Memo

To: Deans and directors of schools and departments

From: Christian Detellier, Vice-President Academic and Provost
               Ruby Heap, Associate Vice-President Research

Subject: Consultation – School of Government project

Date: January 13, 2014

As indicated in the memo of December 19, 2013, we're inviting you to meet with the members of the working group on the academic aspects of the School of Government project to share your thoughts on this project. We would like to hear your views on its merits and potential, on what should be its essential components and on any challenges and issues that need to be addressed.

To foster thought and discussion, we invite you to read the attached report prepared by an external consultant. The working group will use this report as a platform but will also have access to other tools to guide it. The consultations to be held on January 23 and 24, 2014 are especially important in this regard.

Members of the working group will meet with interested persons in 30-minute blocks in Desmarais 12113. Please contact Marie-Cine Renaud at mrenau2@uOttawa.ca or at extension 2703 to set up a meeting time.

Thank you in advance for participating in this important process.

Conceptual Plan: uOttawa School of Government

Table of Contents

Summary of Recommendations

1. Establish a School of Government (SoG) as a new faculty, or as a School with the powers of a faculty

2. Offer programs for about 1,000 undergraduate and graduate students. About 840 students would come from existing/modified programs, and 160 from a new career-oriented graduate program. Degrees could be styled *Bachelor of Arts in Government* and *Master of Government*, with majors and streams in key disciplines

3. Recruit promising students with generous scholarships and a program recognized as the home to Canada's future public policy leaders and public service executives

4. Professors from the *Graduate School of Public and International Affairs* to form the nucleus of the faculty in the School of Government. Additional faculty members would be recruited to support new programs

5. Establish a *Crossroads* multidisciplinary and interdisciplinary research initiative. This flagship project would assemble teams of researchers from across uOttawa faculties and other academic institutions to study and make recommendations on contemporary Canadian public policy and public administration challenges. A SOG Advisory Committee would help to select project themes, which could be relevant to all orders of Canadian governments

6. An International Advisory Committee would connect the school with best practices from other leading schools of government from around the world

6. Operate with revenues and expenditures under the existing uOttawa funding formula in the range of $20 million. This includes about $1 million in external annual funding from endowments and other sources

7. Locate the *Centre on Public Management and Policy* in the School of Government and collaborate with the *Centre for Continuing Education* to substantially increase course offerings to public servants

8. Considering partnering with a highly ranked American school, perhaps located in its capital, such as the *Trachtenberg School of Public Policy and Public Administration* at George Washington University

9. Fellows of the SoG would contribute to policy analysis, mentor students, and make contributions in the classroom

10. Set clear and prompt deadlines for each stage of the process that considers the desirability and feasibility of a uOttawa SoG

The Project

Discussion and thinking around a school of government (SoG) for the University of Ottawa has been ongoing for a number of years, centered in the office of the president and in the corridors of the faculty of Social Sciences. The basic premise is if there was to be such a school in Canada then the University of Ottawa – located in our national capital and one of the largest bilingual universities in the world – was its natural home.

But there have been no formal consultations on what University of Ottawa SoG would do, the programs it would offer, how it would be structured, how it would relate to existing faculties and departments, what it would cost, how it would be funded, and the problems it would be expected to solve.

In this context the Office of the President engaged *Plamondon & Associates Inc.* to prepare a conceptual plan for the proposed SoG to cover the following elements:

1. Vision and objectives
2. Structure and governance
3. Finance and fundraising

Our report is not a consensus document and the recommendations are our own. It is intended to animate discussions about whether such a venture is desirable and feasible, while stimulating a discussion on the design of the school. Given the depth of our research many of our recommendations can be characterized as ideas, which we expect will be explored in the deliberations that will follow.

Our analysis and recommendations were primarily informed by 53 Personal Interviews. This included 43 interviews from within uOttawa: with representation from the Board of Governors, central administration, faculty leaders, and professors from various faculties. The interviews, which were conducted by the same person, were open-ended discussions of 60-90 minutes in duration covering the objectives, structure and financing for a SoG. Ten interviews were conducted with external participants who were selected based on their experience with the public policy process, schools of government, university management, and from government itself. A list of those interviewed is provided in Appendix B. We also conducted a limited Internet review of other schools of government, including schools of public policy and public administration.

A School of Government for Canada

Canadian universities play a key role in achieving good government for the nation by contributing research, knowledge, and by preparing students for careers in the public service. Canada already has a number of excellent schools of public policy and public administration, but it lacks a SoG. The distinction is important. There is no place today where government is examined from a holistic, multidisciplinary, interdisciplinary, practical, and academic perspective.

The policy challenges ahead are more complex than ever, but our current academic and think tank systems were not seen by those interviewed to meet the standard of enquiry that is needed to provide the unvarnished and objective analysis that's required.

In the past, Canadian governments relied largely on technical papers, white papers, commissions of inquiry and Royal Commissions to explore creative options for policy development. These instruments were often precursors to major shifts in government policy and operations. Since the advent of program review in the mid-1990s, governments have largely turned away from these techniques. A SoG could play a critical role by helping to fill this gap

At the same time a SoG would investigate and provide instruction in the strategies and techniques by which governments and its agencies can implement and manage change. In other words, it can be a generator of academic research and evidence-based policy solutions as well as a training academy for future public policy leaders and government administrators. Many policy schools give their students an opportunity to interact with policy practitioners or former practitioners, but these experiences fall short in training future public sector leaders.

Moreover, there are many functions and skills vital to the functioning of government that are absent from Canadian university programs. Senior government officials interviewed for this report underscored the need for more effective training for both early- and mid-career public service professionals in a number of critical areas. It is worth noting that there are 40 MBA program in Canada preparing some 10,000 students for a career in business, but there is no specific Masters of Government program designed to prepare students for an executive career in the public service.[1]

There is one further contextual factor that speaks to the need for such a school. Increasingly, the traditional distinction between domestic and foreign policy is breaking down. Along with other countries, Canada is increasingly vulnerable to instabilities in globalized patterns of production, finance, technology, communications, ecology, migration, and security. Government officials need to understand these interconnections in order to operate effectively in a workspace that transcends the old division between the domestic and international departments and policy domains. For these reasons, Canada can benefit from a school of government that possesses – and instils in its students – skills in both domestic and international policy analysis and practice.

---

[1] 18 Canadian universities offer various public policy and public administration graduate degrees, but these programs do not have a clear training mandate for government workers.

In a similar vein, it is impossible to research and lead in the areas of public policy and public administration without an understanding of the three orders of government in Canada. The study of policies and programs in a host of areas—immigration, income support, infrastructure and transportation, for example—need to integrate the perspectives and responsibilities of federal, provincial *and* municipal governments. Even international trade agreements require the input and consent of provincial governments. It is an old saw, but there is truth to the expression that "there is only one taxpayer." An effective Canadian SoG requires the ambition and scope to be relevant to all governments in Canada.

