470th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE

PART A: On the APC meeting held on January 14th, 2016

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL

Graduate and Postdoctoral Studies/Faculty of Medicine
Ph.D. in Family Medicine and Primary Care (0 cr.) – Appendix A

At a meeting on January 14th, 2016, APC reviewed and approved a proposal for a new Ph.D. in Family Medicine and Primary Care. This new degree program is being proposed as there is very high demand and interest in the Department’s current ad hoc Ph.D. program, which presently has an enrolment of 21 students. In order to improve the evidence base in family medicine and primary care, there is a need for research training that is appropriate to the primary care context. Once the new Ph.D. program has been approved, the ad hoc program will be retired.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate approve the proposed Ph.D. in Family Medicine and Primary Care.

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS

School of Continuing Studies
Proposal for a Grading Scheme for Professional Development Certificates – Appendix B

At a meeting on January 14th, 2016, APC reviewed and approved a proposal for a Grading Scheme for Professional Development Certificates. Non-Credit Professional Development Certificates were approved by Senate in 2014 with a 65% passing grade for each course. However, there is no official Grading Scheme in place for Non-Credit Professional Development Certificates. Currently, there are only two official Grading Schemes recognized at McGill: Undergraduate Level and Graduate Level. All Non-Credit courses and programs fall under the Undergraduate Level Grading Scheme, which results in a passing grade of 55-64% recorded on transcripts. This creates confusion for students, instructors, and administrators. A Grading Scheme specific to Non-Credit programs, modeled after the Graduate Level Grading Scheme with a 65% passing grade, would alleviate such issues and could also be used by other units who wish to offer Non-Credit options in the future.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate approve the proposed Grading Scheme for Professional Development Certificates.

(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES – none

(D) CHANGES IN DEGREE DESIGNATION – none

(E) INTER-UNIVERSITY PARTNERSHIPS – none

(F) OTHER – none

II. TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION – none
III. APPROVED BY APC IN THE NAME OF SENATE

(A) DEFINITIONS – none

(B) STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS - none

(C) OTHER - none

IV. FOR THE INFORMATION OF SENATE

A) ACADEMIC UNIT REVIEWS – none

B) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

a) APC Approvals (new options/concentrations and major revisions to existing programs)

i. New Programs

Schulich School of Music
B.Mus.; Minor in Music Entrepreneurship (18 cr.)

At a meeting on January 14th, 2016, APC reviewed and approved this new program, which will be offered in collaboration with the Desautels Faculty of Management. It will be one of many similar programs proposed by various units within the University. The Schulich School of Music receives many queries concerning this type of program. Musicians have an increasing need for entrepreneurial essential skills, which this program will aid students in developing.

Graduate and Postdoctoral Studies/Faculty of Medicine
Ph.D. in Epidemiology; Global Health (0 cr.)

At a meeting on January 14th, 2016, APC reviewed and approved this new concentration of an existing program, which will provide a comprehensive training program in this area. The topic of global health is very popular with students, and interest in this field has been developing within the University.

ii. Major Revisions of Existing Programs

Faculty of Arts
B.A.; Minor Concentration in History (18 cr.)

b) APC Subcommittee on Courses and Teaching Programs (SCTP) Approvals

(Summary Reports: http://www.mcgill.ca/sctp/documents/)

i. Moderate and Minor Program Revisions

Faculty of Arts

Approved by SCTP on 3rd December 2015, reported to APC on 14th January 2016
B.A.; Minor Concentration in History (18 cr.)
B.A.; Minor Concentration in Computer Science (18 cr.)
B.A.; Supplementary Minor Concentration in Computer Science (18 cr.)
B.A.; Major Concentration in Computer Science (36 cr.)
B.A.; Major Concentration in Software Engineering (36 cr.)
B.A. & Sc.; Major Concentration in Software Engineering (37 cr.)
B.A.; Minor Concentration in Statistics (18 cr.)

Graduate and Postdoctoral Studies
Approved by SCTP on 3rd December 2015, reported to APC on 14th January 2016
M.Sc. in Family Medicine (45 cr.)

Faculty of Science
Approved by SCTP on 3rd December 2015, reported to APC on 14th January 2016
B.Sc.; Joint Major in Physics and Geophysics (69 cr.)

ii. Program Retirements
Faculty of Arts
Approved by SCTP on 3rd December 2015, reported to APC on 14th January 2016
B.A.; Honours in Philosophy and Western Religions (60 cr.);
B.A.; Joint Honours - Philosophy and Western Religions Component (36 cr.);
B.A.; Major Concentration in Philosophy and Western Religions (36 cr.);
B.A.; Minor Concentration in Philosophy and Western Religions (18 cr.);
B.A.; Minor Concentration in Sexual Diversity Studies (18 cr.);
B.A.; Minor Concentration in Women’s Studies (18 cr.);
B.A.; Major Concentration in Women’s Studies (36 cr.);
B.A.; Joint Honours – Women’s Studies Component (36 cr.);
B.A.; Honours in Women’s Studies (57 cr.).

2. Courses

a) New Courses
Reported as having been approved by SCTP on 3rd December 2015: 29
Faculty of Arts: 18
Graduate and Postdoctoral Studies: 8
Schulich School of Music: 1
Faculty of Science: 2

b) Course Revisions
Reported as having been approved by SCTP on 3rd December 2015: 40
Faculty of Agricultural and Environmental Sciences: 3
Faculty of Arts: 14
Graduate and Postdoctoral Studies: 10
Faculty of Science: 13

c) Course Retirements
Reported as having been approved by SCTP on 3rd December 2015: 24
Faculty of Arts: 16
Graduate and Postdoctoral Studies: 7
Faculty of Medicine: 1

(B) OTHER
New Program/Major or Minor/Concentration Proposal Form

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

- Doctor of Philosophy (Ph.D.)

1.1 Major (Legacy = Subject) (30-char. max.)
- Family Medicine and Primary Care

1.2 Concentration (Legacy = Concentration/Option)
If applicable to Majors only (30 char. max.)

1.3 Minor (with Concentration, if Applicable) (30 char. max.)

2.0 Administering Faculty/Unit

- Graduate and Postdoctoral Studies

- Offering Faculty/Department
  - Medicine/Family Medicine

3.0 Effective Term of Implementation
(Ex. Sept. 2004 = 200409)

- Term
  - 201709

4.0 Rationale and Admission Requirements for New Proposal

There is an increasing demand and interest in our ad hoc PhD in Family Medicine. There is no indication that this interest will wane and we are realizing that our applicants are interested in using the training methods not only for family medicine but also for the broader field of primary care.

In order to improve the evidence base in family medicine and primary care, there is a need for research training that is appropriate to the primary care context. Please see the attached document for further justification for the PhD proposal that details the expansion to include primary care. The admissions requirements will be the same as the M.Sc. in Family Medicine: overall 3.4 CGPA (or 3.6 in the last years) and a score of 100 on the TOEFL exam (or 6.5 on the IELTS exam). Once the new PhD program has been approved, the ad hoc PhD program will be retired.

5.0 Program Information

- Please check appropriate box(es)

5.1 Program Type
- Bachelor's Program
- Master's
- M.Sc. (Applied) Program
  - Dual Degree/Concurrent Program
    - Certificate
    - Diploma
    - Graduate Certificate
    - Graduate Diploma
- Ph.D. Program
  - Doctorate Program
    - (Other than Ph.D.)
  - Private Program
  - Off-Campus Program
  - Distance Education Program
    - (By Correspondence)
  - Other (Please specify)

5.2 Category
- Faculty Program (FP)
- Major
- Joint Major
- Major Concentration (CON)
- Minor
- Minor Concentration (CON)
- Honours (HON)
- Joint Honours Component (HC)
- Internship/Co-op
- Thesis (T)
- Non-Thesis (N)
- Other
- Please specify

5.3 Level
- Undergraduate
- Dentistry/Law/Medicine
- Continuing Studies (Non-Credit)
- Collegial
- Masters & Grad Dips & Certs
- Doctorate
- Post-Graduate Medicine/Dentistry
- Graduate Qualifying
- Postdoctoral Fellows

5.4 FQRSC (Research) Indicator
(for GPS) Yes ☐ No ☑

6.0 Total Credits

- 0

7.0 Consultation with Related Units

- Yes ☑ No ☐
- Financial Consult
  - Yes ☑ No ☐
- Attach list of consultations.
The PhD program will build upon our MSc in Family Medicine. Research topics in the field of family medicine and primary health care cross conventional discipline boundaries and research traditions. Our training program focuses on patient-oriented, community-based research using innovative methodologies and participatory approaches. The program advances academic excellence in family medicine and primary health care.

**Proposed PhD in Family Medicine and Primary Care (12 cr.)**

**Required courses (9 cr.)**
- FMED601 Advanced Topics in Family Medicine: Knowledge Translation (3 cr.)
- FMED604 Advanced Participatory Research in Health (3 cr.)
- FMED702 Advanced Doctoral Primary Care Research Seminars (1 cr.) Please note: this slot course must be taken three times (3 cr.)

**Elective course (3 cr.)** 3 credits in advanced research methods, at the 600 level or higher, may be chosen from outside the Department, in consultation with the student's academic advisor or supervisor.

**FMED 701 PhD Comprehensive Exam (0 cr.)**
PhD students are expected to demonstrate proficiency in the follow topics – basic statistics, epidemiology, qualitative and mixed methods, literature synthesis, knowledge translation and participatory research approaches. If a PhD candidate does not have prior training in any of these areas and believes that he or she cannot answer questions on these topics during the comprehensive exam, additional courses will be required for the PhD student.

**PhD thesis**
A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.
<table>
<thead>
<tr>
<th>Routing Sequence</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Chair: Dr. Howard Bereman</td>
<td></td>
<td>April 13, 2015</td>
</tr>
<tr>
<td>Curric/Acad Committee</td>
<td>Dr. Gillian Bartlett: Program Director</td>
<td></td>
<td>April 13, 2015</td>
</tr>
<tr>
<td>Faculty 1</td>
<td>David Ragdoll</td>
<td></td>
<td>May 5, 2015</td>
</tr>
<tr>
<td>Faculty 2</td>
<td>Elaine Davis</td>
<td></td>
<td>May 5, 2015</td>
</tr>
<tr>
<td>Faculty 3</td>
<td>SCTP</td>
<td>CGPS APPROVAL</td>
<td>Nov. 16, 2015</td>
</tr>
<tr>
<td>CGPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted by

<table>
<thead>
<tr>
<th>Name</th>
<th>Jamie DeMore, Graduate Programs Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>514 389-9103</td>
</tr>
<tr>
<td>Email</td>
<td>graduestepfammed@mc吉利.ca</td>
</tr>
<tr>
<td>Submission Date</td>
<td>January 19, 2015</td>
</tr>
</tbody>
</table>

To be completed by ARR:

CIP Code
McGill University

Justification for Proposal for the Creation of a New Program

PhD in Family Medicine and Primary Care

Department of Family Medicine
Faculty of Medicine

April 2015
First Revision October 2015
Second Revision November 2015
Third Revision December 10, 2015
Fourth Revision January 9, 2016
The Developing Field of Primary Care Research in Canada: The Need for a PhD in Family Medicine and Primary Care

Primary care is the component of front line of care and services of the healthcare system ("soins et services de santé de première ligne"). The widely cited Alma Ata definition of primary health care is community-based care provided by a variety of health workers and traditional practitioners that also includes elements of community participation, inter-sectorial coordination and attention to social determinants of health. Primary care in the Canadian and Quebec context is provided predominantly by family physicians who may work with other health and social service professionals to provide healthcare services that are not differentiated by age, gender, disease or organ system, and who develop long-term therapeutic relationships with patients. We are proposing a PhD program in Family Medicine and Primary Care based on the demands in our current ad hoc PhD in Family Medicine that began in September 2014 and to provide a program with a more structured identity. While we have a very successful MSc in Family Medicine research, at the more advanced stage of PhD training, there is a need for to expand the scope of the training in order to make it appropriate not only for the more clinical setting of family medicine but also for the primary care context that implicates family medicine but also other health care providers and community members.

Some of the key developments for primary care research in Canada can be traced back to the late 1960’s in the first decades after the creation of the academic discipline of family medicine. At this time, clinicians predominantly carried out family medicine and primary care research usually without advanced training in research methods, and for whom research was the natural response to unanswered professional questions. Research productivity and complexity of methods increased dramatically with the addition of PhD scientists from a variety of disciplines to family medicine departments in the early 2000’s. A program of primary care research was built that was responsible for: (1) introducing one of the most highly cited frameworks for patient centered medicine, (2) providing evidence for the importance of moving from a single disease focus to multimorbidity; (3) establishing methods of participatory research that has promoted collaborative approaches to creating action-oriented knowledge particularly in Aboriginal health; and building a research program and methods to improve shared-decision making and knowledge.

---

6 Macaulay, A. C., Commanda, L. E., & Freeman, W. L. (1998). Responsible research with communities: participatory research in primary care. ... Primary Care Research ....
translation in primary care\textsuperscript{7}. In order to further improve the evidence base in primary care, there is a need for systematic, rigorous research training that is appropriate to the primary care context but that is also accessible to primary care practitioners and researchers both in Canada and globally, specifically including those specializing in family medicine research.\textsuperscript{8-9}

There will be an even larger demand for appropriate training as primary care research capacity has been catapulted forward due to the massive investments in primary health care renewal between 2001 and 2006. This renewal engaged the community of primary care researchers in evaluation efforts and led an unprecedented investment by the Canadian Institutes for Health Research in primary care research and in the career support of mid-career researchers and clinician-researchers. In addition, a major investment was made to create the Canadian Primary Care Sentinel Surveillance Network that receives electronic medical record data from primary care clinics across the country providing an invaluable research and quality assurance resource. These investments have drawn increased interest and sustainability for primary care research. These positive gains are offset by the fact that we actually have the equivalent of many different health care systems as each province and the territories implement the Canada Health Care Act in different ways. With these systems spread over a very large geographical area for a relatively small population working with two official languages, we have even greater need for adequately trained researchers. The greatest challenge at the moment is developing and sustaining meaningful research agendas in an overburdened, extremely complex universal health care system with too few primary care clinician scientists. As a result, Canada has lagged behind other comparable countries in our primary care research outputs.\textsuperscript{10}

Despite our relatively poor performance in primary care research outputs, there will be numerous opportunities for primary care researchers in Canada in the future. The Primary Care Health Transition Fund in 2001-2005 invested $800 million in renewal projects across Canada. One of the projects supported was the National Evaluation Strategy for Primary Care Evaluation that led to massive engagement of the research community to provide evaluation frameworks and methods.\textsuperscript{11} CHSRF started a Primary Care Network in 2005 to discuss how to capitalize on all the energy that was created, and especially the close relationships developed between the primary care research community and decision

---

\textsuperscript{7} Légaré, F., Ratté, S., Stacey, D., Kryworuchko, J., Gravel, K., Graham, I. D., & Turcotte, S. (2010). Interventions for improving the adoption of shared decision making by healthcare professionals. The Cochrane Library.


