formally reviewed at the end of the next planning cycle in 2012. This review will consider whether the School should be disbanded or whether it should be allowed to continue until the next formal review in 2022. After the first review in 2012, the School would be reviewed following a schedule of reviews established by the dean of the College of Graduate Studies and Research. The reviews will include an examination of the integration with the University of Regina and whether this relationship should be continued.

The School, of course, would participate fully in all planning activities at the university. Assuming that the School has been operating successfully, the formal review in 2012 would coincide with the School preparing a plan for the third planning cycle (e.g., 2012-2017).

Phasing in Process

If the proposal for the School of Public Policy were approved before June 30, 2007, the School would formally come into existence on July 1, 2007. When the fully integrated model with the University of Regina is developed and implemented, it is expected that the executive directorship of the joint school will alternate between the two universities. Given the experience that the University of Regina has with their public policy school and program, it is expected that the first executive director of the joint school would be located at the University of Regina. During

periods when the executive director is not located at the University of Saskatchewan, an associate director for the University of Saskatchewan will need to be appointed. During the phase-in period until the integrated model is developed, an executive director or interim executive director would be appointed for the School of Public Policy at the University of Saskatchewan by that university's senior administration. This person would work closely with the Director of the GSPP at the University of Regina to develop the integrated model.

During the first year, the work of the School will largely focus on set-up. Included in this work would be the final determination of space for the School, the negotiation of the faculty positions in the School, collaboration with the University of Regina and SIPP, the development of the graduate programs, and the elaboration of the preliminary governance structure.

Once space had been secured (for instance, the Diefenbaker Centre would not be available for occupancy until late 2007 or early 2008), faculty that would be associated full-time with the School could start to re-locate. This process would be expected to occur over time as space became available and faculty were freed up.

A great deal of work is required to establish and cement a formal collaboration with the University of Regina and with SIPP. This work would include: meetings with University of Regina faculty to work out how resources can best be shared and how this might be accomplished; proposing and developing new organizational structures to link the University of Saskatchewan, the University of Regina and SIPP together; and engaging in discussions with faculty regarding research activities and proposals.

On the graduate programming side, the School would be responsible for the MIT program. This program has already been approved and is slated to become operational in September 2007. Assuming the MPP program is approved by summer 2007, work could then begin on establishing this program – e.g., a graduate committee would have to be set up, advertising would have to be put in place, and course assignments would have to be determined. The goal would be to have the first cohort of students enter this program in September 2008. Work would also have to begin on developing the PhD program, ideally so that the first (small) intake of students could also take place in the fall of 2008.

Formal discussions with the various research centres that would be associated with the School would also have to be initiated. Discussions with deans and department heads of key colleges and departments would also have to take place on an on-going basis.

Communications Plan

Once the School of Public Policy is formally approved, one of the first activities would be to communicate this decision to the campus and to the general public. This communication could be done through articles in *On Campus* and through a general press release. A website for the School of Public Policy would also need to be developed.

A great deal of effort would have to be devoted to advertising the graduate programs of the School. A variety of outlets would be used for this purpose, including announcements to appropriate colleges and departments in universities across Canada and elsewhere in the world, a web site that presents the graduate programs and the application procedures, and advertisements in appropriate journals and publications.

To create a profile in policy communities, the School of Public Policy could work with existing organizations and initiatives to hold one or more workshops or conferences. Potential partners include the GSPP at the University of Regina, SIPP and the SSHRC-funded Knowledge Impact in Society project in CSALE. Joint participation in conferences and workshops is important because it taps into existing resources and because the partners will be able to bring with them important contacts and linkages in policy communities (e.g., government, NGOs). The executive director or interim executive director will also need to spend considerable time meeting with key people in the policy community to make them aware of the School of Public Policy and what it has to offer.

Appendix – Issues to Address: Integrated Model with the University of Regina

While the integrated model with the University of Regina would create one of the largest public policy schools within Canada and would offer economies of scale and the opportunity for specialization, the model does present a number of challenges. The magnitude of these challenges should not be underestimated – considerable work will be required to formally develop and approve an integrated model that serves the goals of both universities and the objectives of the students and faculty. The purpose of this appendix is to identify some of the key challenges and to suggest some initial thoughts on how to address them. Definitive solutions to these challenges cannot, however, be developed until the School is approved and final negotiations with the University of Regina occur.

A very important factor in the success of the integrated model will be the use of technology enhanced learning to allow students in both cities to take advantage of the classes offered on the two campuses and to make the program seamless in its delivery. The model also has to be structured in such a way that it adds more than would be available in just a small local program. The integrated model has to create a presence on the Canadian stage and must allow for the creation of programming that will attract a new group of students from across the country (some of whom may be involved largely through an on-line learning experience). This national presence is critical to both universities as a way of raising profile and as a way of participating in national policy debates.