A School of Government at the University of Ottawa

In our view, the University of Ottawa is superbly positioned to create Canada's first SoG from at least four perspectives.

- A large number of professors and senior fellows at the university are experts in governmental policy processes. Many of these professors and fellows are concentrated in the Graduate School of Public and International Affairs (GSPIA), but expertise and interest is also present in the Telfer School of Management, the Common Law faculty, and various departments in the Social Science faculty
- Bilingualism is an essential ingredient in the success of a SoG that seeks to train policy leaders and administrators for all governments in Canada
- Proximity and links to government institutions can provide students with hands-on learning opportunities and direct access to senior government officials
- Destination 2020, the uOttawa strategic plan, is tailor-made for a SoG. For example, Destination 2020 challenges the university to be top of mind with governments that need special expertise and fresh insight. It also references attracting international students, preparing students for meaningful careers, and enabling faculty to share their knowledge, all of which can be central elements of a SoG.

A SoG would be somewhat unique in the university landscape. While preserving academic independence, members of a SoG would embrace commitments beyond the normal research, teaching and service duties of professors or fellows. They would understand that a core part of their job is to serve as policy leaders themselves: to use their skills and expertise to inform public policy debates and to explore practical options for Canadian governments to respond to domestic and international challenges facing the country. They would also embrace the responsibility to train the next generation of senior officials.

In the course of our interviews we heard about four principal elements of public sector leadership that could guide the design of the school's curriculum, research and outreach activities:

1. **Analysis and understanding of policy issues of importance to the nation**

A SoG should exercise policy leadership from its faculty and by connecting with other academic units, both within uOttawa and from other Canadian and international academic institutions. It must also provide its students with the knowledge and analytical skills that they require to become leading practitioners of public policy and senior leaders in government.

2. Implementation of policy and administration of government

Although the school will not execute policy, the practical requirements of policy implementation and the administration of government should be a focus of its research and teaching programs. This would be a defining feature of the school of government, distinguishing it from other policy schools: namely, the recognition that knowledge of policy problems is a necessary but not sufficient condition for policy leadership, which also requires the skills to enact policy ideas. The curriculum of the SoG should offer a range of analytical and practical skills courses. It should also provide intensive hands-on experiences and interaction with senior policy officials.

3. Ethics

All dimensions of public life are becoming subject to higher standards of probity and greater public scrutiny. A SoG must have ethics training at its core, recognizing that this, too, is a central aspect of policy leadership and public administration. It's worth noting that many leading public policy schools in the United States make ethics a core program element

4. Leadership

The final element of policy leadership is personal initiative. It's clear that leadership skills is an essential ingredient to achieving good government. In the formal curriculum and extra-curricular activities of the SoG students should be provided with opportunities to demonstrate and cultivate their personal initiative – and they should be expected to capitalize on these opportunities.

To reinforce these four values, and to highlight the school's ambitious goal to be one of the best of its kind, it must attract and support the very best students. The school of government should conduct a national campaign each year to recruit the most promising "future policy leaders" in the country, and reward the recipients with generous scholarships. Selection of recipients should be based not only on demonstrated academic excellence, but also evidence of their talents or potential as leaders and initiators. The SoG would also attract international students who want to gain insight into Canadian approaches to public sector leadership.

For a uOttawa SoG to realize its full potential the school must be more than a simple rebranding of existing uOttawa programs. What we are recommending is much broader in scope and more ambitious than what is offered by the University of Ottawa today.

Design of the uOttawa School of Government

Our recommendations are organized in three sections:

1. Vision and objectives
2. Structure and governance
3. Finance and fundraising

Vision and Objectives

One idea raised in our interviews for a SoG was an ongoing, multi-year, policy-relevant, multidisciplinary research initiative titled *Crossroads.* This project would bring together seasoned policy professionals and researchers with relevant expertise from across the departments and faculties of the University of Ottawa and from other institutions.

Each of these projects would tackle a difficult and important policy challenge facing the country, thereby partly compensating for the decline of "Royal Commission-like" studies. A number of projects would be ongoing at any given time, with at least one project concluding in any given year. No Canadian university has undertaken such an initiative.

Crossroads would be a national initiative, designed to research and produce recommendations on *Canadian* challenges. It would engage governments at all levels in Canada, both at the bureaucratic and political level. It would also be an enterprise that would attract the interest of funders that support solid academic research on the difficult domestic or international policy challenges facing our country, taken to the level of practical recommendations.

A SoG Advisory Committee would help to select research themes to ensure relevance and interest. The research teams would be chosen following an open competition, which would be led by one or more SoG investigators and supported by SoG staff. Output would include papers, conferences, seminars, debates, and a capstone report. *Crossroads* would be a flagship initiative for the SoG.

It is only natural to think of an Ottawa-based SoG as a place to ponder *national* issues, and prepare students for a career in the *federal* government. While the logic is compelling, it is also limiting. First, the Ontario government may not be enthusiastic about funding a school that is primarily feeding the federal government. Second, the federal-provincial dynamic is central to almost every public policy issue. Third, municipal governments are increasing in size and importance, a trend that is likely to continue.

There is no Canadian school that has within its mandate a mission to address the three orders of government and their interactions. Such an orientation would enable the SoG to study policy questions that affect multiple governments such as health care, the aging population, continental security, immigration, Senate reform, the environment, Canada's international trade strategy, First Nations communities, or the functioning of the economic union. This makes the SoG relevant to all orders of government in Canada.

A distinction is sometimes made between "academic" and "professional" programs. This distinction is unhelpful because a SoG can achieve the highest academic standards for research while also providing practical training in the specific skills required for its graduates to excel in public-sector organizations.

Professors in the SoG would maintain active research programs and will publish in outlets that are highly respected among their disciplinary peers. Creating a SoG with a policy and public administration orientation does not require a sacrifice in academic excellence. However, in its hiring decisions and in evaluating the performance of its faculty, the SoG should give due consideration to public outreach and policy engagement activities. Professors in a SoG may, for example, be called upon by government from time-to-time to sit on panels, provide advice on contemporary issues, and accept contract research assignments. This places additional demands on professors within the SoG: they must meet traditional academic standards while also serving as contemporary policy leaders themselves. If the SoG seeks to produce the country's next generation of policy leaders, it should have high expectations of its professors and fellows to be both academically excellent and policy-engaged.

It is likely the case that a SoG would connect more directly with employers than what might be the case in a purely academic environment. The placements of students in career positions upon graduation would be indications of the school's success, as would the rank students achieve ten and twenty years after graduation.

