# MEMORANDUM

**To:**      Academic Programs Committee of University Council

**Copy:**    Murray Fulton, Director, Johnson Shoyama Graduate School of Public Policy

**From:**    Office of the Associate Dean, CGPS

**Date:**    January 22, 2020

**Re:**      New Master of International Public Management and Administration (MIPMA) degree program

The College of Graduate and Postdoctoral Studies is recommending approval of a new Master of Public Management and Administration degree program.  The new degree program would be a joint program offering with the Education University of Hong Kong (EdUHK).  The proposal was approved by the Graduate Programs Committee on January 13, 2020, and the Executive Committee of CGPS on January 20, 2020.

The proposed program would require completion of 18 credit units of coursework as well as a 6 credit unit capstone project.  Students would begin the program in the winter term at the UofS campus completing 9 credit units of coursework.  For the spring/summer term, students would move to the EdUHK campus to complete the remaining 9 credit units of coursework.  In the fall term, students would complete the capstone course delivered by the UofS with a six week field school at Naresuan University in Thailand.

The proposal includes costs for tuition as well as a proposed program fee.  The program fee would be collected to pay for ancillary costs for students such as accommodations, travel, and meals.

The proposed program would be an innovative offering for the UofS.  The program delivery model and associated travel is anticipated to be attractive to potential students.  Additionally, the proposed program fee would provide transparent information on the full costs associated with completion of the graduate program.

We are seeking to have the program approved for implementation in January 2021.  Proponents are mindful of the unrest and coronavirus in Hong Kong, and they are prepared to postpone program implementation if appropriate.  Similarly, should students be in program and future unrest occurs, proponents will make arrangements for the delivery of courses equivalent to the EdUHK course requirements.

Attached please find documentation of CGPS approval, the catalogue description for the proposal, the full proposal, course syllabi, a draft Memorandum or Agreement, a Memorandum of Understanding, a survey of anticipated demand, and the completed consultation with the registrar.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229

# MEMORANDUM

**To:**     Academic Programs Committee (APC)

**Copy:**     Dr. Murray Fulton, Johnson-Shoyama Graduate School of Public Policy (JSGS)

**From:**     **Trever Crowe, Chair of CGPS Executive Committee**

**Date:**     January 20, 2020

**Re:**     New Degree: Master of International Public Management and Administration

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Following the December 16, 2019, meeting of the CGPS Executive Committee, feedback was provided to the proponents in which they have responded with an updated proposal.

**The Executive recommends approval of the Master of International Public Management and Administration program as revised within the proposal.** *(Heavin/Simonson – all in favour CARRIED)*

> A member noted that there seemed to be a contradiction within the proposal where it indicates that there are not enough resources…then goes on to say that the courses are already being taught.
>
> To clarify - the lack of resources speaks to administrative functions not course work.

If you have any questions, please contact Dr. Trever Crowe, chair of the CGPS Executive Committee at trever.crowe@usask.ca or 306-966-5759.

**College of Graduate
and Postdoctoral Studies**
GRAD.USASK.CA

# M E M O R A N D U M

**To:**       Executive Committee of CGPS

**Copy:**     Dr. Murray Fulton, Johnson-Shoyama Graduate School of Public Policy (JSGS)

**From:**     Heather Heavin, Chair, Graduate Programs Committee

**Date:**     January 15, 2020

**Re:**       New Degree:  Master of International Public Management and Administration

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Following the December 16, 2019, meeting of the CGPS Executive Committee, the feedback provided by the Executive Committee was shared with proponents in JSGS.  Proponents in JSGS responded to the items raised by the Executive Committee and provided updated information to support the responses provided.