\textsuperscript{11} Pan-Canadian Primary Health Care Indicator Update Report. Canadian Institutes for Health Information (www.cihi.ca).
makers and clinicians. The Network commissioned a report on the future of primary care research. The report was a strong factor in the successful advocacy for our national funding agency (CIHR) to invest in primary care research capacity. Two influential groups were established: the Canadian Working Group on Primary Health Care Improvement and the Canadian Primary Care Research & Innovation Network (http://www.cphcrin-rcrissp.ca/). This network is poised to be the coordinating center for the Canadian Network on Primary and Integrated Health Care Innovations. In addition, each province is establishing Support for People and Patient-Oriented Research and Trials (SUPPORT) units that are expected to be specialized resource centers. In the Quebec, the decision was made to dedicate this unit to primary care research. All of these opportunities and support have really only occurred in the last ten years. Our challenge will be to optimize the use of the resources provided and demonstrate benefit to the Canadian population and the primary health care system.

Some progress has been made in providing appropriate primary care research training. The Understanding and Training of Research-Primary Health Care (TUTOR-PHC), a Canadian interdisciplinary inter-university fellowship and training program that attracts promising primary care research trainees, and the new MSc program in Family Medicine at McGill and Western University train primary care researchers with methods that build on different research traditions to address the complexities of primary care while advancing academic excellence. McGill Family Medicine runs one of the few Family Medicine specific research training programs in the world, advancing academic excellence through innovative, mixed-method and participatory approaches across conventional discipline boundaries and research traditions. To further strengthen our successful graduate programs, we are converting all of our core courses to a distance learning option. This will allow us to target family physicians, primary health care workers and others interested in building their skills or reorienting careers towards research and education. The courses offered through an online mechanism targets groups left out of conventional higher training, including indigenous and other planners and managers of primary health care.

Based on the MSc and our current ad-hoc PhD enrolment (20 students from 2014), we expect to have a great deal of interest in an official structured PhD program. The idea is to increase the density of training, supporting cultures of evidence-based management of family medicine and primary health care that affect the lives of ordinary people. If this impacts the public health, it has major resource implications for Canadian and international healthcare. In 2-3 years, we expect to provide training to managers in many of the First Nations health services. Over five years, we expect to strengthen evidence-based management of several thousand family practices across Canada. We believe we are uniquely positioned to become a leader in the provision of PhD-level training for family medicine and primary care research. This training will be provided to both clinical and non-clinical candidates from an expansive disciplinary draw that will encompass family medicine but also reach farther into the broader field of primary care. Successful candidates will have a toolbox of appropriate research methods available to them to address the various content areas and contexts that are typical of family medicine and primary care.
PhD in Family Medicine and Primary Care: Proposal for Program

The general objective of the PhD in Family Medicine and Primary Care is to advance academic excellence through training in innovative, mixed-method and participatory approaches that cross conventional discipline boundaries and research traditions that are appropriate not only for the more clinical setting of family medicine but also for the larger context of primary care. This supports the vision of the Canadian Institutes for Health Research (CIHR) to “excel, according to internationally accepted standards of scientific excellence, in the creation of new knowledge and its translation into improved health for Canadians, more effective health services and products and a strengthened Canadian health-care system.” The program is designed to provide research training to a) primary care providers and/or family physicians with extensive research experience; b) clinician scientists with Master’s level research training; and c) master’s graduates with a strong interest in family medicine and primary health care.

As our program targets clinicians with the motivation of increasing the number of highly qualified, competitive clinician-scientists with the qualification of an MD-PhD, we need to ensure the maximum amount of flexibility for our candidates. The proposed doctoral program in Family Medicine and Primary Care is envisioned as a research-oriented PhD program of that has 12 required credits taken over four years (12 semester terms). To complete the program, candidates must pass a comprehensive exam and complete a thesis that meets McGill’s Graduate Studies’ specifications.

Based on an informal needs assessment, several family medicine researchers with an MSc degree and extensive research experience are extremely interested in the PhD program. Many of these candidates would need to only take minimal additional courses to be able to successfully complete the comprehensive exam and the thesis project. At the same time, we are also fulfilling a need for PhD researchers that have a MSc degree and have no medical training. The cornerstone of our unique identity as a PhD training program is advanced training in knowledge translation and participatory research approaches – both key elements for person-centered research and health care. As a result we will require candidates to take a minimum of 3 credits (45 in-class hours) in advanced research methods training, 3 credits in knowledge translation training, 3 credits in participatory research training and a series of advanced doctoral research seminars (12 credits).

In order to maintain the highest standards and the most rigorous training, we have implemented a strong comprehensive examination process (FMED701) for the PhD program. In the comprehensive exam, candidates are expected to defend a protocol describing their proposed PhD work and demonstrate proficiency in basic statistics, foundations of epidemiology, qualitative and mixed methods, literature synthesis, knowledge translation and participatory research approaches. The required program is outlined below as well as the course selection available to all candidates.
<table>
<thead>
<tr>
<th>Courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Research Methods chosen from 600-level courses</td>
<td>3</td>
</tr>
<tr>
<td>FMED601 Advanced Topics in Family Medicine: Knowledge Translation</td>
<td>3*</td>
</tr>
<tr>
<td>FMED604 Advanced Participatory Research in Health</td>
<td>3*</td>
</tr>
<tr>
<td>FMED702 Advanced Doctoral Primary Care Research Seminars</td>
<td>3**</td>
</tr>
<tr>
<td>FMED701 Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

* these courses may be exempted if they have been completed in the MSc program

** slot course that will be taken over 3 semesters
Available Elective Courses

1-credit courses
FMED600 Mixed Studies Reviews*
FMED603 Participatory Research: Patient & Public Engagement*
FMED605 Canadian Healthcare Policy and Decision-making
FMED607 Intro to Discourse Analysis and Interpretative Health Research
FMED608 Advanced Mixed Methods Seminar in Health Research
FMED611 Health Care Systems and Primary Care Reform
FMED612 Program Evaluation & Implementation Science
FMED616 Applied Literature Reviews (1 credit)*
FMED618 Topics in Pharmacoeconomics, Drug Safety and Policy

2-credit course
FMED610 Foundations of Family Medicine

3-credit courses
FMED619 Program Management in Global Health and Primary Health Care
FMED625 Qualitative Research in Health Care **
FMED672 Applied Mixed Methods in Health Research **
FMED690 Advanced Ethnography: Context, Complexity, and Coordination

*currently available online
**being transitioned to an online format
Grading Scheme for Professional Development Certificates

Background
The new category – Non-Credit Professional Development Certificate - was approved by the Senate in early 2014 with the following Academic Standing Requirements:

- In order to qualify for the Professional Development Certificate, students must complete all required courses with a minimum grade of 65% in each course.
- Students who fail to obtain the minimum grade of 65% will instead receive an Attestation of Participation.

Issue
Given that the passing grade for Professional Development Certificate courses was approved to be 65%, it is critical that this grade be accurately reflected on the official McGill Transcript or Record of Study once Destiny One is implemented.

This is currently not the case.

At the moment there are only 2 official Grading Schemes at McGill: Undergraduate & Graduate Level. There is no Grading Scheme for non-credit Professional Development Certificates. According to the current university policies, all non-credit courses and programs fall under the Undergraduate Level Grading Scheme which results in a grade of 55-64% being recorded on the transcript as a pass. This can lead to confusion for students, instructors and administrative staff alike.

Proposed Solution

Grading Scheme for PD Certificate Courses
For professional development certificate courses, Grades A through B- represent satisfactory passes. Students must obtain a B- or better in courses to fulfil Professional Development certificate program requirements. Students cannot register in a course for which they have not passed all the prerequisite courses with a grade of B- or better, except by written permission of the Director of the respective department.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade Points*</th>
<th>Numerical Scale of Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>85–100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80–84%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>75–79%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>70–74%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>65–69%</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0</td>
<td>0–64%</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
</tbody>
</table>

* Although GPA for non-credit programs is not relevant in McGill's context, we propose to keep it for those cases where international partner universities grant credits for McGill's non-credit programs.
Proposal to Introduce a McGill Professional Development Certificate

This proposal to introduce a new credential at McGill, specifically a Professional Development Certificate, is being initiated by the School of Continuing Studies because of an identified need. It could, however, be used by other units within McGill as long as the criteria are respected.

Background

Currently, many units within McGill offer certificate programs. The McGill School of Continuing Studies, for example, offers eleven undergraduate credit certificates and ten graduate certificates through its Career and Professional Development (CPD) and Translation Studies (TS) units, as well as two 30-credit certificates through its Language and Intercultural Communication (LIC) unit.

There is an increasing need and demand for a credential that recognizes transcript programs of study comprised of a coherent body of non-credit courses offering Continuing Education Units (CEUs). To maintain the distinction and avoid confusion, the proposed name for this new credential is Professional Development Certificate.

Definitions

1. **Certificate program**: A certificate is a 30-credit first-cycle program, governed by the teaching Faculty.
   

2. **Graduate Certificate**: A Graduate Certificate is a program of fewer than 30 credits but no less than 15 credits, which has, as a prerequisite, an undergraduate degree, and for which faculty approval rests with Graduate and Postdoctoral Studies.
   

3. **Continuing Education Units (CEUs)**: Some courses at the School carry a Continuing Education Unit rating. These courses do not normally count toward the fulfillment of a credit program. A Continuing Education Unit is a measure of the number of hours of participation—contact and/or study—in an organized Continuing Education activity. One unit represents ten hours of participation.
   

4. **Non-Transcript Activity**: A non-transcript activity is a course, seminar, or workshop in any discipline that does not carry university credit or Continuing Education Units and will not appear on a university transcript.
   
Proposal

We are proposing the introduction of a Professional Development Certificate to be awarded for a coherent body of non-credit transcript courses awarding CEUs. The certificate name would be:

Professional Development Certificate in X subject
(e.g., Specialized ESL for English Language Teachers; Digital Content & Community Management)

Rationale

The development of high quality, targeted non-credit programs that meet the learning needs of particular professional audiences has been identified as an opportunity by SCS. These professional development micro-programs consist of a series of courses and, therefore, require a higher level of recognition of students’ efforts beyond an Attestation. One such CPD micro-program, Condominium Management, was launched during the Fall 2012 session. This micro-program consists of 4 non-credit courses of 30 hours each plus 10 hours of readings and assignments (total of 16 CEUs). An example of a micro-program in LIC is the Intensive Professional Development for English Language Teachers (IPDELT) – a skills and knowledge upgrading micro-program for elementary and secondary teachers or university instructors. At the moment, students receive only an Attestation of Completion or Participation.

Professional development micro-programs are primarily targeted at professionals who already have some experience in a specific industry or professional field, and wish to sharpen their professional skills and competencies, as well as validate them through academic recognition.

Under the current structure, we are limited to offering an Attestation to students whether they complete only one (1) course or the entire micro-program. Simply offering an Attestation does not give McGill the edge to attract, motivate, and encourage students to look to McGill for comprehensive professional development. We anticipate that the possibility of obtaining a PD certificate will make non-credit CEU (transcript) offerings more attractive for potential students and will lead to an increase in registrations and, ultimately, an increase in revenue for the University.

As these programs are shorter than existing credit certificate programs and intended for working professionals for whom attending Convocation is not a value-add, we recommend that the Professional Development Certificate not be awarded during Convocation ceremonies but issued by the School upon completion of all required courses.

Environmental scan

Among the top 15 research-intensive universities in Canada (known as U-15), 10 universities offer non-credit certificates. They are:

1. University of British Columbia
2. University of Calgary
3. Dalhousie University
4. Laval University
5. University of Manitoba
6. Queen’s University
7. University of Saskatchewan
8. University of Toronto
9. University of Waterloo
10. University of Western Ontario
Our research shows that:

- The number of courses and the number of hours per non-credit certificate vary greatly between universities: from as low as 45 hours to as high as 270 hours;
- The structure of non-credit certificate programs varies from 3 to 7 required courses, or a combination of several short workshops and courses;
- Delivery methods (in-class, distance learning, blended learning) vary significantly;
- Assessment methods (exam, group project, case studies, participation or a combination thereof) vary significantly;
- Pricing per certificate varies significantly: from $1,295 to $9,200;
- Many universities offer both credit and non-credit certificates.

Professional Orders, Industry Associations and private Training & Development providers, e.g., Global Knowledge, Canadian Management Centre, etc. also issue Certificates for professional development courses, workshops and corporate training regardless of duration.

Objectives

- Provide appropriate recognition of students’ achievements
- Enhance recognition of McGill PD training by orders, professional associations, private sector, governmental agencies, etc.
- Attract the best instructors/industry experts (generally recommended by Program Committee)
- Encourage alumni to return to McGill University for continuing professional education
- Increase registrations and stimulate program enrolment, not just course enrolment
- Remain competitive in the highly saturated professional development market in Quebec, Canada and internationally
- Increase revenue generated from self-funded activities

Criteria for Professional Development Certificate (non-credit- transcript):

1. Definition

Professional Development Certificate is a non-credit transcript micro-program of fewer than forty-five (45) CEUs but no less than twelve (12) CEUs.

The number of CEUs will depend on the overall objectives and expected learning outcomes of each micro-program, how much content needs to be covered, as well as the number of hours allocated to assigned work outside of classroom time.

Professional development micro-programs are primarily targeted at professionals who already have some experience in a specific industry or professional field and wish to sharpen their professional skills and competencies, as well as validate them through academic recognition.
2. **Minimum Admission Requirements**
   - Students must be at least 18 years of age and must hold a CEGEP diploma (Diploma of Collegial Studies in Quebec (DEC)) or equivalent; or
   - Students who are 21 years of age and over but do not have the normal academic background for admission may be admitted as mature students.
   - Students below 18 years of age will **not** be admitted to any non-credit Professional Development Certificate program, nor will they be permitted to take individual courses.