Before starting a new program, the overlap in the graduate programs presently offered from the School of Political Studies (SPS) and the Graduate School of Public and International Affairs (GSPIA) must be addressed.

Confusion about the nature of existing programs is evidenced by the fact that many prospective students, reportedly the majority, apply to both graduate programs. And officials in the Faculty of Social Science were hard-pressed to clearly differentiate between the masters' degrees from GSPIA and the M.A in Public Administration and M.A. in Political Science offered in SPS.

Existing uOttawa Programs Directly Relevant to Government [2]		
Department	**Degree/Diploma**	**Students Enrolled (2012-13)**
School of Political Studies	Bachelor in Social Sciences - Honours in International Studies and Modern Languages	265
	Bachelor in Social Sciences - Honours with Specialization in Political Science	684
	Baccalauréat ès sciences sociales Spécialisé approfondi en science politique et Juris Doctor (J.D.) (Program offered in French only)	62
	Bachelor in Social Sciences - Honours with Major in Public Administration (not including joint honours with Political Science)	249
	M.A. in Public Administration	31
	Ph.D. in Public Administration	31
	Master's in Political Science	78
	Ph.D. in Political Science	84
	Graduate Diploma in Public Management and Governance	18
Graduate School of Public and International Affairs	Bachelor of Social Science in Conflict Studies and Human Rights	336
	M.A in Public and International Affairs	194
School of International Development and Global Studies	Bachelor of Social Science in International Development and Globalization	809
	M.A. in Globalization and International Development	122

The creation of the SoG provides an opportunity to address program overlap and provide clarity to prospective students about program design and intent.

It is worth reflecting on the rationale that was used to create GSPIA, which was described in a proposal to the uOttawa Senate in 2007. GSPIA was intended to provide a solid academic program with a strong professional orientation.[3] Interdisciplinary activity, the integration of national and international perspectives, practical training for students, applied research, community linages, and a presence in civic debates were all key elements at the core of GSPIA. The school was seen as a training ground, not

---

[2] Source: uOttawa Institutional Research and Planning
[3] Création de l'École supérieure d'affaires publiques et internationals, Demande Au Sénat 2007-Cao-895, May 2007.

just for future public service leaders but for consultants, policy analysts, project managers, public relations specialists, journalists, or researchers. GSPIA was to be a place that valued active participation in civic and public policy debates at the local, national and international level. The Masters in Public and International Affairs was said to offer advanced multidisciplinary training through the acquisition of conceptual tools and theoretical connections to various disciplines; including political science, economics, sociology, history, and philosophy.

It is evident that the orientation of GSPIA and a SoG have many common elements:

- Multidisciplinary
- Contemporary
- Professional,
- Career orientation

This is why it is natural for GSPIA programs and faculty to become the nucleus of the SoG.

As currently constituted, the GSPIA houses approximately 30 full-time tenured or tenure-track professors and 22 senior fellows (most of whom are recently retired senior public servants). Several of its professors have previously served in government and many others are nationally and internationally recognized scholars.

Of course GSPIA professors who prefer not to be part of a SoG could move to departments with a disciplinary focus (such as economics, political science, sociology).

Programs offered by GSPIA could also be rolled into the SoG. This would include the Bachelors degree in Conflict Studies and Human Rights and the Masters in Public and International Affairs.

Degrees related to public administration, which originated in the Telfer School of Management and were transferred to the School of Political Studies a few years ago, would also seem to align best with the SoG. While the current M.A. in Public Administration may be more theoretical than what might be found than a traditional MPA degree; students in these programs were said to be expecting more applied content than what is offered at present. Moving public administration programs to the SoG would also give it an additional undergraduate component, which could include a co-op option with students working in federal, provincial or municipal governments.

To emphasize the connection to *government,* the degrees offered by the SoG could be styled as *Masters of Government* and *Bachelor of Arts in Government.* Streams could include public policy and public administration, and majors in any number of areas.

It is remarkable that no Canadian university offers a program covering many critical government functions. This includes public sector accounting and finance, information technology, procurement, performance auditing, legislative and regulatory drafting, and science policy. Senior government officials told us when they recruit staff for these functions from universities or the private sector they almost have to start from scratch in the training of candidates. While job candidates may have grounding in these disciplines, they have little appreciation for government operations. Building on the broad strengths of uOttawa and its programs, and recognizing the unmet needs in government, the SoG can offer a range of career-specific sub specialities. These specialities could be oriented towards entry-level students and mid-career public servants.

At inception the SoG would inherit the students from existing programs: notably the 250 students in undergraduate public administration; 330 students in undergraduate conflict studies; 200 graduate students in Public and International Affairs; 30 graduate students in Public Administration; and, 30 PhD students in Public Administration. In addition 160 graduate students are proposed in new career-oriented Masters in Government sub specialties. In total about 1,000 students would attend the uOttawa SoG, studying in English and French.

Proposed School of Government Programs	
Degree/Diploma	**Projected Enrolment**
Bachelor of Arts in Government ▪ **Public Administration** ▪ **Conflict Studies and Human Rights**	580
Masters in Government ▪ **Public Administration** ▪ **Public Policy and International Affairs** ▪ **Other specialities**	390
Ph.D. in Public Administration and Public Policy	30
Total Students	**1,000**

Another possibility worth considering is including the newly created Masters of Environmental Sustainability and the Specialization in Environmental Sustainability in the SoG. These programs from the *Institute of the Environment* are soon to be launched.

A suggestion has been made for the SoG to consider offering a professional practice doctorate. This would be of interest to mid-career public servants who want to broaden their skills and differentiate themselves from their colleagues. It would not be a stream for those seeking a career in academia. Such an offering requires additional thought and analysis to determine if it would fit within the SoG. Likewise, research is recommended to more confidently estimate the demand from students for all SoG programs.

There may be opportunities for the SoG to establish partnership and joint programs with other universities. Carleton University has a well-established Master of Public Administration that graduates up to 250 students per year. Transferable course offerings could be considered to expand options and sub-specialities. Carleton students may also want to connect with the *Crossroads* research initiative, and may benefit by taking SoG courses in French.

The uOttawa SoG might also partner with a highly ranked American school, perhaps located in its capital, such as the *Trachtenberg School of Public Policy and Public Administration* at George Washington University. Closer to Ottawa is the *Maxwell School of Citizenship and Public Affairs* in Syracuse, New York. The *U.S. News & World Report* consistently ranks its MPA program number one in America.[4] Other linkages could be made with schools of government in the G8 capitals of the world.

In addition to degree programs, the SoG could offer any number of certificates that would be in demand by those engaged in and around the public service. Executive professional development programs, including the *uOttawa Centre on Public Management and Policy*, would fit within the SoG. Links can also be made with the *Telfer Centre for Executive Leadership*.