The Graduate Programs Committee considered the Executive Committee's comments and the responses provided by the proponents in JSGS at a meeting on January 13, 2020.  The Graduate Programs Committee was satisfied with the responses provided to the Executive Committee feedback.  The following motion was passed unanimously:

*To recommend approval of the Master of International Public Management and Administration program with the additional clarifications provided by the proponents.*       Mendoza/Tanaka
        CARRIED        Unanimous

Attached please find:
- Correspondence from the Executive Committee
- Response to Correspondence from JSGS
- The most recent draft of a Memorandum of Agreement (MoA, previously identified as MoU)
- A new Memorandum of Understanding (MoU)
- A complete catalogue description
- The full program proposal
- Syllabi for the courses offered at EdUHK as well as the new JSGS capstone course proposal
- A survey of anticipated demand conducted by EdUHK

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229

:kc

# UNIVERSITY OF SASKATCHEWAN

# Memorandum

**To:**          **Graduate Programs Committee**

**CC:**

**From**:        Trever Crowe, Chair, Executive Committee, CGPS

**Date:**        December 16, 2019

**Re:**          **Master of International Public Management and Administration (MIPMA)**

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On December 16, 2019, the Executive Committee (EC) of CGPS considered a recommendation from the Graduate Programs Committee (GPC) to approve the International Public Management and Administration (MIPMA) degree program.  The EC found that indeed this new degree program proposed is very innovative and a unique opportunity for USask.

The proposal of this two-parchment joint degree, delivered jointly by the UofS and the Education University of Hong Kong (EdUHK) does not speak to the financial or MOU piece, which is understood and outside of the scope of the GPC; however, there are several elements that causes the EC concern:
- Article 3.4 of the MOU speaks to credit transfers approved by both –this seems unusual
- Article 9.4 of the MOU speaks to award decisions being binding by the partner institution – this could be challenging
- Some discussion was had regarding contingency for students should unusual political unrest happen in either country.
- **Some concern was expressed regarding electives…or rather lack thereof prescribed electives**. And to avoid competing with other USask programs as well as UofR initiatives, the EC recommends that a list of USask prescribed electives be included (4 courses) and at the minimum course descriptions/outcomes are included from the other two partner institutions.
- The classes indicated within the proposal as course requirements are not offered at core courses. The EC recommends that this language be revised.

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Trever Crowe at trever.crowe@usask.ca or by phone at 966-5759.

/ll

# UNIVERSITY OF SASKATCHEWAN

# Memorandum

**To:**        Trever Crowe, Chair, Executive Committee, CGPS

**CC:**

**From**:      Murray Fulton, Director, JSGS Saskatoon Campus

**Date:**      January 12, 2020

**Re:**        **Master of International Public Management and Administration (MIPMA)**

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I would like to respond to the questions raised in the December 16, 2019 memo to the Graduate Programs Committee.

- Article 3.4 of the MOU speaks to credit transfers approved by both – this seems unusual

   We have been in communication with the International Research and Partnerships Office, and we are updating a revised Memorandum of Agreement (rather than MoU).  The most recent draft is attached for your reference (this version is under review by the Registrar's office and is still a bit rough). Section 10.3 of the Agreement (page 5) clarifies that the degree may be awarded by one or both institutions. Transfer credit will be necessary to document/demonstrate that the necessary degree requirements have been satisfied in order to allow one, or both, institutions to provide a parchment.

- Article 9.4 of the MOU speaks to award decisions being binding by the partner institution – this could be challenging

   You are correct – this would be challenging. As noted above, this language has been changed. The new language now states, "The decision to award or not award the degree by one institution will not be held binding upon the partner institution."

- Some discussion was had regarding contingency for students should unusual political unrest happen in either country.

   While we are seeking approval for implementation in January 2021, we are very mindful of the political situation, and admissions (which would take place this coming summer) will be delayed should there be ongoing turmoil. In the event that we go ahead with admissions only to find out that something happens that makes it impossible or unsafe for students to complete the program in Hong Kong, we have outlined steps that could be taken so that students could complete their degree at USask. Some of these steps are noted in Section 5, page 14 of the proposal.

- Some concern was expressed regarding electives…or rather lack thereof prescribed electives. And to avoid competing with other USask programs as well as UofR initiatives, the EC recommends that a list of USask prescribed electives be included (4 courses) and at the minimum course descriptions/outcomes are included from the other two partner institutions.