3. **General Assessment Guidelines**
   - A structured assessment is required for each course or component forming part of a non-credit Professional Development micro-program. Such assessment may consist of the following: written reflection, research assignments, quizzes, tests, case study analyses, team workshops, group presentations, peer teaching evaluations, active participation, etc., as well as a final exam.
   - Attendance requirements may vary among Faculties and Schools.
   - For SCS, a minimum attendance of 75% in all courses of a Professional Development Certificate is required.

4. **Academic Standing Requirements**
   - In order to qualify for the Professional Development Certificate, students must complete all required courses with a minimum grade of 65% in each course.
   - Students who fail to obtain the minimum grade of 65% will instead receive an Attestation of Participation.

5. **Advanced Standing**
   - Advanced standing arrangements may vary among Faculties and Schools.
   - For SCS, no advanced standing will be granted for the Professional Development Certificate.

6. **Prerequisites**
   - Course pre-requisites for non-credit Professional Development micro-programs may vary among Faculties and Schools.
   - For SCS, there are no formal course pre-requisites however, for some micro-programs it may be strongly recommended to follow courses in a certain order; or a minimum number of years of experience in a certain industry or professional field may be required.

7. **Time Limits**
   For a single non-credit Professional Development Certificate requiring a minimum of 12 CEUs, the micro-program must be completed within 2 (two) years of initial registration. Students who wish to exceed the time limit must make a written request to the Director or Chair of the department. Students who do not register for any course in their micro-program for 2 (two) years will be required to reapply and meet any new program requirements.

8. **Transfer of Courses**
   Non-credit CEU Professional Development courses are not transferable to any credit program.
9. Governance (SCS)

All Professional Development Certificate programs will be first approved by the Faculty/School Committee and then submitted to SCTP, APC, and Senate for approval.

10. Consultation

As pertinent for particular programs, consultations will be held with various Faculties (e.g., Management, Arts, Education, Law, Engineering, etc.)

This proposal was approved by the School of Continuing Studies Academic Committee on February 12, 2013, by the Academic Policy Committee Subcommittee on Continuing Education on December 10, 2013 and by the APC subcommittee on Professional Programs on January 29th, 2014. In addition, Enrolment Services was consulted with regard to and is supportive of the proposal.

March 2014
PART B: On the APC meeting held on February 4th 2016

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL – none

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS – none

(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES

Faculty of Arts
Motion for the Creation of the School of Public Policy – Appendix A

At a meeting on February 4th, 2016, APC reviewed and approved the motion for the creation of the School of Public Policy. There is depth and breadth of expertise at the University in core areas related to public policy across disciplines in which McGill’s reputation is already evident (e.g., social sciences, humanities, law, urban planning, science, environment, education, global development, medicine, etc.). The University has a unique convening capacity to foster a national conversation on important public policy matters. Our international profile will also facilitate participation in policy debates at a global level. The proposed School of Public Policy will provide an anchor for public policy at McGill and will be located in the Faculty of Arts. The Dean’s Office is committed to ensuring that the Faculty’s Departments, Institutes and Schools, as well as other units across the University, will be meaningfully engaged with the creation, program development and research components of the School. Philanthropic support has been secured, which will cover a significant portion of the cost of implementation and management. The Max Bell Foundation will provide $7.5 million over 10 years to support the new School. A proposed new Master degree in Public Policy (MPP) will at first be the core program and provide a curriculum that is intensive and multi-disciplinary, leading to a professional rather than research degree.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate approve and recommend to the Board of Governors for approval the creation of the School of Public Policy within the Faculty of Arts.

(D) CHANGES IN DEGREE DESIGNATION – none

(E) INTER-UNIVERSITY PARTNERSHIPS – none

(F) OTHER – none

II. TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION – none

III. APPROVED BY APC IN THE NAME OF SENATE

(A) DEFINITIONS – none

(B) STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS - none
IV. FOR THE INFORMATION OF SENATE

A) ACADEMIC UNIT REVIEWS – none

B) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

a) APC Approvals (new options/concentrations and major revisions to existing programs)
   i. New Programs – none
   ii. Major Revisions of Existing Programs – none

b) APC Subcommittee on Courses and Teaching Programs (SCTP) Approvals
   (Summary Reports: http://www.mcgill.ca/sctp/documents/)

   i. Moderate and Minor Program Revisions
      **Faculty of Agricultural and Environmental Sciences**
      Approved by SCTP on 7th January 2016, reported to APC on 4th February 2016
      B.Sc.; Major in Environment; Ecological Determinants of Health – Cellular (63 cr.)
      B.Sc.; Major in Environment; Ecological Determinants of Health – Population (63 cr.)
      B.Sc.(Ag.Env.Sc.); Major in Environment; Ecological Determinants of Health – Cellular (63 cr.)
      B.Sc.(Ag.Env.Sc.); Major in Environment; Ecological Determinants of Health – Population (63 cr.)

      **Schulich School of Music**
      Approved by SCTP on 7th January 2016, reported to APC on 4th February 2016
      B.Mus.; Major in Performance Jazz (Saxophone, Trumpet, Trombone, Drums, Piano, Guitar, Bass, Voice) (126 cr.)
      B.Mus.; Faculty Program in Music (123 cr.)

      **Faculty of Science**
      Approved by SCTP on 7th January 2016, reported to APC on 4th February 2016
      B.Sc.; Joint Major in Physiology and Physics (80 cr.)
      B.Sc.; Minor in Computer Science (24 cr.)
      B.Sc.; Liberal Program – Core Science Component Computer Science (45 cr.)
      B.Sc.; Liberal Program – Core Science Component Software Engineering (49 cr.)
      B.Sc.; Major in Computer Science (63 cr.)
      B.Sc.; Major in Mathematics and Computer Science (72 cr.)
      B.Sc.; Major in Statistics and Computer Science (72 cr.)
      B.Sc.; Joint Honours in Mathematics and Computer Science (75 cr.)
      B.Sc.; Honours in Statistics and Computer Science (79 cr.)

   ii. Program Retirements
      **Faculty of Education**
      Approved by SCTP on 7th January 2016, reported to APC on 4th February 2016
      Joint B.Ed. in Teaching French as a Second Language [with Université de Montréal] (120 cr.)
      B.Ed. in Kinesiology (90 cr.)
2. Courses

a) New Courses
   Reported as having been approved by SCTP on 7th January 2016: 9
   School of Continuing Studies: 1
   Faculty of Education: 1
   Faculty of Engineering: 2
   Faculty of Medicine: 4
   Faculty of Science: 1

b) Course Revisions
   Reported as having been approved by SCTP on 7th January 2016: 68
   Faculty of Arts: 13
   School of Continuing Studies: 7
   Faculty of Education: 6
   Faculty of Engineering: 1
   Desautels Faculty of Management: 4
   Faculty of Medicine: 1
   Schulich School of Music: 31
   Faculty of Science: 5

c) Course Retirements
   Reported as having been approved by SCTP on 7th January 2016: 17
   Faculty of Arts: 17

(B) OTHER

Subcommittee on Teaching and Learning
Proposal to revise the nomination guidelines for the Principal's Prize for Excellence in Teaching (PPET)

At a meeting on February 4th, 2016, APC reviewed and approved a proposal to revise the nomination guidelines for the Principal’s Prize for Excellence in Teaching (PPET). Although not substantive in nature, the proposed revisions are intended to provide clarity on both the letter of support from the Dean as well as the data nominees should include under the Evidence of Teaching Excellence tab. The revisions are intended to help facilitate the Committee’s interpretation of the overall dossier.
TO: Professor Angela Campbell, Associate Provost, Policies, Procedures & Equity Office of the Provost

FROM: Professor Hudson Meadwell, Interim Dean, Faculty of Arts

DATE: January 19, 2016

SUBJECT: Creation of the School of Public Policy

This memo serves as official notice that the Faculty of Arts' Faculty Council voted in favour of the creation of the School of Public Policy at the January 26, 2016 meeting.

The motion that was passed read as follows: To create the School of Public Policy which will be located in the Faculty of Arts.

Signed on behalf of Interim Dean Meadwell:

Gillian Lane-Mercier, Associate Dean (Academic and Administrative Oversight) and Acting Dean (January 19, 2016)

Note: attached is the entire motion that was submitted to the Faculty Council meeting on January 26, 2016.
MOTION

TO: Faculty Council
FROM: Hudson Meadwell, Interim Dean of Arts
SUBJECT: Motion for the Creation of the School of Public Policy
MEETING DATE: January 26, 2016

Background and Rationale for the Creation of the School of Public Policy

Developing capacity in public policy has been a University priority for at least ten years and is most recently confirmed as a priority in the Strategic Research Plan, 2013-2017, prepared in the Office of the Vice-Principal (Research and International Relations). A proposal to create a School of Public Policy was successfully presented to an external donor in the summer of 2015. Securing external financial support was a key condition on moving forward with plans for the program and School.

A number of public policy programs have emerged in Canada over the last 10-15 years. However, there is no School of Public Policy or Master of Public Policy program east of Ontario\(^1\), and none that can leverage McGill’s particular combination of talent, reputation, and location.

McGill is already a respected venue for exchange and debate on public policy issues, and is one of the few institutions in Canada able to do so in the context of a truly national and international conversation that can link evidence, expertise, and policy-making. McGill is uniquely positioned to be the bridge between pan-Canadian and global expertise and exchange on the most pressing issues of the day.

There is depth and breadth of expertise in the Faculty and University in core areas related to public policy. There is also interest in public policy across disciplines in which McGill’s reputation are already evident (e.g., social sciences, humanities, law, urban planning, science, environment,

\(^1\) There is a maîtrise en administration publique at the Université de Moncton and a School of Public Administration at Dalhousie University, as well as École nationale d’administration (ENA, Montréal.)
education, global development, medicine, etc.). The School of Public Policy will provide an anchor for public policy at McGill and it will be located in the Faculty of Arts.

**Financial Support** McGill University has secured philanthropic support for the School of Public Policy that will cover a significant portion of the cost of implementation and management of the School and degree program. The Max Bell Foundation will provide $7.5 million over 10 years to support the new School. The agreement with the Foundation is also renewable after the first 10 years. This is not an endowment. The commitment is to direct fund the School, $750,000 per year for 10 years, renewable. In addition, the Foundation will allow the University to use other Max Bell donations to McGill to support the School. The Provost’s Office has identified that the total level of support from the Max Bell Foundation at just under $10 million for the next 10 years.

**Master in Public Policy** While there are many faculty members actively engaged in policy-relevant research, McGill lacks a fully-developed curriculum in policy practice, analysis and content. The Master in Public Policy will provide that curriculum in an intensive, multi-disciplinary program leading to a professional rather than research degree.

A proposed new Master degree in Public Policy [MPP] will be the core program of the School of Public Policy in the Faculty of Arts. The basic structure of the MPP program has been presented to and approved by the Curriculum Committee of the Faculty of Arts. The MPP will be a focused, 12-month, 45-credit non-research degree program intended for recent graduates or early-career professionals interested in developing expertise in the field of public policy. The program will have an annual enrolment target of 25 students. The first cohort of graduate students is planned for September 2018.

The MPP is not expected to compete with existing Master of Arts programmes such as in political science, economics, or other graduate offerings within the Faculty of Arts. It will not offer a research degree. While course offerings in the MPP obviously will draw on a range of disciplines and departments/institutes, its focus is on the translation and application of that disciplinary knowledge in the practice and analysis of public policy.

**Academic Structure.** The School initially will be staffed by a Director who will report to the Dean of Arts and by three new faculty members to be appointed wholly to the School, or jointly with other units appropriate to their areas of expertise. Other hires of tenure track faculty will be made as the School develops. It is expected that the first Director will be chosen through a national search and will be appointed to a tenured position at McGill. The hiring of the Director and tenure steam faculty is expected to begin in 2016.

The University will grant hiring licenses and allocate the budget required to make the core tenure-track hires to staff the School and the MPP program. These licenses will not be drawn from the academic complement of the Faculty of Arts. They will be new hires. It also is expected that some of these positions will be joint appointments between the School and other units in the University, including Arts.
Faculty from other units in Arts, who may teach courses in the School from time to time, will complement the core faculty in the School. When members of other units, not appointed to the School, either wholly or jointly, do teach in the MPP, their home units will be financially compensated. The financial arrangements are still to be finalized, but course buyouts of this kind are expected to be in the range of $10,000 - $15,000.

The School will also administer a research program to which members of the Faculty of Arts with research interests that fit the mandate of the School can apply. In these ways, the School will develop linkages with other units in Arts. This is an important consideration. The School should be an integrated part of the Faculty.

As the School develops, other contract academic staff and professors of practice, whose professional experience will complement the core faculty’s academic expertise, will join academic staff in the School of Public Policy. Professors of practice will contribute to the MPP teaching program and will help facilitate the development of research and exchange networks that connect academics with policy practitioners.

While not an initial priority, the University will also support the development of revenue-generating executive-education programs which will further extend the School’s pedagogic reach and bring revenue to the School to support its core mission. Philanthropic support, University commitment to faculty hiring, and revenue-generating programs, combined with an enrolment-driven budget allocation will contribute to the financial sustainability and administrative structure of the School and degree program.

**Administrative Structure.** In addition to the core and contract faculty appointments, the School will be staffed by a non-academic associate director and other staff who will support the operations of the School and the MPP, internship program, outreach and research. The business model for the School funds these positions through the commitment of the Max Bell Foundation, allocations from the Provost’s Office via enrollment-driven allocations and, in the medium term, revenues produced by executive programs.

**Physical location of the School** The plan, initially, is to rent downtown office space for the School. The rental costs are built into the business plan for the School. It is expected to be moved to a more permanent location when suitable space becomes available.

**Conclusion:** This proposal is timely insofar as the demand for such a program converges with the strengths of our current faculty complement as well as resources that have been mobilized to make this happen. This is clearly an opportunity for the Faculty of Arts as the feasibility study led by then-Dean, now Provost Manfredi and Professor Antonia Maioni suggests that there are ample applicants and demand for such a program and external financial support has been guaranteed.

Given the scholars we have in the policy area, the hires that are planned in the School of Public Policy, and significant injection of funds provided by the Max Bell Foundation (~$1M/year), the School will be self-financed with its revenues supporting its administrative structure and delivery of its academic mission. It does not represent an additional load to the Faculty’s administrative or clerical support.
The School will strengthen how the Faculty of Arts is perceived and experienced, both within and outside of McGill. The University has a unique convening capacity to foster a national conversation on important public policy matters. Our international profile will also facilitate participation in policy debates at a global level. The Dean’s Office is committed to ensuring that the Faculty’s Departments, Institutes and Schools will be meaningfully engaged with the creation, program development and research components of the School of Public Policy.