Special offerings, such as an international summer school, could be used to expand networks and entice international scholars to come to uOttawa. Continuing education programs could be offered under the brand of the SoG, while being managed by the expert staff at the university's *Centre for Continuing Education*. These programs would extend the reach and impact of the SoG, and contribute a modest financial return to the school. The current GSPIA Fellows would align well with a SoG, although the composition and mandate should be updated.

Contract research is another area that will generate activity and net revenue, structured in a manner that preserves academic integrity. If a Canadian government is seeking research and recommendations on issues of its choosing, and those questions align with work that SoG faculty is already engaged, it creates a potential financial return and an additional opportunity to impact government policy.

---

[4] Accessed November 4, 2013, http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-public-affairs-schools/public-affairs-rankings?int=71dc58

Governance and Structure

The structural options for a SoG range from:

1. Department in the Faculty of Social Sciences
2. Institute in the Faculty of Social Sciences
3. Institute without a direct faculty association
4. Quasi faculty
5. Faculty

Unlike most faculties the SoG would function as a node, through which every professor who engages in research relevant to government would be welcomed to engage.

The SoG would also be distinct from most faculties because it is decidedly multidisciplinary, interdisciplinary, contemporary, and focused on training policy practitioners. Unlike traditional academic departments, the SoG may have "Professors of Practice" in addition to regular tenure-track faculty. A SoG would also be extensively involved in policy discussions and conduct outreach activities that would be unusual in traditional academic units.

The SoG needs latitude to pursue "unconventional" activities, be structured in a way that welcomes researchers from every other faculty. This would be more difficult to achieve if the SoG was placed under the governance of an existing faculty. There should be no barrier to any faculty that would benefit from a partnership with the SoG, and every faculty that engages with the SoG should share in the financial and academic success that's achieved.

One option is to establish the SoG as an institute that stands apart from an existing faculty. But recent experience at uOttawa with institutes has not always been positive. The *Population Health Institute* has been deemed unsuccessful because it lacked clear leadership and financial backing. The *Brain and Mind Institute* was recently restructured, moving from a multi-stakeholder model to singular leadership and more reliable funding.

The *Institute of the Environment* (IOE) is perhaps a more instructive case study. The IOE undertook considerable research before concluding the best model was to be independent of any particular faculty.[5] With support from central administration and the cross-appointment of professors, the IOE has developed a substantive research program and is about to launch a Masters program for about 30 students. While being independent of a faculty makes administration, budgeting, and planning difficult, it was thought that becoming part of a faculty would diminish interdisciplinary activity, which is at the core of the IOE mandate. The IOE research suggested that virtual structures were ineffective, and that faculty members needed direct contact to achieve proper collaboration. While operating outside of the faculty structure carries many benefits, IOE leadership recognizes the vulnerabilities that come with this structure. Chief among these are budgetary and the authority to manage personnel matters.

---

[5] The Institute of the Environment prepared an internal research document, "Mechanics of Creating the IE Graduate Program" and formed the "Working Group on Renewing the Institute of the Environment" in 2010

In most of our interviews we heard about the importance of having a Dean as the champion for the school. This poses a problem if the SoG operates outside a faculty and is not directly represented by a Dean. It is worth noting that the overwhelming majority of the leading schools of government in the United States operate as distinct faculties and are headed by a Dean.

<u>If not a faculty unto itself, we recommend that the SoG be given all the powers and attributes of a faculty.</u>

Establishing the SoG as a faculty may well take time for the uOttawa Senate to consider. In the interim the SoG could operate as a faculty in all but name. Its executive director could be given the status of a Dean and be given a seat at the Dean's table. The SoG should be given an operating budget and financial authority in the same manner as other faculties, be able to hold physical space for conferences and classes, and have the ability to hire faculty and staff.

Making the SoG a faculty is yet another dimension that would make it distinctive from all other Canadian schools of public policy and public administration, while more in line with many American schools.

In order to accomplish its expanded teaching objectives, the SoG will almost certainly need to engage instructors from outside the school – in particular, to meet the school's requirement to provide advanced instruction in the practical challenges of policy leadership in government organizations. These instructors may come from other parts of the University of Ottawa or from elsewhere. Among other possibilities, the SoG should explore collaborative teaching arrangements with the School of Law, the Telfer School of Management, and departments in other faculties, including in Social Sciences.

Beyond engaging other faculties in teaching, professors from across the university should be invited to undertake research and other projects with the SoG. A provision would be made in the SoG budget to compensate other faculties should their professors be given a reduction in teaching load for activities undertaken in the name of the SoG.

The SoG may wish to pursue executive interchange agreements with the Government of Canada and other public sector organizations to permit senior officials to spend a semester teaching a full course load within the School while also collaborating on other projects. These "Professors of the Practice" could include journalists and others who delve deeply into issues of public policy. These professors may not qualify for tenure, but their appointments need not necessarily be of finite duration. It appears that almost all Canadian and international schools of public policy and public administration employ some faculty members with a professional background. Some changes may be required to the collective agreement to enable some hiring flexibility.

Dealing with tenure and promotion for incoming professors in a multidisciplinary SoG presents a challenge. Professors at the early stage in their careers typically develop a disciplinary research specialty to demonstrate their abilities for the purposes of career advancement. It has been suggested that it may be best for early-stage professors to remain in their discipline to gain tenure *before* seeking to join the multidisciplinary SoG. If the SoG has tenure track assistant professors on faculty, it may also require its own teaching and personnel committee.

Particular attention needs to be paid to the qualities and experience of the SoG executive director (Dean). Given the school's mandate the executive director requires both academic and professional credibility. The ED would be grounded in Canadian public policy and public administration, adept at working the corridors of government and comfortable raising funds to support the research enterprise.

To help the SOG select its Crossroads research themes, an advisory committee is recommended. The composition of such a committee could include members of the academy, former senior mandarins, business and NPO leaders, pubic policy commentators/leaders, and former politicians. Of course the advisory committee could be useful for other purposes, including providing support to the executive director on a broad range of issues.

An international advisory committee could connect the SoG not only to international issues and trends, but also to other leading schools of government around the world.

It will likely be more economical for the SoG to arrange for support services from the Faculty of Social Sciences rather than assemble and sustain a full suite of administrative functions on its own. This is similar to the approach taken by the Civil Law faculty (800 students), which coordinates a portion of its administrative needs with Common Law (1,400 students) in areas such as IT and research facilitation.

On almost on a daily basis the SoG would host an array of conferences, invited speakers, named lectures, debates, presentation of papers, author sessions, and the like. Major national and international figures would come to the SoG to profile their ideas. Management and coordination of these events will require staff that are expert in conference organization, communications, contracting, and social media.

Given the desire for faculty members to gain significant public exposure, studio facilities for Internet transmission would be required with a professional uOttawa backdrop.