  The required courses and the limited set of restricted elective options were intentionally selected to ensure that students meet the learning outcomes for a highly focused program in international public sector management and administration. We have clarified that students take four *core* courses (two from each of the partner universities), along with two *restrictive* electives (one from each partner). For each university, the options that are provided represent current course offerings that are highly oriented towards public management and administration and better suit the MIPMA program than do the more conceptual and policy area courses that comprise the rest of the current course offerings. In fact, in the case of USask, the restrictive elective now has only two options – we believe these are the best two courses that fit the program's focus. As well, limiting the options under the restrictive elective will avoid competition with other programs and initiatives.

  Finally, since the courses outlined in the proposal were already being taught and nicely covered material appropriate for a Masters degree in international public management and administration, it was felt that there was no need to develop new ones.

- The classes indicated within the proposal as course requirements are not offered at core courses. The EC recommends that this language be revised.

  As the attached Catalogue entry notes, we have clearly identified the core class and the restricted electives. We have also updated the proposal to reflect these changes.

# Master of International Public Management and Administration

MIPMA will provide an international learning experience for students, bring international students to the partner universities, increase the global impact of the partners, and serve the broader international community through the learning outcomes of the students.

**Admission Requirements:**

•a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

•a cumulative weighted average of at least 75% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)

•Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.

**Program Requirements:**

A minimum of 24 credit units of coursework as follows:

Core Courses

- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research
- JSGS 990.0 Public Policy Seminar Series
- JSGS 801.3 Governance and Administration
- JSGS 808.3 Ethical Leadership and Democracy in Public Service
- PPG6605 Public Administration and Management in Asia (EdUHK requirement or 3 cu equivalent)
- PPG6003 Strategic Communication (EdUHK requirement or 3 cu equivalent)
- JSGS 992.6 Capstone Project

Restricted Electives

- 882.3 Strategic Management in the Public Sector OR JSGS 807.3 Statistics for Public Managers.
- PPG6006 Project Appraisal and Impact Analysis OR PPG6011 Human Resource Management (EdUHK requirement or 3 cu equivalent)

**Master of International Public Management and Administration (MIPMA)**
A two-parchment joint degree program delivered by the Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan (USask) and the Department of Asian and Policy Studies (APS), The Education University of Hong Kong (EdUHK)

December 10, 2019

**1. Outline**
**Proposed Program Title**
*Master of International Public Management and Administration.*

**Rationale**
The *Masters in International Public Management and Administration* (MIPMA), a two-parchment joint degree program offered by the University of Saskatchewan and the Education University of Hong Kong (EdUHK), would contribute to all four pillars of the University of Saskatchewan's International Blueprint for Action 2025:

1. Internationalizing learning experiences;
2. Diversifying our university community;
3. Strengthening our global impact through discovery; and
4. Growing our global citizenship and international community service.

MIPMA will provide an international learning experience for our students, bring international students to our university for a portion of their studies, increase our global impact by having a presence in an international collaborative education program, and serve the broader international community through the learning outcomes of the students (domestic and international) we will teach.

The JSGS Strategic Plan for 2016-2020 identifies three intersecting strategic directions that will guide the School's planning, programming, student recruitment, and faculty hiring: innovation, indigenization, and internationalization.[1] The latter, internationalization, is to be "...a pervasive strategic direction as the School engages in global policy debates and prepares students to be global citizens with the intercultural competencies future leaders increasingly require." The MIPMA program thus addresses the core of one of our three strategic directions.

In addition to furthering our University's and School's goals, this program will be instrumental in making the University of Saskatchewan (USask) the "university the world needs." Students in western countries, in Africa, and in Asia increasingly need to know more about public management in each others' regions. Graduate public administration taught at the University of Saskatchewan (as is the case for other Canadian university programs) has a strong Canadian focus. Yet both international and domestic graduate students at our institution will, during the course of their careers, need a broader exposure that includes international public management. Some public management problems (climate change, for example) are by their nature global, or at least span more than one continent. In other cases, such as international trade and security, sound public management in Canada requires knowledge of institutions and processes in more than one country. Similarly, public managers in other countries need knowledge about the Canadian and North American setting to facilitate collaboration for mutual and global benefit. The importance of China/Asia in the global community makes it especially important that there be a better mutual understanding of government operations, opportunities, and challenges between east and west.