**MOTION FOR APPROVAL:**

To create the School of Public Policy which will be located in the Faculty of Arts.
Feasibility Study for Public Policy School at McGill University

Part III: Appendices

Appendix A: Experts consulted

In Canada:

- Mel Cappe, Practice Professor of Public Policy, University of Toronto SPPG
- Carolyn Tuohy, Professor Emerita, University of Toronto (former Deputy Provost)
- Mark Stabile, Director, University of Toronto SPPG
- Matthew Mendelsohn, Director, Mowat Centre
- Ian Brodie, Research Director, University of Calgary School of Public Policy
- Calum Carmichael, Director, Carleton SPPA
- Leslie Pal, Chancellor Professor of Public Policy & Administration, Carleton SPPA
- Luc Juillet, Founding Director, Graduate School of Public and International Affairs, University of Ottawa
- Greg Marchildon, Canada Research Chair in Public Policy and Economic History, Johnson-Shoyama Graduate School of Public Policy, Saskatchewan/Regina
- William Coleman, CIGI Chair, Balsillie School of International Affairs
- Stephen Toope, Director, Munk School of Global Affairs, University of Toronto
- Keith Banting, former Director, School of Policy Studies, Queen’s University
- Kim Nossal, Director, School of Policy Studies, Queen’s University
- Christine Rothmayer, Chair of Political Science, Université de Montréal
- Éric Montpetit, former Chair of Political Science, Université de Montréal
- Alain Noël, Professor of Political Science, Université de Montréal
- Graham Fox, President, Institute for Research in Public Policy
- Morris Rosenberg, President, Trudeau Foundation
- Desirée McGraw, President, Sauvé Scholars Program
- Cathy Beehan, President, Actin Canada Leadership Program in Public Policy
In the US:

- Suzanne Cooper, Academic Dean for Teaching and Curriculum, Harvard Kennedy School
- Michael Ignatieff, Edward R. Murrow Professor of Practice at Harvard Kennedy School
- Jacob Hacker, Director, Director of the Institution for Social and Policy Studies, Yale University
- Benjamin Cashore, Director, Governance, Environment, and Markets Initiative, Yale University
- Theodore Marmor, Professor Emeritus, Yale School of Management
- Anne-Marie Slaughter, former Dean, Woodrow Wilson School, Princeton University
- Robert Keohane, MPP Program Director, Woodrow Wilson School, Princeton University
- Daniel Wilcove, Undergraduate Program Director, Woodrow Wilson School, Princeton University
- R. Douglas Arnold, MPA Program Director, Woodrow Wilson School, Princeton University
- Alan Patten, Associate Chair, Department of Politics, Princeton University,
- Kelly Brownell, Dean, Sanford School of Public Policy, Duke University
- Bruce Jentlesen, former Director, Terry Sanford Institute of Public Policy, Duke University
- Stuart Soroka, Department of Communications, University of Michigan
- R. Kent Weaver, Distinguished Professor, McCourt School of Public Policy, Georgetown University
- David Biette, Executive Director, Canada Institute, Woodrow Wilson Institute for Scholars

In the UK:

- Ngarie Woods, Dean, Blavatnik School of Government, Oxford University
- Paul Kelly, Pro-Director, Teaching and Learning, London School of Economics and Political Science
- Finbarr Livesay, Deputy Director, Cambridge Master of Public Policy
- Christine Musselin, Dean for Research, Sciences Po
- Bruno Palier, Directeur de Recherche CNRS/Centre d'études européennes, Sciences Po
At McGill University:

- Chris Ragan
- Gilles Paradis
- Rebecca Fuhrer
- Megan Bradley
- Shelley Clark
- Amélie Quesnel-Vallée
- Nigel Roulet
- Daniel Weinstock
- Hudson Meadwell
- Éric Bélanger
- Christa Scholtz
- John Galbraith
- Will Straw
- Andrea Campbell
- Phil Oxhorn

At Government of Canada, Ottawa (with Dean Manfredi)

- Paul Rochon, Deputy Minister, Department of Finance & McGill Public Policy Champion
- Anne-Marie Robinson, President, Public Service Commission
- Hélène Laurendeau, Associate Deputy Minister, Aboriginal Affairs and Northern Development Canada
- Gina Wilson, Associate Deputy Minister, Employment and Social Development Canada
- Daniel Watson, Chief Human Resources Officer, Government of Canada
- Paul Glover, Associate Deputy Minister, Health Canada
- Jean-François Tremblay, Deputy Secretary to the Cabinet, Privy Council Office
Appendix B: List of Programs in Canada

MPP/MPA Programs in Canada

As identified by the Atlas of Public Policy and Management: http://portal.publicpolicy.utoronto.ca/en/Pages/index.aspx

- Calgary SPP - University of Calgary, School of Public Policy, Master of Public Policy
- Carleton SPPA - Carleton University, School of Public Policy and Administration, Master of Arts in Public Administration

- Concordia DPS - Concordia University, Department of Political Science, Master in Public Policy and Public Administration
- Dalhousie SPA - Dalhousie University, School of Public Administration, Master of Public Administration
- ÉNAP Québec - École nationale de l'administration publique, Maîtrise en administration publique (MPA)
- Ottawa GSPIA - University of Ottawa, Graduate School of Public and International Affairs, Master of Arts in Public and International Affairs
- Queen's SPS - Queen's University, School of Policy Studies, Master of Public Administration
- Ryerson DPPA - Ryerson University, Department of Politics and Public Administration, Master of Arts in Public Policy and Administration
- Sask-Regina JSGS - University of Saskatchewan - University of Regina, Johnson-Shoyama Graduate School of Public Policy, MPP and MPA
- Simon Fraser SPP - Simon Fraser University, School of Public Policy, Master of Public Policy
- Toronto SPPG - University of Toronto, School of Public Policy and Governance, MPP
- Laval - Université Laval, Département de science politique, Maîtrise en affaires publiques (MPA)
- Man-Winnipeg - University of Manitoba / University of Winnipeg Joint MPA Program, Master of Public Administration
- UBC MPPGA - University of British Columbia, Master of Public Policy and Global Affairs, MPPGA
- UVic SPA - University of Victoria, School of Public Administration, Master of Public Administration
- Waterloo MPS - University of Waterloo, Faculty of Arts, Master of Public Service
- Western LGP - Western University, Department of Political Science, MPA in Local Government

Additional Programs

- Montreal – Université de Montréal, Maîtrise en science politique, Profil Affaires publiques et internationales (avec stage-MAPI)
- Sherbrooke – Université de Sherbrooke, Ecole de politique appliquée, Maîtrise en études politiques appliquées (avec stage)
- McMaster/Guelph, Department of Political Science, Master of Arts, Collaborative Program in Public Policy and Administration

Programs In International Relations/International Affairs

- Carleton NIPSA – Carleton University, Normal Paterson School of International Affairs, Master of Arts in International Affairs
- Toronto – Munk School of Global Affairs, Master of Global Affairs
- Waterloo-Laurier – Balsillie School of International Affairs, Master of International Public Policy, Master of Global Governance
### Appendix C: Comparative Study of Selected Public Policy Programs

**School of Policy Studies, Queen’s University**

- Established in 1994 as a teaching unit and research/outreach centre through the merger of the former School of Public Administration, founded in 1970, and the School of Policy Studies, founded in 1988.

**Mission Statement**

“multidisciplinary program, with advanced skills in policy and management for those seeking careers in policy-making in public, non-profit and private-sector organizations. It also emphasizes the social and ethical issues that inform policy debates.” “offers skills, knowledge and confidence to become policy leaders and agents of change in an environment that includes prominent academics, leading practitioners and their fellow students.”

**Centres**

Canadian Opinion Research Archive, Centre for International and Defence Policy, Institute for Intergovernmental Relations, Policy Forum, Queen’s Institute for Energy and Environmental Policy

**Programs**

**Graduate:** MPA (1 year)
- 12 courses (6 required)
- optional Internship or Research Project

**Professional**
- PMPA (2 year part time)

**Faculty**
- Some professors appointed directly to the SPS, others cross-appointed
- Fellows who previously worked in the public service

**Governance:** created as stand-alone School with the addition of Industrial Relations in 2004, as of 2014 the SPS now reports to School of Business, while the Master of Industrial Relations (MIR) program is part of the Faculty of Arts and Science. However, the SPS remains a separate academic unit, and a separate budget unit within the university.
Johnson-Shoyama Graduate School of Public Policy
University of Regina/University of Saskatchewan

- Established as an MPA program in 2005 at University of Regina.
- Partnered with University of Saskatchewan in 2007
- Renamed Johnson-Shoyama in honour of two public servants, Albert Johnson (federal) Thomas Shoyama (SK)

Mission Statement: “to prepare well-educated public servants and administrative managers for either the public sector or non-profit organizations” “grounded in the best traditions of public administration that sees policy making and implementation as part of the same process” “integrity and stewardship, civility, inclusion and empowerment, openness, and accountability along with skills in research, management and leadership”

Mandate: part of broader university mandate to “support and develop the national and provincial economy through the study of public policy and public management” “service to the community and promoting policies that improve the lives of citizens” “comprehensive program emphasizing the distinctive practice of public administration associated with the province of Saskatchewan”

Programs
MPA (1 year; 25-30 students per campus)
  - 36 credits (11 core courses and 2 electives plus optional internship)
  - Professional Planning (submission and presentation of a professional portfolio at the end of the MPA program)
MPP (16-24 months; 6-8 students per campus)
  - Research based degree, 15 credits of coursework minimum, Optional internship
PhD in Public Policy
Policy Development/Executive Development Workshops
  - one-day; 25 participants; (ministries, crown corporations, non-profits)
  - topics: eg: “Preparing Briefing Notes”; “Dynamics of Policy Development”; “Cost-Benefit Analysis

Faculty
  - 22 Faculty (core), 18 Associate Members, 10 Adjunct Professors, 20 Policy Fellows, 1 Visiting Scholar, 1 Exec. in Residence,

Governance
  - Two universities; led by Executive Director: Michael Atkinson; 2 associate directors; 15 staff
School of Public Policy and Administration  
Carleton University

- Established in 1953 (as SPA at Carleton College); oldest such program in Canada

**Mission Statement**
“to help prepare individuals for professional careers and opportunities in the public sector, both in Canada and abroad.” “broad and balanced exposure to public policy development, public management and policy administration.” “balance of technical and conceptual skills is needed through exposure to a variety of disciplines.”

**Centres**
- Carleton Centre for Community Innovation (3ci)
- Carleton Sustainable Energy Research Centre (CSERC)
- Carleton Research Unit in Innovation, Science and Environment (CRUISE)
- Centre for Governance and Public Management (CGPM)
- Centre for Urban Research and Education (CURE)
- Centre for Policy and Program Assessment (CPPA)
- Centre for Women in Politics and Public Leadership

**Programs**
- MA in Public Administration (2 years; 7 core courses plus specializations)
  - Indigenous Policy and Administration (IPA), International Affairs and Development, Innovation, Science and Environment (ISE), Policy Analysis, Public Management
- MA in Sustainable Energy Policy (offered jointly with Engineering), MA in Philanthropy and Nonprofit leadership
- PhD in Public Policy

**Faculty**
- 23 tenured or tenure-track faculty, 2 cross-appointed faculty, 3 Distinguished Research Professors, 21 adjuncts (public sector).

**Governance**
Academic unit within the Faculty of Public Affairs (which also houses, along with line departments such as Political Science & Economics, the NPSIA International Affairs program, and the undergraduate Arthur Kroeger College of Public Affairs)
Established in 2007 within the Faculty of Social Sciences as “largest bilingual school” of its kind in Canada, comprising academic MA in Public and International Affairs and professional Certificate Program in Public Sector Leadership and Governance

Mission Statement
"The Graduate School of Public and International Affairs (GSPIA) is Canada’s leading school of public and international affairs. It’s a place that brings together excellence, multidisciplinary studies, theory and practice, bilingualism as well as unique opportunities for students outside the classroom” “GSPIA includes a number of world-class scholars doing cutting-edge research and senior fellows"

Centres
- Centre for International Policy Studies
- The Centre on Public Management and Policy

Programs
- MA in Public and International Affairs
  - 45 credits (6 core courses, 6 electives, a capstone seminar, a research paper), plus Co-op option
- Certificate Program in Public Sector Leadership and Governance
  - 20 month program; 5 cohorts since 2007 (over 120 participants)
  - federal public service (mainly) plus Crown corporations, provincial/municipal public services, private sector
  - first part on public sector management & governance; second on world and Canada's place, assessing evidence in shaping advice and action

Faculty
- Core faculty of about 30 members across disciplines, some holding affiliations with line departments
- Number of senior fellows that include diplomats and journalists
- Director; 2 program directors; 3 staff for MA; separate adm for Certificate
Established in 2008; MPP program began in 2011
Initial endowment through the Palmer Chair, held by Jack Mintz

Mission Statement: “Our mission is to get public policy right in this country.”
- “Unlike traditional, theory-based graduate programs, the MPP is designed to train students to solve a broad range of real-world policy problems. This practical, hands-on and intensive program is unlike any other policy program in Canada.”
- Research, teaching, and outreach functions

Programs
- MPP (30-40 per year)
  - 1 year program with 3 policy areas:
    - Economic and Social, Energy and Environmental, International
  - Joint degrees (business, law)
  - Peer-reviewed publication series
  - Extensive series of outreach events, in Calgary and beyond

Faculty
- 7 faculty drawn from departments and seconded temporarily to the School
- 34 Fellows (Executive, Senior and Research); numerous staff (downtown campus)

Governance
School of Public Policy is located within the Faculty of Graduate Studies
Director, Academic Director, and Research Director
Advisory Council (academic, public, private)
School of Public Policy and Governance  
University of Toronto

- Established in 2006

Mission Statement
Two broad goals:
1) a hub for policy discourse, bringing researchers, practitioners, and community members together in order to contribute to policy debates, development, and discussion across many areas of expertise, both nationally and internationally;
2) educate students enrolled in our program to be effective practitioners and leaders in public policy.