Any research institute or centre on campus with an interest in government could find a home in the SoG. Today, these could include:

- CIPS (Centre for International Policy Studies)
- Institute for Science, Society and Policy
- Institute of the Environment
- Centre on Public Management and Policy
- CGA-Canada Accounting and Governance Research Centre
- CGA Tax Research Centre
- Centre for Trade Policy and Law
- Centre on Governance

Housing research centres and institutes is consistent with how other leading schools of government are organized. Other institutes and centres could be established, such as the proposed Institute for Fiscal Studies, based on the expertise of faculty and the availability of financial resources.

Finance and Fundraising

There is no written rule or established standard at uOttawa that requires individual faculties, schools and departments to be financially sustainable.

Indeed, the peculiarities of the provincial funding formula result in undergraduate programs producing more net revenue than graduate programs. Programs that can function with large class sizes do better financially than those with small class sizes. And some uOttawa programs require subsidization because of the requirement to offer a full range of courses in English and French. Balancing out the financial winners and losers usually takes place within a faculty. Inter-faculty balancing can also be accomplished with resources from central administration.

But any program that operates at a deficit remains vulnerable to program change, and in some cases, even cancellation. Of course the university may determine that reputational, academic, and other benefits are worth an on-going strategic investment.

In reorienting existing programs it is important to consider financial and budgetary impacts. One preliminary study done for the Faculty of Social Sciences for the 2010-11 academic year revealed that GSPIA, which offers predominantly graduate programs, operated with a net deficit under the existing funding formula. The data also shows that the professor-to-student ratio in GSPIA is exceptionally low by university standards. The School of Political Studies, which offers undergraduate and graduate programs, operates with a net surplus. While the financial result for these two schools suggests that the structure of the units is a major factor, it is an issue that warrants attention.

A base assumption of this conceptual plan is that a mature SoG would operate on a break-even basis under the established funding model. This means that revenue sources for the SOG, including external revenue from an endowment or otherwise, must be predictable and reliable. Ultimately the scope and breadth of SoG activities will be directly related to its success in generating revenue.

As the principal revenue source, the student enrolment would be set to ensure financial sustainability of the SoG, but also to ensure that students are of a high calibre and that all graduates obtain suitable employment. At the same time the faculty-student ratio would be lower than the target for the university.

By starting a new program, filling gaps that exist, challenging the country with ground-breaking and practical research, the uOttawa SoG could be recognized as Canada's preeminent school for those seeking leadership positions in Canadian governments. The value that comes with the Masters of Government program would warrant a premium tuition level. At the same time special scholarships would be put in place at the undergraduate and graduate level to help attract the best students.

Critical to the success of the school is robust leadership, effective administration and meaningful program support. Because the school is multidisciplinary and interdisciplinary in nature, and seeks to be the preeminent school of its type in Canada, support is required above usual academic levels.

Fundraising would be led by leaders and advisors from the SoG, and supported by the office of the VP External Relations. External donations of about $1 million per year is budgeted. This would include donations from private individuals, foundations, corporations and governments. This funding can come from a combination of endowment earnings, multi-year pledges, and annual donations. Should funds of this magnitude not be realized then program activities and scholarships would be scaled back accordingly.

Professional development, continuing education, and selected summer courses will respond to the varying levels of demand and would be offered mostly on a cost-recovery basis. About 10 percent of the estimated $1 million in revenues from continuing education programs would be returned to the SoG to support its activities. As the continuing education program grows and matures it may well become a major source of net revenue to the school.

Resources would be dedicated to programs and not to facilities. As much as a permanent home and desirable address would be beneficial, this is not a priority. Given the projected size of SoG faculty and staff, the 15th floor in the Social Science Tower, currently vacant, would be adequate as home-base.

A common question asked with respect to departments in the Social Science faculty, and by other faculties, was how might they benefit from a SoG. In many cases professors from these areas could participate to the Crossroads Initiative, and could teach courses in the SoG (with full compensation to home faculties). Departments in the Social Science faculty would benefit to the extent that the GSPIA deficit would no longer be a claim on faculty resources. To the extent that the SoG is successful in generating endowments and donations, this money could be shared with departments and faculties that made cross appointments to the SoG. In other words, the success of the SoG can be shared directly with all units that contribute to its success.

Many of those interviewed suggested the only way the school would be viable would be if there was a major donor prepared to put millions of dollars into an endowment to fund the new school. While this would help to kick start the program and support a broad range of activities, our view is that the rationale for the SoG is sufficiently strong that it can be sustainable and should proceed even in the absence of a major donor.

School of Government

Pro Forma Annual Steady-State Budget

Revenue

Tuition and BIU

580 Undergraduate Tuition & BIU @$11,346	$	6,580,680	
420 Graduate Students tuition & BIU @ $19,136	$	8,802,560	
	$	15,383,240	
Masters of Government tuition premium (420*2,500)	$	1,050,000	$ 16,433,240

Continuing Education

Centre on Public Management and Policy	$	1,100,000	
New Programs	$	1,000,000	$ 2,100,000

Other

Contract research	$	100,000	
External donations	$	1,000,000	$ 1,100,000
Total Revenue			$ **19,633,240**

Expenses

Central Administration

55% of all tuition and BIU	$	9,038,282	
Less base budget provision adjustment	$	(2,000,000)	$ 7,038,282

Office of Executive Director

Executive Director	$	250,000	
Associate Director	$	150,000	
Chief Administrative Officer	$	100,000	
Administrative support (2)	$	100,000	$ 600,000

Academic and Program Secretariat

Management (2)	$	160,000	
Staff (10)	$	500,000	$ 660,000

Academic Salaries

3 Research Chairs (Canada/Endowed)	$	-	
40 Faculty members @ $130,000	$	5,200,000	
Sessional lecturer (20 courses = 5 FTE)	$	150,000	
Teaching Assistants	$	100,000	$ 5,450,000

Activities

Crossroads, Programs & Events	$	750,000	
Travel (visitor, student, faculty)	$	250,000	
Marketing and Outreach	$	200,000	$ 1,200,000

Financial Aid, Scholarships (above normal offer)

Undergraduate (150 * $4,000)	$	600,000	
Graduate (210 @ $6,000)	$	1,260,000	$ 1,860,000

Continuing Education

Centre on Public Management and Policy	$	1,100,000	
New Programs	$	900,000	$ 2,000,000

Other

Compensation to other uOttawa faculties - teaching relief for project work		$	500,000
Advisory Committees & Fellows		$	300,000
Total Expenditures		$	**19,608,282**
Net Surplus		$	**24,958**

Explanatory notes on the Pro Forma operating budget:

- The operating budget is "steady-state" in that it assumes all four years of undergraduate students and all years of graduate studies are in place. It also assumes a relatively mature level of activity in continuing education programming. Research should be undertaken to substantiate the estimated demand from students
- Central administration would retain 55% of tuition and BIU revenue, which is the standard for all "growth" in revenues at the university. While the 55 percent applies to all faculties, when this system was implemented faculties were given a base budget. In the case of the School of Government a base budget of $2.0 million is appropriate. This results in 57% of tuition and BIU revenues going to the School of Government and 43% going to Central Administration
- The *Centre of Public management and Policy* is budgeted to break-even
- Continuing education programs associated with the SoG are projected to generate $1 million in revenue, with ten percent of that amount to be returned to the SoG to help fund research and other activities
- Net contract research funds, estimated at $100,000, would be conducted by faculty and graduate students
- No provision is shown in the budget from the granting councils. It is expected that significant funds will be available from SSHRC to fund the costs associated with the *Crossroads* research initiative
- The number of non-academic staff is comparable in relative terms to the number staff in the Civil Law faculty, which has about 800 students
- To encourage inter-faculty cooperation a $500,000 provision is provided for the SoG to compensate other faculties for professors who work on SoG projects and initiatives, such as Crossroads

Transition to the School of Government

Revising or creating academic units is a multi-year endeavour involving all facets of the university. However, a lengthy and ponderous decision-making process that attempts to resolve every issue could kill what might otherwise be a wise course of action for the university. It would be best for the decision on a SoG, one way or the other, to be fast-tracked with all review and approval functions to be given clear deadlines.

Despite the time required to assemble programs and activities, if a SoG is established it could be operational in relatively short order. A planning and transition committee could be established and fundraising initiatives could be launched without delay.

The advisory committees could be established and a search for the initial executive director or dean could be initiated. There may be benefits to hiring an interim leader who could begin the process of establishing an office and hiring support staff. Programs can be designed and the *Crossroads* Initiative can be launched before students are accepted into the SoG.

Faculty can be transferred to the SoG when programs are ready. That means it would be possible to have students in the SoG by September 2015.

Appendix A - Key questions and observations about a School of Government

In this section key questions and observations that came from our interviews and background research are presented

1. What are the widely shared perceptions about a SoG among those interviewed?

- Overall, a great idea with enormous potential to the university and the country
- Have been discussing the idea for many years there are few details and not much progress has been made. Vision has been vague, driven by external relations and fundraising, not by academics. The academics must come first
- Don't overpromise and create hype that cannot be delivered. Better to have a more narrow focus and be world class in what is done
- No other Canadian university owns this space. The void can be filled with something unique bu uOttawa
- *Crossroads* is a smart and exciting idea. It increases research, enhances the uOttawa reputation, and can attract new money. It can be ramped up quickly and connect uOttawa with the international research community. This can be the flagship project that puts the university on the map: a place where journalists, academics and political leaders give uOttawa credit. But it will difficult to achieve since academics are highly specialized and not inclined to multidisciplinary and interdisciplinary work
- Don't want a virtual structure with sporadic involvement. People need to work in close proximity to each other to achieve best results, although outsiders can be drawn in for visits
- A separate building would be great, but not a priority
- Fellows program needs a sharp focus, clear expectations, and a more consistent effort
- A concise and clear description of the SoG, and how it is different from current offerings, is needed. Think of the problems to be solved: for the country and the university
- New money is critical to the creation and success of the School of Government

2. What concerns were expressed from GSPIA professors?

- GSPIA faculty are proud of what they have accomplished over a short period of time in producing world-class research. They don't want to risk transferring GSPIA into the SoG if this does not come with significant new funding to do everything it does today, plus much more
- With more money a broadening and deepening of what is done today can be achieved, but many don't see a significant strategic change in the current direction
- They are concerned about having to create and fund a new level of administrative bureaucracy. The support received today by the faculty of Social Science is substantial and appreciated

3.   Are there concerns or ideas by some Social Science faculty outside GSPIA?

- Need to address overlap in existing programs before starting something new
- It is difficult to differentiate the programs that exist today in the School of Political Studies from those in GSPIA, especially to outsiders
- If the SoG just gives more resources and privilege to GSPIA, the proposal will be strongly resisted. GSPIA is already seen to be in a highly privileged position with very low teaching loads
- Concern that a new program will take students away from disciplinary study
- There needs to be something in a SoG that benefits existing departments
- One possibility is for the SoG to be an institute that falls under the vice president of research, making it a symmetric partnership that's open to all faculties. If could complement existing structures and be flexible and able to respond to a rapidly changing world
- SoG could offer a professional doctorate program, and perhaps a more professional masters program (less emphasis on a major thesis, and a one year rather than two year program).
- SoG would have to be different than what is offered today
- Could invite superstars from outside the university to come for a month or two to participate

4.   What about views from faculty outside Social Sciences who are connected to government

- Other faculties need a clear and clean point of entry into the SoG
- If the SoG is situated within the Faculty of Social Sciences cooperation may be limited
- Achieving multidisciplinary work necessitates a shared governance model where all participants and stakeholders can be represented
- The mandate and expectations for a SoG are different from what GSPIA is about today. There are some excellent people at GSPIA, but not enough there to form a full nucleus
- If the SoG is not created some faculties will create programs of their own to respond to the needs of government

5. How will the SoG differ from all the other policy schools being created?

- According to the Atlas of Public Management there are 22 graduate programs in public policy and public administration in Canada offered at 18 universities.[6]

Canadian graduate schools of public policy and public administration

1. University of Calgary, School of Public Policy, Master of Public Policy
2. Carleton University, School of Public Policy and Administration, Master of Arts in Public Administration
3. Carleton University, Norman Paterson School of International Affairs, Master of Arts
4. Concordia University, Department of Political Science, Master in Public Policy and Public Administration
5. Dalhousie Univeristy, School of Public Administration, Master of Public Administration
6. École nationale de l'administration publique, Maitre en administration publique
7. Université Laval, Département de science politique, Maîtrise en affaires publiques
8. University of Manitoba - University of Winnipeg, Master of Public Administration
9. Université de Moncton, Département d'administration publique, Maîtrise en administration publique
10. University of Ottawa, Graduate School of Public and International Affairs, Master of Arts in Public and International Affairs
11. University of Ottawa, School of Political Studies, Master of Arts in Public Administration
12. Queen's University, School of Policy Studies, Master of Public Administration
13. Ryerson University, Department of Politics and Public Administration, Master of Arts in Public Policy and Administration
14. Simon Fraser University, School of Public Policy, Master of Public Policy
15. University of Saskatchewan - University of Regina (Johnson-Shoyama Graduate School of Public Policy), MPP and MPA
16. University of Toronto, Munk School of Global Affairs, Master of Global Affairs
17. University of Toronto, School of Public Policy and Governance, Master of Public Policy
18. University of Victoria, School of Public Administration, Master of Public Administration
19. University of Waterloo, Faculty of Arts, Master of Public Service
20. University of Western Ontario, Local Government Program, Master of Public Administration
21. York University, Glendon School of Public and International Affairs, Master of Public and International Affairs
22. York University, Graduate Program in Public Policy, Administration and Law, Master of Public Policy, Administration and Law