The following is a list of some of the key issues that will need to be addressed, including what issues would need to be addressed if the integrated model was not successful.

Leadership

- It is expected that the executive directorship of the joint school will alternate between the two universities, with the first executive director coming from the University of Regina.
- During periods when the executive director is not located at the University of Saskatchewan, an associate director for the University of Saskatchewan would be appointed. The same model would prevail at the University of Regina.
- During the phase-in period until the integrated model is developed, an executive director or interim executive director would be appointed for the School of Public Policy at the

University of Saskatchewan. This person would work closely with the Director of the GSPP at the University of Regina to develop the integrated model.

- The two universities would share the cost of providing the executive director.
- A formal process for choosing the executive director that is consistent with the collective agreement at both universities would have to be developed.
- The executive director would have the status of Dean and would report directly to the VP Academic/Provost of both universities and be a member of the Council of Deans and Directors at both universities.
- The integrated school would have one advisory board that will include senior practitioners from outside the university (e.g. various governments, business and academia) in areas that are of interest to the integrated School.

Appointments

- The two universities will need to reach agreement on the overall faculty complement and the division of this complement between the two campuses.
- Each university will be responsible for appointing their complement of faculty to the School. The appointment procedures for the University of Saskatchewan will be followed for the appointments at that university.
- University of Regina faculty will play a role in the University of Saskatchewan appointment process through membership on the search sub-committee that would be struck when a new faculty position is being filled. The search committee at the University of Saskatchewan will be responsible for recommending a name to the University of Saskatchewan appointments committee. A similar process will be established for appointments at the University of Regina
- University of Saskatchewan faculty will typically have their primary appointment in the School; a secondary appointment in a department could also be possible in a number of cases (the language of primary and secondary appointments is part of the collective agreement that is currently being negotiated). By having their primary appointment to the School, the appointment procedure will be similar to what is in place at the University of Regina. Faculty may have to have their appointment letters rewritten.

Tenure and Promotion

- The School will be treated, at least initially, as a non-departmentalized college with regard to tenure, promotion and salary review recommendations for faculty with their primary appointment to the School.
- A committee comprised of eligible School faculty (as well as members of cognate departments in the event additional individuals are required) will make decisions on tenure, promotion and salary review. These decisions will be passed directly to the University Review Committee.
- The School will use the University of Saskatchewan standards for tenure and promotion, which are understood to be the minimum standards to be applied.
- The two universities will work towards the development of a set of common standards. In the interim, the University of Saskatchewan's standards would be used.

Budget

- A common budget will be developed for the integrated School. The universities will have to reach agreement on their respective contributions to this budget.
- In the short term the student registration will be at an individual campus and existing relationships on tuition sharing will be respected until such time as enrollments at the two campuses are roughly equivalent
- The Executive Director will administer the common budget.
- Tuition revenues will follow the student and will be based on their status as a student at either the University of Regina or University of Saskatchewan

Graduate Programs

- The two universities will work towards the provision of joint programs that will be administered by the integrated School.
- The development of joint programs will require the two universities to reach agreement on overall student enrolment and the distribution of students between the two campuses.
- Teaching assignments will be made by the Executive Director.
- Adjunct professorships will be used to allow University of Regina faculty to fully participate on supervisory committees.
- Course names, numbers and labels will need to be aligned.

- There will be a strong effort to incorporate technology enhanced learning both online and through the direct broadcast of existing classes to the other campus.

Lack of Success of the Integrated Model

- The development of an integrated public policy school and graduate program with the University of Regina is of prime importance and will be pursued first.
- If the relationship with the University of Regina could not be successfully arranged, the reasons for a policy school are nevertheless compelling enough that the University of Saskatchewan would continue to operate an independent School of Public Policy.
- The University of Saskatchewan would have to appoint an executive director for its School of Public Policy.
- The MPP program would remain, as would likely a PhD program (assuming it had been developed). Sufficient faculty would be available to offer these programs if the integrated model was not successful, although some re-arrangement of teaching assignments would be likely.
- The relationships with research centres and other units at the University of Saskatchewan would remain in place.

Appendix – Consultation Process

University of Saskatchewan faculty have been actively involved in the development of this proposal. The following is a list of the consultations and discussions that have occurred since the introduction of the Integrated Plan.