Centres
- The Mowat Centre for Policy Innovation: independent think tank and (applied) research arm of School, endowed with $5M from the Government of Ontario

Programs
- Undergraduate BA program (Major in Public Policy): offered jointly by SPPG, Economics, Political Science
- MPP; 2 year program with about 60 students per cohort
  - Year 1: 8 core courses PLUS Summer: mandatory (paid) internship
  - Year 2: combination of core and electives, with option to enroll in international exchange program (Hertie/Berlin, Sciences Po/Paris)
- Joint MPP/JD program
- Executive Education
  - Offered as 1 day intensive courses for senior policy executives (Comparative Public Policy; Health Policy, etc)

Faculty
- About 45 teaching faculty; mix of core faculty (e.g., practice professors); cross-appointed faculty (e.g., political science, economics); adjunct faculty; and sessionals (from public and private sector)
- About 60 affiliated faculty (across the university); plus 12 fellows (journalists, retired politicians, etc.)

Governance
Director reports to 11 Deans but primary accountability is Faculty of Arts and Science
Munk School of Global Affairs
University of Toronto

• Initial gift to create Munk Centre for International Studies in 1997 ($6.5M) plus additional gift in 2007 ($5M) by Peter Munk
• In 2009, a $35-million donation was made to build Munk School of Global Affairs, to be paid in tranches over 10 years.

Mission Statement
“combines training in analytical methods and practical management skills with an immersion in the latest thinking on global issues” “a hub for scholars and practitioners at the forefront of research, debate, and action in global affairs” “curating a vital dialogue about the challenges, organizations, and ideas that are reshaping the international landscape” “creating an environment which will equip students to thrive in a world where working internationally demands professional skills, strategic agility and cultural fluency”

Centres
• Asian Institute, Canada Centre For Global Security Studies, Centre for European, Russian, and Eurasian Studies (CERES), Centre for South Asian Studies (CSAS), Centre for the Study of Korea (CSK), Centre for the Study of the United States (CSUS), European Union Centre of Excellence (EUCE), The Trinity-Munk Centre for the Study of Contemporary International History, Trudeau Centre for Peace and Conflict Studies (PCS)
• Research and Public Education (ranging from Innovation Labs and institutes, to research groups, to specific Chairs)

Programs
• Master of Global Affairs (2 years)
  o Year 1: core courses (economics, security, stats, law, finance)
  o Year 2: specialization in one of three areas: Global Economy & Markets Global Institutions, Global Civil Society
  o Mandatory internship, Mandatory Capstone
• Other Graduate programs: Collaborative Master's/PhD Program in South Asian Studies, Collaborative Master's Program in Asia-Pacific Studies (MAPS), R.F. Harney Program in Ethnic, Immigration and Pluralism Studies (EIPS), Fellowships in Global Journalism, Masters of Arts in European, Russian, and Eurasian Studies (ERES)
• Undergraduate programs housed at the Munk Centre: Asia Pacific Studies (APS), European Studies Undergraduate Program (ESP), International Relations, Peace, Conflict, and Justice Studies (PCJ), South Asian Studies (SAS)

Faculty
• 15 core faculty that are cross-appointed; 60 affiliated faculty
Established: Legacy of policy studies at UVic can be traced back forty years
The Public Administration program is about 25 years old

Mission Statement
“Whether your background is in economics or fine arts, the MPA On Campus program will lead you to careers in local, provincial, First Nations and federal governments as well as non-profit and international organizations” “Students explore the theory and practicalities of both policy analysis and public management, opens doors to careers as managers, analysts and consultants”

Programs
- Undergraduate: Minor in Public Administration
- Graduate
  - MPA
    - On Campus: 2 co-ops mandatory
    - On-Line: research project or paper
  - MA in Dispute Resolution
  - PhD in Public Administration
  - On-line professional certificates and diploma in evaluation

Faculty
- 18 core Faculty members appointed to the school
- Numerous adjuncts
- Dozen staff members

Governance
Part of the Faculty of Human and Social Development (houses 7 schools with professional programs, including Nursing, Social Work, Public Health)
Balsillie School of International Affairs
University of Waterloo/Wilfrid Laurier University

- Founded in 2007 through endowment provided by Jim Balsillie (Blackberry)
- Equal collaboration between UW and WLU and CIGI (Centre for International Governance Innovation)

Mission Statement:
“to develop new solutions to humanity’s critical problems, to improve global governance now and in the future, and to contribute to enhancing the quality of people’s lives around the world” through “advanced research, education, and outreach in the fields of global governance and international public policy” and as “a hub in a global network of scholars, practitioners and students”

Programs:
- Ph.D. in Global Governance: requires an MA in social science
  - Several areas of specialization; optional internship; Enroll at either WLU or WU
- Master of International Public Policy (MIPP): for entry-level
  - 12 month professional program, though WLU
- Master of Arts in Global Governance (MAGG): with experience
  - 16 month interdisciplinary program, through UW

Faculty:
- About 60 faculty; all members of either UW or WLU depts.
- Most were originally at UW & WLU; some are CIGI Chairs; some recruited from other Ontario universities, primarily UofT
- External fellows, visiting fellows, postdoctoral fellows
- Dean recruited from Australian National University

Governance: The School is separately incorporated
- Board of Directors: 6 equal members, 2 each from UW, WLU, CIGI
  - Director reports to the Board
  - Board has final budgetary and operational authority
- Management Team:
  - Director, an Associate Director from each of UW and WLU, and a senior manager from CIGI
Department of Politics and Public Administration
Ryerson University

Mission Statement
"The mission of the graduate program in Public Policy and Administration is to provide a high quality, professionally-relevant educational program that recognizes the unique character of the public service and its role in democratic governance to full-time students considering careers in the public and para-public sectors, and to part-time learners already in the public service interested in furthering their education."

Graduate
- MA in Public Policy and Administration: 1 year program with 10 courses plus optional thesis or professional project; part-time available
- PhD in Policy Studies

Professional/Continuing Education
- Certificates in: Public Admin and Leadership, Public Admin and Governance, Nonprofit and Voluntary Sector Management
- Advanced Certificate in Public Admin and Governance

Faculty
31 Dept Faculty, 1 public servant in residence, 3 public service fellows

Governance
Department in the Faculty of Arts
Advisory Council and Deputy Minister Champions (appointed by fed/prov government)
Department of Political Science
Concordia University

Mission Statement
• “blend scholarly and vocational values to prepare graduates for both further studies and employment, in the public and private sectors.” “how public policy is made and administered in Quebec, Canada and the world.” “dynamic interdependence between public and private responsibilities.”

Graduate
• MA in Public Policy and Public Administration
  o Coursework/Thesis option
  o Part time option
  o Internship option

Faculty: relies on political science faculty/governance
Maxwell School of Citizenship and Public Affairs at Syracuse University

- Established 1924 with a $500,000 grant from George Holmes Maxwell
  - Ranked **FIRST** in *US News & World Report* rankings every year since 1995
  - Maintains “Maxwell-in-Washington” program for placements

**Mission Statement**

“Dedicated to promoting civic engagement and preparing students for careers in leadership within the public service.”

**Funding – Sources and Significant Contributions**

- 1990 – $50M fundraising campaign (new building)
- 2005 - Received a $10M grant /Federal government
- 2007 – Received a $5M grant /Leon Levy Foundation for Daniel Patrick Moynihan Chair

**Programs/Areas of Study:** Public Administration and International Affairs

- PhD in Public Administration
- Masters of Public Administration (MPA)
  - 12-months; 9 core courses, 7 areas of study
- Masters of Arts, International Relations (MAIR)
  - 16-month plus mandatory internship/20 locations globally or DC
- Atlantis Program: dual-degree in International Security and Development
  - 1-year at Maxwell; 1-year at Hertie in Berlin/Erasmus in The Hague
- Joint Degrees:
  - MPA/IR: 2 semesters off-campus with professional internship
  - Joint MPH/MAIR or MPH/MPA; Joint JD/MPA; LLM/MPA
- Executive Masters in Public Adm. (EMPA) and International Relations (EMIR)
- Certificates of Advanced Studies (part-time)
- Undergraduate Degree programs
  - Policy Studies (BA, Major in Environment; Government and Business; Health, Education, & Human Services; Society & Legal System)
  - Citizenship & Public Engagement
Faculty
· 157 cross-appointed faculty members, Professors of Practice, Adjuncts
· Endowed Chairs as “Distinguished Professors in Public Administration”

Governance
· Dean James Steinberg was Deputy Secretary of State under Barack Obama
· Advisory Board includes 30+ corporate executives, government officials, and alumni

Centres/Institutes: Sponsor or Co-sponsor of 10 research centres and institutes
Woodrow Wilson School of Public and International Affairs at Princeton University

• Founded in 1930, renamed Wilson school in 1948, expanded in the 1990s

Mission Statement
• “our work is informed by our commitment to a multidisciplinary approach to policy issues, a global perspective and an emphasis on top-quality research and teaching.”

Funding – Sources and Significant Contributions
• Major gift ($35 million, now worth almost $1 billion) in 1961 by Charles and Marie Robertson expanded the graduate school NB: heirs later sued PU for using endowment outside of Wilson school, and for “not generating greater interest in government service”.

Enrollment/Clientele
• Programs for undergraduate, graduate, and doctoral students
• 300 undergraduates and 190 graduate students
• BA, MPA/MPP, PhD available, plus joint MPA/MPP JD

Centers/Institutes
• The Wilson School is affiliated with 12 centers and 7 programs

Program/Areas of Study
• Masters of Public Affairs: 2 year; core & elective credits; field work and internship
• Masters in Public Policy: 1-year program for mid career professionals and for specialization in partnership with professional schools (PHD, MD, Law)
• Undergraduate: major in public policy for junior-senior years
  • includes field experience, language study, senior thesis, task force analysis
• Doctoral: PhD program in Public Affairs
  • Security Studies or Science, Technology, and Environmental Policy

Joint Degrees:
• Joint Degree Program in Social Policy (JDP)
• JD/MPA in conjunction with Stanford, Columbia, or NYU
Faculty
- 82 full time faculty, of which 55 visiting, lecturers, and practitioners
- Professors are leaders in their field in research, publishing, and professional experience
  - Many hold think tank appointments and connections to DC

Governance
- Dean Cecilia Rouse is an expert in labour economics
- Dean’s office oversees the program with faculty as program directors

Rankings
- 5th in Public Affairs
## School of International and Public Affairs (SIPA) at Columbia University

- Established in 1946

### Funding
- Partnered with Rockefeller foundation; Funding through Columbia donors

### Mission Statement
- “The study of policy at SIPA—be it international finance and economics, international security, climate change, energy, economic development, or global urban challenges—trains young leaders to engage multiple levels of governance and to reach effective solutions. Our curriculum provides our students the analytical training to address the world’s most pressing problems. SIPA’s policy research and training cut across issues that are homegrown, cross-border, and international in nature.”

### Centers/Institutes
- Center for Development Economics and Policy
- Center for International Conflict Resolution
- Center for Global Energy Policy
- Center for Global Economic Governance
- Picker Center for Executive Education
- Saltzman Institute for War and Peace Studies

### Plus: Affiliated Centers at Columbia
- Initiative for Policy Dialogue (Joseph Stiglitz: interdisciplinary discussion of policy-making)
- Institute for Social and Economic Research and Policy; Human Rights; African Studies
- Center for Brazilian Studies; Iranian Studies; East Central European Center
- Harriman Institute (Russia); Weatherhead Institute (East Asia)
- South Asian Institute; European Institute; Latin American Studies; Middle East Institute

### Programs/Areas of Study
- Masters of International Affairs (MIA) & Master of Public Administration (MPA)
  - Core curriculum, policy concentration, specialized skills
  - Mandatory internship; second language
  - Option workshop with outside clients
- Program in Economic and Policy Management (PEPM)
o 14 month program on developing/transitioning economies, awarded as an MPA
- MPA in Environmental Science and Policy
  o Accelerated 12 month program jointly sponsored by the Earth Institute
- MPA in Development Practice
  o 22 month program to manage integrated approaches to development.
- PhD in Sustainable Development
- (Executive) EMPA in Public Administration and Policy (over 2 or 3-year part time study)
All programs require an additional specialization in at least one of the following:

Global Public Policy Network allows for dual degrees/exchanges with
- LSE/Sciences Po/National University Singapore/University of Tokyo/Hertie School (Berlin)

Joint Programs
- JD/MIA or JD/MPA available

Faculty:
- 70 full time faculty
- 200 adjuncts and visiting lecturers from public and private sector
- diverse connections to think tanks, law firms, and private sector in NY
- global network of visitors from Global policy program
- connections to UN

Governance
- Dean Merit Janow is a Trade Law expert

Rankings
- 29th in Public Affairs
John F. Kennedy School of Government (Harvard Kennedy School)

- Established as public affairs institute in 1930s with a $2M private gift; renamed in 1966 in honour of JFK

Mission: broad intent to educate global leaders; “public service” with engagement toward the public good

Centers/Institutes: report to Dean; each has a Director; core faculty are assigned to them
- Ash Center for Democratic Governance and Innovation
- Belfer Center for Science and Intl Affairs
- Carr Center for Human Rights policy
- Center for International Development
- Center for Public Leadership
- Edmond J. Safra Foundation Center for Ethics
- Hauser Institute for Civil Society
- Institute of Politics
- Join Center for Housing Studies
- Malcom Wiener Center for Social Policy
- Mossavar-Rahmani Center for Business and Government
- The Rappaport Institute for Greater Boston
- Shorenstein Center on Media, Politics and Public Policy
- Taubman Center for State and Local Government
- The Woman and Public Policy Program

Programs and Degrees:
- MPP and MPA (early career level)
- Mid-Career Master in Public Administration (1 year)
- Concurrent degrees in Business, Law (partnership with other univs)
- Executive Education (including week-long, weekend, etc.)

Faculty:
- most are endowed chairs; some courtesy appointment; few joint appointments
- 2 lines: tenure-track (scholars); “lecturer” (practitioners)

Students: about 500 enrolled in graduate degree programs; 450 in executive education

Governance: tripartite: Dean; Academic Dean; Executive Dean

Ranking: 3rd as ‘Public Affairs’ graduate school
Robert F. Wagner Graduate School of Public Services  
New York University (New York City, NY)

- Established in 1938, renamed after an endowment from the Wagner family in 1989
- Ranked 6th in Public Affairs programs

Mission Statement
- “Trained in management, policy and finance, students graduate with the skills to confront society's most pressing problems.”