- No Canadian school operates as a faculty
- No Canadian school has a multidisciplinary and interdisciplinary research program that strategically addresses contemporary issues
- No Canadian school has partnerships with leading international schools
- No Canadian school has relevance to the three orders of government
- There is no university in Canada with a faculty or unit called "School of Government."
- Graduates in some international public policy programs are struggling to find jobs

---

[6] Extract from the web (http://portal.publicpolicy.utoronto.ca/en/Pages/index.aspx)

6.   What can be learned from schools of government in the United States?

- There are 282 programs in the United States registered with the National Association of Schools in Public Affairs and Administration (NASPAA). Of these the following table lists the top ranked by US News and World Report for 2012.

Top-ranked American graduate Schools of public policy and public administration

1. Syracuse University (Maxwell) Syracuse, NY
2. Indiana University–Bloomington Bloomington, IN
3. Harvard University (Kennedy) Cambridge, MA
4. University of Georgia Athens, GA
5. Princeton University (Wilson) Princeton, NJ
6. New York University (Wagner) New York, NY
7. University of California–Berkeley (Goldman) Berkeley, CA
8. University of Southern California (Price) Los Angeles, CA
9. Carnegie Mellon University (Heinz) Pittsburgh, PA
10. University of Kansas Lawrence, KS
11. University of Washington (Evans) Seattle, WA
12. American University Washington, DC
13. George Washington University (Trachtenberg) Washington, DC
14. University of Michigan–Ann Arbor (Ford) Ann Arbor, MI
15. University of Wisconsin–Madison (La Follette) Madison, WI

- What is evident from most American schools is that their research connects with the issues of the day and their programs connect students with careers. Most schools have a strong professional orientation, and operate as distinct faculties
- For background purposes it is worth examining the structure and mandate of a few leading American schools of government. For this purpose the Harvard Kennedy School, Carnegie-Mellon (Heinz), and the Sanford School Of Public Policy At Duke University were considered.

Harvard Kennedy School (HKS)

According to the Harvard Kennedy School (previously the Kennedy School of Government) web site, the school was born in the era of the Great Depression, "as government grappled with historic challenges both domestic and international."

HKS states they are "committed to both thought and action… [that] delivers bold new ideas." Their intent is to prepare students to engage in the issues of the day and then lead "united by a common desire to make the world a better place… to advance the public interest … and generate the ideas that provide solutions to our most challenging public problems." Their approach is interdisciplinary, bringing together "novel approaches and non-traditional alliances to advance the public interest … in the nexus of academic rigor and real-world relevance."

Established with a gift of US$2million (equivalent of about US $34 million today), the school operates with 188 faculty of which are 51 are tenured professors, 21 are assistant or associate professors, 42 are lecturers and senior lecturers and 51 are part-time adjunct faculty.[7] The budget for HKS is approximately $150 million per year.

There are about 1,000 full-time students enrolled in the school's master's degree programs, of which 40 percent are international students. The degree programs are:

- Master in Public Policy
- Master in Public Administration/ International Development
- Master in Public Administration
- Mid-Career Master in Public Administration
- Joint & Concurrent Degrees

Five doctoral programs, with about 160 students, are administered jointly with Harvard's Graduate School of Arts and Sciences.

- PhD in Public Policy
- PhD in Political Economy and Government
- PhD in Health Policy
- PhD Government and Social Policy

Research is conducted mainly through 15 centers and 60 programs.

About 3,000 students participate in executive education with about one-half coming from outside the United States.

In addition to faculty the HKS operates with 473 staff

- Teaching programs   105
- Research programs   197
- Administrative/support   473

With a total student population of about 22,000, Harvard University also features a Department of Government, which resides within the Faculty of Arts and Science. It has programs at the undergraduate (570 students) and graduate levels (165 students). There is a pre-approved list of Harvard Kennedy School courses that are eligible for credit in the Department of Government.

---

[7] http://www.hks.harvard.edu/about/history/hks-facts

The Sanford School Of Public Policy At Duke University

Established in 1971, the Sanford School of Public Policy graduates about 175 students each year. The School offers selective master's degrees programs in public policy and in international development policy. MPP candidates also may earn joint or concurrent professional degrees in law, business, divinity, medicine or environmental policy.

The Dean receives guidance from a volunteer Board of Visitors, which offers advice on curriculum, programs, development, external relations and other matters. Board of Visitors members' also serve as mentors to students, sponsor interns, host events for students, and assist in development and support programs to provide fellowships for graduate interns.

The multidisciplinary faculty includes experienced professionals, such as former ambassadors and journalists.

The mission statement focuses on teaching students how to make a difference in the complex policy issues of the day.

The curriculum provides students with skills in political and economic analysis, how to lead people and organizations, and a strong ethical foundation for decision-making.

Studies involve coursework and a policy oriented internship.

There are 24 interdisciplinary research centers that explore vital policy questions in the fields of:

- Health policy
- Social Policy
- Ethics
- Environmental Policy
- Media and Journalism

Carnegie Mellon – John Heinz III College

Founded as the School of Urban and Public Affairs in 1968 the John Heinz III College brings a systems-analytic approach to questions of public interest. The College operates two schools, and from key locations in Pittsburgh, Pennsylvania and Adelaide, Australia.

The School of Public Policy and Management includes close to 200 incoming students while the School of Information Systems and Management brings in about 100 students per year. A key distinguishing feature of both schools is the degree to which they sub-specialize by areas of career interest.

School of Information Systems & Management

- Information Systems Management
- Information Security Policy and Management
- Information Technology
- Information Technology - Australia
- Chief Information Officer
- Chief Information Security Officer
- iSchools Caucus

School of Public Management and Policy

- Public Policy & Management
- Public Policy & Management - Australia
- Public Policy & Management - DC
- Public Management
- Arts Management
- Entertainment Industry Management
- Health Care Policy and Management
- Biotechnology and Management
- Medical Management
- Negotiation Academy for Women

The four basic principles that moderate the college are: real-world problem solving; innovation; diversity; and, compassionate leadership.

7.   Why should the university have both a School of Government and a School of Political Studies? Don't they do the same thing?