Consultation and Discussion Events

Date	Event
October 2004	Formation of the Working Group.
October 26, 2004	Meeting of Working Group chair with the Health Research Committee to talk about health and public policy
November 5, 2004	Initial meeting with interested faculty on campus. Open invitation. Overview of School of Public Policy was presented. Request by participants for additional discussion.
December 8, 2004	Workshop retreat at the Willows. Open invitation. Participants were asked to provide indications of interest, to present areas of expertise and to discuss structure and program ideas. A list of the participants in this workshop and the material that they prepared is found in the appendix document <i>Existing and Potential Public Policy Strengths and Focal Points at the University of Saskatchewan</i> .
August 22, 2005	Working group submits Progress Report to PCIP. In this report it is noted that the following activities had been undertaken: <ul style="list-style-type: none"> • Met with Steven Franklin (VP Research) to discuss potential linkages between the School and various policy-oriented research centres on campus • Met with the Planning Committee on May 14, 2005 to review the progress of the School • Met with Tom Wishart (Dean, CGSR) and Lillian Dyck (Associate Dean, CGSR) to discuss the procedure for developing the graduate program
November 16, 2005	Meeting with PCIP and key deans and department heads to discuss the proposed School of Public Policy.
December 1, 2005	Working group submits an <i>Overview of the School of Public Policy</i> to PCIP. This report forms the foundation for the document on the School of Public Policy that is created as part of the Schools document.
December 5, 2005	Working group chair met with Dean of Arts and Science to discuss the School of Public Policy

Date	Event
March 30, 2006	Submission of Letter of Intent for the Master of Public Policy to CGSR.
May 2, 2006	Meeting of graduate chairs and department heads of cognate departments to discuss possibility of joint degrees with the School of Public Policy.
May-June 2006	Consultations by Laurie Thompson. Laurie interviewed individuals that were interested in the School and that could be affected by it in one way or another (e.g., individual faculty members, department heads from cognate departments, deans from cognate colleges, and faculty and administrators at the University of Regina and at SIPP). A report based on these interviews, including a list of people interviewed, is found in the appendix document <i>A framework for a School of Public Policy at the University of Saskatchewan</i> .
June 16, 2006	Provost and working group chair met with Ken Rasmussen to discuss the potential for a collaborative approach between the two universities.
June 20, 2006	Luncheon meeting hosted by the Provost in which a broad group of faculty with an interest in the School were invited to discuss the issues that were identified in the Thompson report as well as the next steps in the process of developing the School.
July 21, 2006	Provost and working group chair meet via conference call with Ken Rasmussen and Greg Marchildon (Canada Research Chair in the GSPP) to discuss the potential for a collaborative approach between the two universities.
August 31, 2006	Working group chair met with Dean of Agriculture and Bioresources to discuss School of Public Policy, as well as the relationship between the School and the Virtual College of Biotechnology.
October 12-13, 2006	Evert Lindquist and Sharon Sutherland visit Saskatchewan. Professor Lindquist is the director of the School of Public Administration at the University of Victoria, and Professor Sutherland is a visiting faculty member at the University of Ottawa where she is assisting with the establishment of its public policy school. In Regina they meet with officials at the University of Regina, SIPP and the provincial government. In Saskatoon they meet with a large number of faculty on campus, including members of the working group, deans and department heads, and senior officials. Their itinerary, including a list of people with whom they met, is included as an appendix document. Also included is a copy of their report, <i>A Saskatchewan School of Public Policy: Building on Strengths</i> .
October 17, 2006	Meeting of leaders of the working groups for the School of Public Health, the School of the Environment, and the School of Public Policy with senior people in the Integrated Planning office.

Date	Event
October 27, 2006	Provost and Working Group chair met with senior officials at the University of Regina to discuss the potential for a collaborative approach between the two universities.
November 21-22, 2006	Keith Banting visits Saskatchewan. Professor Banting is a former director of the School of Policy Studies at Queen's University. In Regina he met with officials at the University of Regina, SIPP and the provincial government. In Saskatoon he met with a large number of faculty on campus, including members of the working group, deans and department heads, and senior officials. His itinerary, including a list of people with whom he met, is included as an appendix document. Also included is a copy of his report, <i>Public Policy Programs in Saskatchewan: A Report Prepared for the University of Saskatchewan</i> .
November 29, 2006	Letter of Intent for the School of Public Policy submitted to Planning Committee.
December 1, 2006	Meeting of leaders of the working groups for the School of Public Health, the School of the Environment, and the School of Public Policy with senior people in the Integrated Planning office.
January 12, 2007	Meeting of leaders of the working groups for the School of Public Health, the School of the Environment, and the School of Public Policy with senior people in the Integrated Planning office.
February 2, 2007	Provost and Working Group chair and members met with senior officials at the University of Regina, SIPP and in the provincial government to discuss the potential for a collaborative approach between the two universities.
April 25, 2007	Meeting hosted by the Provost scheduled to bring those invited to the luncheon on June 20, 2006 up to date on the status of the School of Public Policy.

Working Group Meeting Dates

The working group met 16 times since the fall of 2004. The schedule of meetings is as follows.

10/08/04	01/27/05	08/16/05	05/18/06
11/03/04	02/21/05	11/16/05	05/29/06
11/16/04	03/15/05	11/24/05	06/29/06
01/18/05	03/29/05	03/29/06	06/15/06