Funding – Sources and Significant Contributions
- Dedicated funds for specific programs/Six endowed chairs directly under the Wagner school

Programs/Areas of Study

Graduate: 1000+ students in total
- Masters in Public Administration (2 years of experience)
  - 60 credit programs: 5 core courses, electives, and one-year **capstone project**
    - Public & Nonprofit Management & Policy
    - Health Policy & Management
  - Executive MPA Leaders programs (working professionals)
    - 24 credits (Specializations in Public Service/Nursing/Global Policy)
- Masters in Urban Planning
  - 60 credit program with identical structure and professional requirement
- Doctoral Programs with specializations
- Advanced Professional Certificates (16 credits)

Undergraduate
- **New** undergraduate BA Public Policy offered between Wagner and NYU
- Four undergraduate minor programs
Dual Degrees include:
- BA/MPA or BA/MUP (5 year program)
- MPA/MPH with the NYU MPH program in Global Health Leadership
- JD/MPA or JD/MUP with NYU School of Law
- Executive MSW/MPA with NYU Silver School of Social Work
- MBA/MPA with Stern School of Business; MD/MPA with NYU School of Medicine

Faculty
- Massive network of affiliated faculty members cross-listed with NYU departments
- Over 100 adjunct professors/professors of practice

Governance
- Dean Sherry Glied (academic with experience in Congressional Budget Office)
- Dean’s Council: alumni, private interests, and public sector advisors
Robert M. La Follette School of Public Affairs, University of Wisconsin-Madison

· Established in 1967 as a Center of the UW-Madison Department of Political Science; Institute in 1983 and School in 1999

Mission Statement
· Innovative multidisciplinary policy research;
· Train, mentor, and educate students in domestic and international policy and governance in public, non-profit, and private
· Inform the practice of public affairs locally, nationally, globally by disseminating knowledge to practitioners and broader public.
· Wisconsin Idea: Intended to feed into state governance through training a competent and non-partisan public service (both students and professionals)

Funding: School is a public institution and part of the state-funded UW-Madison
· Additional funding from private donors (student financial aid)

Enrollment/Clientele
· Graduate programs serve 110 students

Programs/Areas of Study
· Masters in Public Administration (2 year program; 42 credits; optional internship)
· Masters of International Public Affairs (MIPA) (with regional specialization)
· Accelerated undergraduate program (final BA year plus one year MA)
· Joint Degrees (Energy Analysis/Urban Planning and Public Affairs Program/Law and Public Policy Public Health and Public Policy

Faculty
· Most professors are joint appointments with Political Science and Economics with adjuncts from state govt, NGOs, private sector

Governance
· Director Susan Webb Yackee (former Prof of Pol Sci at Michigan/Senate research fellow)
· Council of Associate Directors – permanent staff, not an advisory board

Rankings
· 12th in Public Affairs
· 3rd in Social Policy
Sanford School of Public Policy
Duke University (Durham, NC)

- Gov. Terry Sanford established Institute for Policy Sciences & Public Affairs in 1971; Institute renamed in 1994; School in 2009

**Mission Statement**
- “to produce exemplary research that brings multiple disciplinary perspectives to bear on significant issues facing our local community, our nation, and the world.”
- “highest standards of academic rigor and can be a model for policy-relevant, interdisciplinary research that has a real and positive impact on the world.”

**Funding – Sources and Significant Contributions**
- 2005 – received contribution from David Rubenstein for a new building
- Currently in a $75M fundraising exercise, including private partnerships

**Programs/Areas of Study**
- Masters of Public Policy (enrollment of 65-70 students per year)
  - 2-year program with a mix of core courses and electives
  - Mandatory summer internship
  - Mandatory masters project (completed second year)
- Masters of International Development Policy (MIDP)
  - Same structure as above
  - Can take it as a 2-year program (internship and masters project required); a 1-year program (internship and masters program recommended); or a non-degree certificate (professional upgrade)
- PhD in Public Policy
- Undergraduate (BA Major) in Global Policy/Health Policy/Social Policy/Economic Policy/Policy Journalism plus summer internship
- Executive program (non-degree certificates for mid-career professionals)
  - Specializations in:
    - Project appraisal and risk management
    - Tax Analysis & Revenue forecasting
    - Fiscal Decentralization & Local Government Financial Management
Special Programs
- Masters-level Geneva program exchange to either Geneva or London
- Undergraduate Hart program in global leadership
- India-exchange program for students across disciplines

Joint Degrees
- JD/MPP, MD/MPP, MBA/MPP
- Masters of Environmental Management/MPP and Masters of Divinity/MPP

Centres/Institutes
- Interdisciplinary Research Centers on-campus
  - Duke Center for Child & Family Policy
  - Duke Consortium on Social Equity
  - Nicholas Institute for Environmental Policy Solutions
  - Center for Health Policy & Inequalities Research
  - Duke Center for International Development
  - Duke University Population Research Institute
  - Center for Law, Economic, & Public Policy
  - DeWitt Wallace Center for Media and Democracy
  - Triangle Center on Terrorism and Homeland Security
  - Center for Strategic Philanthropy & Civil Society
  - Global Inequality Research Initiative

Faculty
- 70 core and adjunct faculty members (practitioners from public and private sector) plus Joint appointments

Governance
- Dean Kelly Brownell is a Public Health expert; ranked on Time’s “World’s 100 Most Influential People”
- Assisted by Board of Visitors (alumni and advisors from public and private sector)

Rankings
- *US News & World Report Rankings:*
  - T-16th in Public Affairs Schools;
  - 6th in Health Policy and Management; Public-Policy Analysis
Rockefeller College of Public Affairs & Policy at the University of Albany, SUNY

• Originally established in 1947 by NYU and Syracuse; current form since 2000

Funding – Sources and Significant Contributions
• Public institution gives access to state funding with scholarship funds for alumni donations

Mission Statement
• “continues the legacy of Governor Rockefeller by emphasizing research that matters... we naturally also emphasize enduring topics such as federalism, intergovernmental relations and state and local government …”

Programs/Areas of Study
• Public Administration (MPA)
  o 2-year full time, flexible part-time program/internship component
• Masters in Political Science (MA)
  o 1.5-2 year-full time, flexible part time/Master’s Essay component
• PhD in Public Administration & Policy/PhD in Political Science
• BA in Political Science or Public Policy (semester in DC/NY State Assembly)
  • Combined Degrees: BA/MPA (5 years); BA/MA in Political Science (5 years)
  • MPA/JD in conjunction with Albany Law School

PLUS: Non-Degree program for mid-career professionals; Certificate programs

Centers/Institutes: 10 centers shared between the Departs of Political Science and Public Adm & Policy (both within the School)

Faculty
• Over 100 faculty members and cross-appointments with other departments and faculties
• Professors of Practice/Adjunct professors within Centers and Institutes

Governance
• Coordination between the Dept of Public Admin and Dept of Political Science
  • T-16th in Public Affairs Schools
Bush School of Government and Public Service at Texas A&M University

- Established in 1997 in conjunction with the George H.W. Bush Presidential Library

**Funding - Sources and Significant Contributions**
- $75M endowment – private donations that funded 15 Chairs/4 Professorships

**Mission Statement**: based on the belief of George H.W. Bush that public service is a noble calling

**Programs/Areas of Study**
- **Masters of Public Service and Administration (MPSA)**
  - 2-year program; specialization (in public or nonprofit /PP analysis)
  - Mandatory non-credit internship over a summer
  - Mandatory Capstone project, elective concentration
- **Masters in International Affairs (MIA)**
  - 2-year program with specialization
  - Mandatory team capstone with a client (NGO or state actor)

**Combined Degrees**
- 5 year BA/MPSA with Economics, Sociology, or Political Science and 5 year BA/MIA with Economics or International Studies

**Graduate Certificate Program**

**Centers/Institutes**: School houses three major institutes
- Institute for Science, Technology, and Public Policy
- Scowcroft Institute for International Affairs
- Mosbacher Institute for Trade, Economics, and Public Policy

**Faculty**
- 42 core faculty member (24 tenure track; 18 visiting, adjunct, lecturers) plus 19 Endowed faculty positions
- Prestigious list of visiting scholars, diplomats, and private sector professionals

**Governance**
- Dean Ryan Crocker was US Ambassador to Afghanistan /37 years in Foreign Service
McCourt School of Public Policy, Georgetown University

Establishment: Formerly public policy program; became the Georgetown Public Policy Institute in 1996; McCourt School named in 2013 ($100 million, alumnus)

Mission Statement: “Our emphasis is on what works, what is true, what makes sense.”

Clientele: exclusively Masters level programs, plus joint degrees such as MA/JDs,

Center/Institutes: mainly data driven research: ‘Massive Data Institute’ created in 2013 to innovate in statistical analysis of policy
  • The Government Affairs Institute
  • Health Policy Institute/Health Information Group/
  • Center on Health Insurance Reforms
  • Center for Children and Families
  • Center for Education in Maternal and Child Health
  • Maternal & Child Oral Health Resource Center
  • The Center on Education and the Workforce
  • The Center for Juvenile Justice Reform
  • The Center on Poverty, Inequality, & Public Policy
  • The Center for Public and Nonprofit Leadership

Degrees offered:
  • Master of Public Policy plus combined degrees, eg:
  o MPP/MBA; MPP/JD; MPP/MA; MPP/PhD in Government; Psychology
  o MPP/ Master of Science in Foreign Service
  o MPP/International Organizations MBA
  o Masters of International Development Policy
  o Masters of Policy Management Degree
  o Executive Master of Policy Leadership (7 years work experience)

Faculty:
  • 20 core faculty; 10 visiting teaching faculty; 25 research faculty and fellows; 110 Adjuncts
  • Many faculty share joint positions with the Georgetown School of Government or have positions with institutions in DC

Governance: part of Georgetown University governance structure; operates with typical structure of a single dean assisted by administrative officers and assistant deans.
Ranking: 23rd for ‘Public Affairs’ schools (but relatively new)
Gerald R. Ford School of Public Policy, University of Michigan

- Founded in 1913 (claims to be the oldest policy institute in the US); Renamed in honour of Gerald Ford in 2000

Mission: community involvement and educating policy leaders for 21st century issues.

Centers associated with the Ford school include:
- Center for Local, State, and Urban Policy
- Center for Public Policy in Diverse Societies
- Education Policy initiative
- International Policy Center/International Institute
- National Poverty Center
- Nonprofit and Public Management Center
- Science, Technology, and Public Policy Center
- Institute for Social Research
- Center for the Study of Complex Systems
- Graham Environmental Sustainability Institute
- Office of Tax Policy Research
- Institute for research on Women and Gender
- Economic Research Initiative on the Uninsured
- Population Studies Center

Programs and degrees:
- Bachelor of Arts, Major in Public Policy
- MPP/Master of Public Administration (mid-career professionals)
- Joint MPP/MBA, MPP/JD, MPP/MD, MPP/Higher Education
- Joint MPP/Master of Public Health/Social Work/Urban Planning
- MPP/Master of System Information/Science/Applied Economics
- MPP/Master of Arts (China) (Asian Studies) (Russian/European)
- PhD Economics and PP/Political Science and PP/Sociology and PP

Faculty: both cross-appointed and exclusive appointed professors.

Governance: single Dean plus advisory committee (industry leaders, alumni)

Ranked the 12th best Public Affairs school in the United States
Frank Batten School of Leadership and Public Policy
University of Virginia

- Established in 2007 with $100 million dollar donation by a former dean.

Mission (Frank Batten): “Never has there been a greater need for the University's most important product: enlightened and ethical leaders who leave Grounds prepared for public life--in their communities, in their professions, in the world at large.”

Two centers associated
  - Center on Education Policy and Workforce Competiveness
  - Center for Health Policy

Wide range of degrees
  - Bachelor of Arts in Public Policy and Leadership
  - MPP
  - Accelerated Bachelor/MPP
  - Plus joint degrees: MPP/MBA, MPP/PhD, MPP/MPH, MPP/JD

Faculty: 45 faculty associated with its programs, appointed across departments and ‘Affiliated’ with Batten

Ranking: #46 for Public Affairs.
Hubert Humphrey School of Public Affairs, University of Minnesota

• Created in 1938, endowed in honor of Humphrey in 1968 (now exceeds $75 million).

Mission: “inspires, educates, and supports innovative leaders to advance the common good in a diverse world.” “leadership in public affairs; bridging of disciplines to advance public affairs scholarship; public engagement and scholarship to address important issues/problems facing Minnesota, nation, world in a non-partisan setting.”

Centers:
• Freeman Center for International Economic Policy
• Center for Integrative Leadership
• Public and Nonprofit Leadership Center
• Cedar Humphrey Action for Neighborhood Collaborative Engagement (CHANCE)
• Center for the Study of Politics and Governance
• State and Local Policy Program
• Project on Regional and Industrial Economics
• Center for Science, Technology, and Public Policy
• Center on Women and Public Policy
• Human Capital Research Collaborative
• Roy Wilkins Center for Human Relations and Social Justice

Degrees offered:
• Master of Public Policy (MPP), Master of Development Practice (MDP)
• Master of Urban and Regional Planning (MURP), Master of Science in Science, Technology, and Environmental Policy (MS)
• Mid-career Master of Public Affairs (MPA)
• Ph.D. in Applied Economics
• Joint degrees in Management, Law, Social Work, Public Health, Architecture, Civil Engineering
• Graduate Certificates

Faculty: 50 teaching staff (core appointments and lecturers/practitioners)

Governance: Dean and Associate Deans (programs); Advisory Council includes respected members of the Minneapolis and St. Paul communities.

Ranking: 16th for Public Affairs; 3rd for ‘Non-Profit Management’
Lyndon B. Johnson School of Public Affairs, University of Texas at Austin

• Founded in 1965, opened in 1970; current endowment is valued at $157 million

Mission: “committed to improving the quality of public service in the United States and abroad at all levels of governance and civic engagement.” “Prepare students and professionals for leadership positions in public service by providing educational opportunities grounded in theory, ethics, analytical skills and practice; Produce interdisciplinary research to advance our understanding of complex problems facing society and to seek creative solutions for addressing them; Promote effective public policy and management practice by maintaining a presence in scholarly and policy communities and in the popular media; Foster civic engagement by providing a forum for reasoned discussion and debate on issues of public concern.”

Centers:
• Center for Politics and Governance
• Robert S. Strauss Center for International Security and Law
• Ray Marshall center for the Study of Human Resources
• Center for Health and Social Policy
• RGK Center for Philanthropy and Community Service
• Center for International Energy and Environmental Policy

Programs:
• Master of Public Affairs
• Master of Global Policy Studies
• PhD in Public Policy
• Executive Master in Public Leadership
• Various dual degrees (not specified)

Faculty: core faculty of appointed professors, plus visiting professors and fellows, and lecturers from Austin community

Governance: Dean and associate deans, advised by Alumni Board

Ranking: tied for 16th for best Public Affairs schools
Harris School of Public Policy
University of Chicago

- Established in 1970s from initiative of 23 faculty members to create a ‘Committee on Public Policy studies.’
- Harris gift of $7 million led to creation of professional “Graduate School of Public Policy Studies.”
- Recent fundraising leading to building of new home (Keller Center) for school.