- The SoG is multidisciplinary, interdisciplinary, focussed on contemporary issues, and prepares students for a careers in government
- The School of Political Studies works in a more theoretical environment. It is not career focussed, and does not necessarily connect with contemporary Canadian issues of public policy and public administration

8.   How can departments, professors, and students outside the SoG benefit from its creation?

- Student and professors in all faculties will be encouraged to participate in *Crossroads* and other research initiatives
- Professors in other faculties will benefit from the connections that the SoG establishes with senior government officials, the media, research funders, and other decision-makers
- Professors in other faculties would teach courses to SoG students that form part of the core SoG program
- The financial sustainability of the SoG will be a plus for the university
- Endowment and other donations could be shared with faculties who make cross appointments to the SoG
- The SoG will enhance the reputation of the university

9. *How would the School of Government relate to the Canada School of Public Service?*

- The Canada School of Public Service does not conduct research and does not confer degrees
- Professional development and continuing education at uOttawa is reported to cost about one-half as much as what is offered by the Canada School
- There would be no direct relationship between the Canada School of the Public Service and the SoG. The direction of the Canada School will have no impact on the SoG

10. *Would the Centre on Public Management and Policy fit within a School of Government? Could it produce net revenue for the school to cover operating expenses?*

- The Centre on Public Management and Policy is a certificate program that is attached to the Graduate School of Public and International Affairs. It provides advanced professional development for promising public service executives
- About 24 participants are brought into the program each year, which largely operates on a break-even basis with an annual budget of $1.1 million. Participants invest about 1.5 days per month, where they engage with leaders in government and politics. The program involves international visits
- A key added value to the university from this program are the connections that are made with senior officials and rising stars within the ranks of federal government departments. In fact, the program is oversubscribed and federal deputy ministers can compete to have their most promising employees admitted to the program
- The Centre would naturally fit within the envelope of a SoG, although the Director cautions that it should not be seen as a source of net revenue. This may change over time, but the center itself is modest in size and would be unlikely to produce substantial net revenue in any event.

11. *What are the opportunities for on-going continuing education from a School of Government?*

- The Centre for Continuing Education provides a wide array of professional development courses and certificates that are of interest to public servants. This includes management and training programs, as well as one and two-day workshops on public governance. Program areas in the field of government include:
  - Policy and program design
  - Results-based management
  - Strategic planning and management
  - Program evaluation
  - Procurement and contract management
  - Values, ethics and good governance
  - Leadership and change management
  - Social housing policy and governance
- The total revenue for the Centre is about $3 million per year, out of which about 8 percent is returned to central administration
- The courses are professionally run and managed, receive high praise from participants, and are offered in a highly professional setting (i.e. from the 12th floor of the Desmarais building)
- The leadership of the Centre believe that by partnering with the SoG the potential exists to generate $1 million in incremental revenue, with a financial return to the school of between 8-10 percent

Appendix B: Interview List

	Name	Affiliation	Title
1	Allan Rock	Central Administration	President
2	Christian Detellier	Central Administration	Vice President: Academic
3	Marc Joyal	Central Administration	Vice President: Resources
4	Louis de Melo	Central Administration	Vice President: External Relations
5	Diane Davidson	Central Administration	Vice President: Governance
6	Luc Gauthier	Central Administration	Chief of Staff to the Vice President, Research
7	Denis Cossette	Central Administration	Associate VP – Financial Resources
8	Pierre Mercier	Central Administration	Associate Vice President: Institutional Research and Planning
9	Victoria Diaz	Central Administration	Assistant Director: Institutional Research and Planning
10	Serge Blais	Continuing Education	Director
11	Sylvain Leduc	Continuing Education	Assistant Director
12	Marcel Merette	Faculty of Social Sciences	Dean
	Cathy McClinton	Faculty of Social Sciences	Chief Administrative Officer
13	Catherine Liston-Heyes	Graduate School of Public and International Affairs	Director
14	Robert Asselin	Graduate School of Public and International Affairs	Manager: Government Relations
15	Roland Paris	Graduate School of Public and International Affairs	Associate Professor
16	Luc Juliet	Graduate School of Public and International Affairs	Associate Professor
17	Michael Williams	Graduate School of Public and International Affairs	Professor
18	David Zussman	Graduate School of Public and International Affairs	Jarislowsky Chair on Management in the Public Sector
19	Philippe Lagassé	Graduate School of Public and International Affairs	Assistant Professor
20	James Lahey	Graduate School of Public and International Affairs	Visiting Research Professor and Director: Centre on Public management and Policy
21	Vicky Barham	Department of Economics	Chair
22	Kevin Page	Faculty of Social Sciences	Jean Luc Pepin Research Chair on Canadian Government
23	Caroline Andrew	School of Political Studies	Director, Centre on Governance
24	Lauchlan Munro	School of International Development and Global Studies	Chair
25	Claude Denis	School of Political Studies	Chair
26	Christian Rouillard	School of Political Studies	Professor
27	Matthew Patterson	School of Political Studies	Professor
28	Marc Saner	Associate Professor	Department of Geography Director: Institute for Science, Society and Policy
29	Nathalie Des Rosiers	Common Law	Dean
30	Errol Mendes	Common Law	Professor
31	Sébastien Grammond	Civil Law	Dean
32	Pierre Thibault	Civil Law	Chief Administrative Officer
33	François Julien	Telfer School of Management	Dean

34	Greg Richards	Telfer School of Management	Associate Professor
35	Peter Milley	Faculty of Education	Assistant Professor
36	Rees Kassen (Biology)	Faculty of Science	Associate Professor
37	Scott Findlay	Faculty of Science	Professor
38	Stewart Elgie	Institute of the Environment	Director
39	Hugette Labelle	uOttawa	Former Chancellor
40	Jeffrey Simpson	uOttawa	Board Member
41	Denis Desautels	uOttawa	Board member
42	Bob Giroux	uOttawa	Board Member
43	Charles Antoine St. Jean	uOttawa	Board Member
44	Mel Cappe	University of Toronto	Professor, School of Public Policy and Governance
45	Ian Clark	University of Toronto	Professor, School of Public Policy and Governance
46	Janice Charette	Privy Council Office	Deputy Clerk
47	David Dodge	Bennett Jones	Senior Advisor • Former Chancellor of Queen's • Former Governor of Bank of Canada • Former Deputy Minister (Finance and Health)
48	Derek Burney	Norton Rose Fulbright	Senior Strategic Advisor • Chancellor: Lakehead University • Former Canadian Ambassador to the United States • Former Chief of Staff to the Prime Minister
49	Lawrence Martin	Globe and Mail	Columnist • Graduate of the Harvard Kennedy School
50	Peter Harris	CBC	Producer: Power & Politics
51	Elizabeth Dodswell	Council of Canadian Academies	Executive Director
52	Frank Graves	Ekos Research	President
53	Nik Nanos	Nanos Research	President • Global Fellow, Woodrow Wilson International Center for Scholars, Washington DC • Research Associate Professor (CANAM Relations), UB-The State University of New York