Mission: “blends an American-style liberal arts college and a German-style graduate research program” “real-world problems” “tradition of engagement with urban area”

Centers:

- Center for Human Potential and Public Policy
- Center for Data Science and Public Policy
- Center for Health Policy
- Center For Municipal Finance
- Center for Policy Entrepreneurship
- Cultural Policy Center
- Energy Policy Institute at Chicago
- Pritzker Consortium on Early Childhood Development
- Crime Lab

Programs (graduate and non-certificate) enrolment is 375 students

- MPP (2 year program)
- Master of Arts in Public Policy (one year program for individuals with another graduate degree)
- MSc in Computational Analysis/Public Policy or Environmental Science
- Master of Arts in Public Policy and International Relations.
- Cooperative MPPs with Tel Aviv/Chile/Yonsei
- MPP/AM in Middle Eastern Studies or in Social Service Administration
- Joint MPP/MDiv, MPP/MBA, MPP/JD
- PhD in Public Policy

Faculty: About 40 strong, mainly core appointments, limited cross-appts; lecturers (visitors or members of Chicago community)

Governance: Dean and Program directors; 3 advisory councils; ranked 23rd in “Public Affairs”
Goldman School of Public Policy
University of California at Berkeley

- Established as in 1969 under leadership of Aaron Wildavsky with idea that policy should be shaped by rigorous analysis.
- Included these distinctive features: strong quantitative core, an analytic “tool kit,” committed faculty, a strong sense of community and hands-on experience.
- Renamed after the Richard and Rhoda Goldman Fund donated $10 million in 1997

Mission: tagline: "Leadership for the Public Good - Transforming smart, dedicated, service-minded women and men into public policy leaders". “Deeply held belief that investing in the best and the brightest policy students will create leaders who are committed to the common good and who have the skills to put that commitment into practice.”

Centers:
- Center on Civility and Democratic Engagement
- Center for Environmental Public Policy
- Project on Information Technology and Homeland Security

Programs:
- Undergraduate Minor
- MPP
- Joint degrees: MPP/MPH, MPP/JD, MPP/MSW; MPP/MA (International Studies)
- MPP/MS (Eng), MS (Energy Resources)
- PhD
- Customized program, tailored to public sector clients.

Faculty: Mix of public policy core faculty, plus several cross-appointed with other departments, plus visiting professors, and lecturers (experts in the field)

Governance: Dean and Associate Deans, board of advisors (business, community, alumni)
Blavatnik School of Government, Oxford University

- Founded in 2010 with a £75 million donation from Leonard Blavatnik (Ukrainian-born American businessman)

Mission statement: “A world better led. A world better served. A world better governed.”

Programs: all students are also members of an Oxford college
  
o Master of Public Policy (began 2012)
    - Intensive 1 year program (multidisciplinary; practical; global)
    - Core courses, option courses, applied policy, summer project
    - “Professional skills program” includes advising, events, etc.
    - Class of 2014: 75 students; 48 countries (half from Asia)
  o D. Phil in Public Policy (began 2014)
    - Full-time 3 year research degree (research, government, policy)
    - Five themes (see below)

Centers:
  
- The Global Economic Governance Programme (2003) is co-hosted by University College and the Blavatnik School
  o fosters research and debate on how global markets and institutions can better serve people in developing countries.
- School’s research program (including applied research teams) is clustered under five broad and flexible themes:

Faculty:
  
- Core Faculty: 36 faculty & researchers appointed directly to the Blavatnik School.
- Associated Faculty & practitioners: 25 members of other schools at Oxford or experts. Visiting professors (10 from other institutions) and Distinguished practitioners (5)

Governance:
  
- Dean to oversee operations
- Academic Advisory Board: advises in teaching, staffing and academic life
- International Advisory Board: globally renowned leaders advise future directions
- Two dozen staff, including dedicated career advisors and recruitment officers
Institute of Public Affairs (IPA)
London School of Economics and Political Science

- The LSE has a long history in teaching and research in public policy, and MA degrees in health, social, environmental policy.
- The MPA program began in 2003; and the IPA was established in 2011.

Mission Statement
“The Institute of Public Affairs is one of the world's leading centres of public policy. We aim to debate and address some of the major issues of our time, whether international or national, through our established teaching programmes, our research and our highly innovative public-engagement initiatives.” “IPA draws on LSE faculty from six of the School’s academic departments, and harnesses the research and teaching expertise of this interdisciplinary group”

Centres: The LSE houses over 20 research centres, from cities to health care and international affairs; not directly affiliated with IPA.

Programs:
Master of Public Administration (2 year program; 100 students per year)
- Year 1: “bootcamp”: core courses in public policy analysis; economics; quantitative methods; power & leadership
- Year 2: group applied “capstone project” and policy stream:
  - Public and Economic Policy
  - Public Policy and Management
  - International Development
  - European Public and Economic Policy
  - Public and Social Policy
Dual degree: Columbia MPA/MIA; Sciences Po MPA; MPP Hertie/Singapore MPP
Executive MPA
- core set of skills in economics, policy evaluation, political science
- choice of specializations and practical policy workshops.
- Curriculum: 12 intense teaching blocks (week/weekend) taught by academics and policy practitioners
"Policy in Practice" seminars
- Presentation by leading expert/practitioners of controversial, policy-relevant paper, followed by a student-led group discussion.

Faculty
- 23 Faculty drawn from across LSE

Governance
- Executive Team: Director, Program Director, Deputy Director, Manager
MPhil in Public Policy (MPP)
University of Cambridge

- The MPP was launched in 2013, and is housed in the Department of Politics and International Studies. It stems from the identity of Cambridge as an international cross-roads of cutting-edge research, evidence, science.

Mission:
“The MPP provides an interdisciplinary grounding in public policy theory and practice, with courses ranging from philosophy and policy analysis through to media and politics. It is aimed at those with some experience (2 to 5 years post graduation) who wish to develop their abilities to be policy entrepreneurs, either in government, NGOs or in business.”

Program: 1 year MPP (23 students in initial cohort; now 45 students)
- 3 terms of coursework
  - Michelmas: core courses (policy analysis, politics, law, media, statistics, economics) plus case studies & professional skills
  - Lent: core courses (philosophy, scientific methods, systems) plus case studies & professional skills
  - Easter: Policy Analysis Exercise (see below)

- Work placements (internships) are pre-arranged and students bid competitively for them
  - Students work with their organization for 14 weeks (4 weeks onsite developing the issue to be addressed; 10 weeks in Cambridge to complete policy analysis/recommendation paper)
  - Students are onsite during the Easter term and complete their report by the end of June.

Faculty: courses are “bespoke” but taught by Cambridge professors across the university, including scientists (e.g., for case studies)

Governance:
- Director David Howarth (former Law professor and MP for Cambridge)
- Deputy Director Finnbarr Livesey (background in physics/computer science and technology policy at Judge Business School)
- Steering Committee: dozen members from across the University
Background Report for Master of Public Policy in the School of Public Policy

This report provides a context for the proposed Master of Public Policy (MPP) program. The plan is to situate and deliver this program in the proposed School of Public Policy, Faculty of Arts. Consideration of this proposed program requires knowledge of the historical background and the institutional and financial circumstances within which this proposal emerges. We trust that the following will provide this background.

Rationale for a MPP: Developing capacity in public policy has been a University priority for at least ten years and is most recently confirmed as a priority in the Strategic Research Plan, 2013-2017, prepared in the Office of the Vice-Principal (Research and International Relations). A proposal to create a School of Public Policy was successfully presented to an external donor in the summer of 2015. Securing external financial support was a key condition on moving forward with plans for the program and School.

A number of public policy programs have emerged in Canada over the last 10-15 years. However, there is no School of Public Policy or Master of Public Policy program east of Ontario¹, and none that can leverage McGill’s particular combination of talent, reputation, and location.

McGill is already a respected venue for exchange and debate on public policy issues, and is one of the few institutions in Canada able to do so in the context of a truly national and international conversation that can link evidence, expertise, and policy-making. McGill is uniquely positioned to be the bridge between pan-Canadian and global expertise and exchange on the most pressing issues of the day.

There is depth and breadth of expertise in the Faculty and University in core areas related to public policy. There is also interest in public policy across disciplines in which McGill’s reputation are already evident (e.g., social sciences, humanities, law, urban planning, science, environment, education, global development, medicine, etc.). The School of Public Policy will provide an anchor for public policy at McGill and it will be located in the Faculty of Arts.

While there are many faculty members actively engaged in policy-relevant research, McGill lacks a fully-developed curriculum in policy practice, analysis and content. The Master in Public Policy will provide that curriculum in an intensive, multi-disciplinary program leading to a professional rather than research degree.

It is not expected to compete with existing Master of Arts programmes such as in political science, economics, or other graduate offerings within the Faculty of Arts. As noted, it will not offer a research degree. While course offerings in the MPP obviously will draw on a range of disciplines and departments/institutes, its focus is on the translation and application of that disciplinary knowledge in the practice and analysis of public policy.

¹ There is a maîtrise en administration publique at the Université de Moncton and a School of Public Administration at Dalhousie University, as well as École nationale d’administration (ENA, Montréal.)
This report summarizes key features of the plans for the School and the MPP, and the implications for the Faculty. It draws on a detailed feasibility study prepared by Professor Antonia Maioni that was presented to the Provost in March 2015. It draws as well on a business plan for the School prepared by the Provost’s Office in Fall, 2015.

A proposal for the School of Public Policy will be presented to the appropriate University governing bodies over the course of the 2015-16 academic year with the objective of establishing the School formally in 2017. The proposed new Master degree in Public Policy [MPP] will be the core program of the School of Public Policy in the Faculty of Arts

**Structure of the MPP Program:** The MPP will be a focused, 12-month, 45-credit non-research degree program intended for recent graduates or early-career professionals interested in developing expertise in the field of public policy. Prerequisites to admission to this program include a bachelor’s degree. Students must have completed one political science course, one macroeconomics course, and one quantitative methods or statistics course at the undergraduate level either within or outside of their bachelor’s degree.

The program will have an annual enrolment target of 25 students. A cohort of this size will facilitate classroom learning, enable good contact with teaching faculty, and ensure that the program is able to attract and select the very best applicants.

In each of the Fall and Winter terms of the program, students will take 3 required courses and 2 complementary courses (30 credits total). The required courses will cover foundational theories and methodologies of public policy in various contexts; complementary courses will address policy issues and practices in a range of applied domains.

The month of May after that will be devoted to an intensive, 6-credit, module-based public policy lab where students will be engaged in a hands-on workshop to learn the building blocks of project organization and team management and to deploy these tools in analyzing actual policy questions with input and mentoring from policy actors in the public and private sector.

Lastly, students will complete a 9-credit internship during the summer months that will place them in a public, private, or non-profit organization, where they can apply the skillsets and tools developed in their program. Requirements include a policy analysis and report (problem definition, formulation of solutions, evidence and methods, policy recommendations) relevant to the internship placement environment. The cohort is then expected to return to campus for a final week in August to compare and exchange their experiences and best practices.

The required courses in Fall and Winter, the lab, and the internship will be open exclusively to students enrolled in the MPP program. Complementary courses, however, will be open to any McGill student with the appropriate background, and enrolment of non-MPP students will be encouraged.
Curriculum and the Master of Public Policy

**Required Courses 33 CREDITS**

- PPOL 601 Public policy theory and analysis (3 credits)
- PPOL 602 Economics for public policy (3 credits)
- PPOL 603 Political landscape of public policy (3 credits)
- PPOL 604 Ethics, law and public policy (3 credits)
- PPOL 605 Statistics for public policy (3 credits)
- PPOL 606 Science, evidence and evaluation (3 credits)
- PPOL 615 Policy analysis lab (6 credits)
- PPOL 616 Public policy internship (9 credits)

**Complementary Courses 12 CREDITS**

- PPOL 607 Health and social policy (3 credits)
- PPOL 608 International development and global affairs (3 credits)
- PPOL 609 Public service delivery in Canada and the provinces (3 credits)
- PPOL 610 Environment and public policy (3 credits)
- PPOL 611 Business and public policy (3 credits)
- PPOL 612 Indigenous issues in public policy (3 credits)
- PPOL 613 Media, information and public policy (3 credits)
- PPOL 614 Topics in Public Policy (3 credits)

**School of Public Policy.** The School will be staffed by a Director who will report to the Dean of Arts and, initially, by three new faculty members to be appointed wholly to the School, or jointly with other units appropriate to their areas of expertise. Other hires of tenure track faculty will be made as the School develops. It is expected that the first Director will be chosen through a national search and will be appointed to a tenured position at McGill.

Faculty from other units in Arts, who may teach courses in the School from time to time, will complement the core faculty in the School. When members of other units, not appointed to the School, either wholly or jointly, do teach in the MPP, their home units will be financially compensated. The financial arrangements are still to be finalized, but course buyouts of this kind are expected to be in the range of $10,000-$15,000.

Please note that these buyouts apply to dedicated public policy courses in the School, where teaching in one of these courses implies teaching one less course in the home unit. Buyouts should not apply to courses that are cross-listed between the School and another unit. Courses like this might be developed for some of the complementary courses in the School (more below on the MPP courses).

The School will also administer a research program to which members of the Faculty of Arts with research interests that fit the mandate of the School can apply. In these ways, the School will
develop linkages with other units in Arts. This is an important consideration. The School should be an integrated part of the Faculty.

As the School develops, other contract academic staff and professors of practice, whose professional experience will complement the core faculty’s academic expertise, will join academic staff in the School of Public Policy. Professors of practice will contribute to the MPP teaching program and will help facilitate the development of research and exchange networks that connect academics with policy practitioners.

**Financing.** McGill University has secured philanthropic support for the School of Public Policy that will cover a significant portion of the cost of implementation and management of the School and degree program. The Max Bell Foundation will provide $7.5 million over 10 years to support the new School. The agreement with the Foundation is also renewable after the first 10 years. This is not an endowment. The commitment is to direct fund the School, $750,000 per year for 10 years, renewable. In addition, the Foundation will allow the University to use other Max Bell donations to McGill to support the School. The Provost’s Office has identified that the total level of support from the Max Bell Foundation at just under $10 million for the next 10 years. The School will continue to engage in fundraising from other sources.

The University will grant hiring licenses and allocate the budget required to make the core tenure-track hires to staff the program. These licenses will not be drawn from the academic complement of the Faculty of Arts. They will be new hires. It also is expected that some of these positions will be joint appointments between the School and other units in the University, including Arts.

While not an initial priority, the University will also support the development of revenue-generating executive-education programs which will further extend the School’s pedagogic reach and bring revenue to the School to support its core mission. Philanthropic support, University commitment to faculty hiring, and revenue-generating programs, combined with an enrollment-driven budget allocation will contribute to the financial sustainability and administrative structure of the School and degree program.

**Administrative Structure.** In addition to the core and contract faculty appointments, the School will be staffed by a non-academic associate director and other staff who will support the internship program, outreach and research. The business model for the School funds these positions through the commitment of the Max Bell Foundation, allocations from the Provost’s Office via enrollment-driven allocations and, in the medium term, revenues produced by executive programs.

**Consultation and Best Practices.** As noted at the outset, Professor Antonia Maioni was tasked by the Office of the Provost to conduct a feasibility study in preparation for the creation of the School of Public Policy. Professor Maioni visited major public policy schools, institutes and programs in Canada and the United States as well as several programs in the United Kingdom. The current plan builds on this study, which provided the basis by which to create a School of Public Policy that would effectively position McGill within Canada and North America, in particular.
Consultations for the feasibility study (a list of experts consulted, presentation of public policy programs in other institutions) is provided in a separate attachment.

**Physical location of the School** The plan, initially, is to rent downtown office space for the School. The rental costs are built into the business plan for the School. It is expected to be moved to a more permanent location when suitable space becomes available.

**Conclusion:** This proposal is timely insofar as the demand for such a program converges with the strengths of our current faculty complement as well as resources that have been mobilized to make this happen. This is clearly an opportunity for the Faculty of Arts as the feasibility study suggests that there are ample applicants and demand for such a program and external financial support has been guaranteed. Given the scholars we have in the policy area, the hires that are planned in the School of Public Policy, and significant injection of funds provided by the Max Bell Foundation (~$1M/year), the School will be self-financed with its revenues supporting its administrative structure and delivery of its academic mission. It does not represent an additional load to the Faculty’s administrative or clerical support. The School will strengthen how the Faculty of Arts is perceived and experienced, both within and outside of McGill. The Dean’s Office is committed to ensuring that the Faculty’s Departments, Institutes and Schools will be meaningfully engaged with the creation, program development and research components of the School.

**APPENDIX [drawn from the feasibility study]**

**Best Practices from comparative study of public policy programs**

**Mission:**

- The mission statements of schools of public policy vary in scope and spirit:
  - mundane (Toronto: “educate effective practitioners”);
  - practical (Georgetown: “what works, what is true, what makes sense”);
  - provocative (Calgary: “get public policy right”);
  - explicit (Berkeley: “leadership for the public good”);
  - inspirational (Oxford: “a world better led”).
- They often reflect the role of the policy school in regional focus (Saskatchewan, Minnesota, Wisconsin) or specific policy questions (federalism & intergovernmental relations at SUNY/Albany); or an emphasis on urban affairs (Chicago, NYU); or global public policy (schools of international affairs, such as Columbia, Balsillie, Munk); or encompass “public engagement” (Syracuse, Texas, Harvard, LSE).
- Most of the schools mention a commitment to “public service” and to the aspiration of addressing “pressing problems” be they national or global in scope.
- Among Canadian schools, only Carleton and Concordia refer explicitly to Canada (training, policy focus) in their missions. Bilingualism is mentioned at Ottawa (and Glendon, not part of the survey). And Canada’s role in the world is a recurring theme in the schools of international/global public policy here.
Obviously, to attract an international market based on McGill’s global reputation, our program would need to offer “transversal” competencies and broader policy skills training, but a commitment to Canada could enhance rather than be detrimental to this approach.

We should consider McGill’s location in Montreal/Quebec as an attraction for both Canadian and international recruitment.

The missing link among the Canadian schools is the absence of a “big idea” (emphasized at Harvard, Princeton, Oxford) that expresses commitment to a core ideal and identity (Munk, Balsillie come close). Especially, there is the absence of a pan-Canadian vision, mandate, or responsibility and of reference to a combined goal (as at Duke) “to bear on significant issues facing our local community, our nation, and the world.”

We also need to consider how the mission of the school fits with the broader identity of the university: national leadership, strong core disciplines, diverse and international faculty and student body, award-winning research, renowned professional programs, global reach and recognition, 200 years of scholarship.

Funding:

- Funding is perhaps the largest determining factor between the very best programs and the programs that fall short (even at top-tier universities). Many of the schools were created after initial donations/endowments from philanthropic alumni or members of the community. Schools which succeeded at being highly regarded typically had deep pockets as well as name recognition.

- New schools with dedicated core faculty, such as the McCourt School of Public Policy (Georgetown) and Blavatnik (Oxford), and Balsillie (Waterloo) exemplify how crucial donor funding is. These schools are newly created but with donations in the millions, have been able to bring in top tier talent as students (through financial aid) and faculty (including Chairs and Practice Professors).

- Other recently established schools have been able to bring in money through large enrollment numbers based on existing brand recognition, policy expertise, and executive programs that attract high-paying clientele (such as the LSE/IPA program and the UofT/SPPG).

- A common element for many successful schools is an advisory council that brings together academics, business leaders, and practice experts who would have wide expertise in helping to advice on financial opportunities/initiatives.

Faculty:

- Most public policy schools make use of a mix of scholars and practitioners, although the mix and organization vary significantly.
• **Any strong policy program will need both kinds of teaching resources, although in general, rigour should come first, practice second**
• Practitioners can be permanent full or part time faculty, contractual sessionals, or adjuncts who fulfill mentoring roles
• **At McGill, we should use our research strength, quality of students, and global brand to attract top-drawer practitioners who are at the top of their game**
• Faculty members can have a variety of ties to the public policy program, including dedicated core faculty, cross-appointed faculty, affiliate or associate faculty
• Although the schools surveyed vary significantly in their organization, most of the experts consulted pointed to the existence of two basic “models” for the organization of a policy program or policy school: the “Harvard” vs. “Princeton” models
  
  o Harvard model:
    - dedicated faculty, own building, independent governance
    - mix of scholars (tenure-track) and lecturers (practitioners)
    - endowed chairs for both kinds of track
    - institutional commitment to the School paramount
    - requires sustained fund-raising; powerful brand
      - Duke (mostly dedicated core faculty)
      - Oxford (large dedicated faculty plus associates from depts.)
      - Columbia (large dedicated faculty plus affiliates from depts.)
      - Munk (small core faculty plus large number of affiliates)
      - Carleton (dedicated faculty)
      - Ottawa, Saskatchewan (core faculty plus associates/adjuncts)
  
  o Princeton model:
    - all faculty cross-appointed to wide array of university departments
    - dual commitment to both school and department
    - financial incentives (e.g., summer stipends) to reinforce this
    - allows for larger range of program offerings (PhD and BA)
    - requires powerful leadership; sustained negotiation; deep support of university
      - Syracuse, LSE based primarily on this model
      - Balsillie variation (faculty sit in their departments)
      - Toronto, Michigan, Wisconsin variation (though cross-appointments, associates, adjuncts).

**Outreach:**

• Although most of the schools and programs surveyed referred to a mission that included training students to address public issues and problems, not all of them have a specific outreach or public engagement mandate.
• The best-known schools have established themselves as national or international “hubs” of debate and dialogue (Harvard, Princeton, Duke, Syracuse, Oxford, LSE) which in turn contributes to the broader identity and reach of the university
• Others have done so on a regional basis (Texas, Michigan, Wisconsin, Berkeley, Chicago, NYU, SUNY/Albany, Saskatchewan, Calgary)
In Canada the largest programs (Toronto, Carleton) tend to concentrate on teaching: for example, at Toronto, the SPPG focuses on teaching and a limited number of “signature” events (lectures and so forth), leaving the role of “think tank” to the Mowat Centre, and the “hub” for debate to global affairs at the Munk School.

Some Canadian programs do have a specific outreach function, most notably the Balsillie school (through CIGI) and Ottawa, although only Queen’s and Calgary are specifically focused on Canadian public policy debate and dialogue.

There is no real outreach space for pan-Canadian dialogue and debate that includes Canada, the provinces, and Quebec; or aboriginal matters on a national scale.

Shoring up the outreach function can help attract exciting thinkers, innovative policy models, and donor funding

<table>
<thead>
<tr>
<th>Centres/Research Institutes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is considerable variation among the schools surveyed with respect to the role of policy centers, research institutes and affiliated programs</td>
</tr>
<tr>
<td>• At Harvard and Duke, for example, core faculty sit in centres and programs that are housed in their schools</td>
</tr>
<tr>
<td>• At Princeton, the school is associated with twenty research centres through cross-appointed faculty</td>
</tr>
<tr>
<td>• At Georgetown, a dozen centres (including applied research) are housed in the school primarily for quantitative research and data analytics</td>
</tr>
<tr>
<td>• At Oxford and the LSE, there are affiliations with university research centres but the schools do not act as “umbrellas” for them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A note on lexicon: although there should be a distinction between “public administration” (geared toward careers and clienteles in government) and “public policy” (more broadly geared toward public service, as well as NGO, community, research, private sector), they are often used interchangeably.</td>
</tr>
<tr>
<td>• We recommend a focus on the MPP (professional program) in the short-term; the development of an Executive Masters/Certificate program in the medium-term; and a further exploration of the Ph.D. and B.A. options in the longer-term.</td>
</tr>
</tbody>
</table>

Based on the schools surveyed, there are 5 different kinds of programs to consider:

- **PhD in Public Policy:**
  - offered at only a handful of schools (Balsillie, Blavatnik, Princeton, Duke) with specific purpose/specializations
  - small enrollments, rely on faculty engaged in policy research

- **Master of Public Policy** (professional):
  - by far, the most typical program at all schools
  - targeted to “entry-level” or few years of work/life experience
  - involve core curriculum (“bootcamp”) plus specialization
  - from 12 to 20 months in length, usually with internship
  - most innovative schools have “policy lab” component (Munk)
• tend to be associated with older programs (Carleton), programs housed in existing Politics/Political Science departments (Ryerson), or programs focused on interdisciplinary research
• could be used to provide option of joint degrees, but not recommended for new or innovative program
  o Executive Masters/Certificate Programs
    • much diversity between programs reviewed; usually depends on school’s location (provincial or federal capital, economic hub), niche expertise in specific areas (e.g., health, technology, etc.), possibilities to form partnerships and design programs for clients
    • seen as cost-efficient way to bring in money, but clients will demand top-drawer teaching and other services if paying top-dollar
  o Undergraduate degree
    • Very popular where offered at a handful of (top-ranked) schools in the US (Duke, Princeton); in Canada, BA is offered jointly by departments at Toronto; Carleton has made the BA a stand-alone program through a separate school (Kroeger)
    • unclear whether this is a sound investment since McGill is already so competitive; would require larger number of public policy courses

Program framework:

Clientele

The typical clientele for professional MPP programs is either entry-level BA (Canadian schools) or 2-3 work experience (US schools) or a combination of both (UK schools). The typical range is 25-30 years of age.

• Students come from a variety of backgrounds, but most tend to have had training in social sciences, combined with some form of experience in the public, private or NGO sectors. While GREs are not typical, language requirements are usually specified. Some schools require specific pre-requisites (e.g., economics) and, for the most competitive, some kind of essay that speaks to public leadership and/or interviews by phone or Skype.

• In the Canadian context, programs that reside within departments tend to charge regular university fees; separate schools charge higher fees. However, even in the latter case, the upper limit seems to be in the $15K range, and these programs typically offer some financial incentives/scholarships to attract students. Toronto, for example, also insists on “paid” rather than unpaid internships, to bolster the “professional” nature of the program.
• While size matters, so too does capacity. The LSE, with a global demand for its program, has allowed the cohort to grow to 100 students per year; at Toronto, which relies on the Canadian market, the numbers are moving toward 80. But these schools started much smaller and have depended on the resources of a much larger pool of public policy faculty and practitioners across their institutions.

• *If McGill were to target a mixed clientele of entry-level and limited experience students, an initial target in the 20-25 range would be advisable, allowing resources to be built up to gauge and address increased demand.*

Program features:

• These are the typical features of MPP programs as surveyed:
  o Interdisciplinary (across the social sciences or more broadly)
  o Optional or mandatory internship/research essay
  o Most schools offer specialization in an area or content theme
  o Most schools include training in economics and statistics
  o Many emphasize “policy technology” and “digital literacy”
  o Best schools understood need for “context” beyond “mechanics”
  o Some schools add “case study” components
  o Some schools require an individual or team “capstone” project
  o Some schools offer professional skills training (media, negotiation, etc.)

A McGill Model:

A functional and sustainable model for a school of public policy at McGill University would need these basic building blocks:

• A mission statement that emphasizes
  o how the school fits with the broader identity of the university: national leadership, strong core disciplines, diverse and international faculty and student body, award-winning research, renowned professional programs, global reach and recognition, 200 years of scholarship
  o commitment to pan-Canadian vision and responsibility to Canada and world;
  o an engagement to teaching and research that are policy-oriented, future-directed, problem-solving
- A recognition of our attractive location in Montreal/Quebec

- A focus on the following areas of study and research: Health & Social Policy; International Development/Global Issues; Environment; Canadian Public Issues including Indigenous Issues; Governance and Public Service Delivery.

- A combination of core faculty (4-5 such initial positions needed); joint appointments (some of which are already structured into existing academic programs, others that could be developed if this is considered feasible/desirable); associated or affiliated faculty for specific purposes such as supervision; plus a small number of “practice” experts on a visiting or limited-term basis (top-drawer practitioners who are at the top of their game)

- Faculty members (whether core or cross-appointed) need to be scholars who are interested in the enterprise of teaching and research in public policy and, ideally, scholars of interest to the enterprise of policy-making in public and private sectors

- An emphasis that is less about public administration and more on building a “toolkit” for the study of public policy that derives from basic disciplines combined with specific policy domains and innovative training.

- Ideally, the school could serve as an “umbrella” for the myriad policy-related programs and activities in play across McGill, allowing for a “critical mass” of policy expertise and credibility to emerge.

- A lean and flexible administrative structure that allows for a rapid response and decision-making; encourages creativity and collaboration among faculty and visitors; and provides an inspiration to students/graduates and a respected voice in the public square.