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[1] http://www.schoolofpublicpolicy.sk.ca/documents/other/JSGS%20Strategic%20Plan%202016_2020_FINA L.pdf

Our increasing international student demand for the Masters of Public Administration (MPA) program on the JSGS Saskatoon campus means we have applicants, and a student body, with interests and experiences well beyond the Canadian setting. We believe that at least a portion of our applicants will have an interest in comparative Canada-Asia public management training. In addition to potential applicants from Saskatchewan and Canada, the two-parchment joint degree we are proposing will appeal to students from mainland China and Africa. We see this as an opportunity to provide a highly marketable education for careers within Canada and China, as well as in NGOs with activity in these two regions and beyond.

As one of the top-ranked universities in Asia, EdUHK is an ideal partner for the MIPMA program. According to the 2018 QS World University Rankings, EdUHK is ranked 323rd in the world in the field of Social Science and Management. In 2019, it ranked in the 701-800 range in the Academic Ranking of World Universities; within the Education subject area, EdUHK ranked 18th. EdUHK has an excellent public management and policy group. For example, the department head, Darryl Jarvis, has a very strong research record, one that is comparable to the best of the JSGS faculty.

With our established MPA graduate program, the JSGS is well-positioned to expand and diversify its program offerings to an international collaboration focused on comparative east-west public management. As identified in our strategic plan, internationalization is a key direction for our School. Our Canadian students interested in careers with an international component increasingly need this broader education. Potential international students will have career interests well beyond Canada and will benefit from a program with an explicit international public management component.

**Relationship and Impact of Implementation**
The MIPMA program will allow the JSGS to increase enrolment at the USask campus by approximately 30 students per year in the first year or two after the program is approved. It is then expected that enrolment would rise to approximately 60 students per year once the program is established. As will be discussed below, students will be in residence at USask for one term.

The students will be new applicants with interests in international public management. The specific foreign study and residency requirements of MIPMA will appeal to students with an interest in international studies. Our partner university, EdUHK, has undertaken a marketing survey to gauge student interest (results presented below).

There is no reason to believe that the attraction of the existing JSGS MPA or MPP programs will be affected by the addition of MIPMA. Students in the existing MPA and MPP programs are interested in the particular Canadian context that these programs offer, and thus would not likely be drawn to MIPMA.

The MIPMA course requirements that will be offered during the term at USask will be a selection of our existing MPA courses. Thus, we will not need to develop new courses. To the extent that the JSGS courses that comprise our MIPMA offerings overlap with those of our MPA/MPP program, students in our existing programs will benefit from the experiences and perspective of the MIPMA students. Given the 'lumpiness' and discontinuities of class sizes, having additional students for some of our classes may allow more efficient use of teaching and classroom resources.

The JSGS does not currently have the faculty resources to teach the three additional courses required for our MIPMA contribution. The capstone/major project requirement of the MIPMA will also require some local resources for the design, management and evaluation of projects. As a result, it will be necessary to hire a Lecturer for these purposes. As well, additional staff will be required to administer the program.

Once the program is approved, we would move immediately to hire the necessary new faculty and staff. The financial resources necessary for this hiring will be available with proper budgeting.

In addition to the new faculty/staff resources required, we anticipate that professionals and practitioners with interests in the projects, including our executives in residence, will be a source of guidance and management.

**Fit with JSGS and Priorities**
The JSGS Strategic Plan includes striving "…. to assume national scholarly leadership and to transfer our findings into critical national and international policy debates." The JSGS has three intersecting strategic directions to guide the School's planning, programming, student recruitment, and faculty hiring: innovation, indigenization, and **internationalization**. The School's Strategic Plan makes a commitment that, "Internationalization will also be a pervasive strategic direction as the School engages in global policy debates and prepares students to be global citizens with the intercultural competencies future leaders increasingly require." Further, an important part of our student experience is to provide opportunities for exposure to, and participation in, international policy settings. The addition of the MIPMA program will be instrumental in meeting our goals through attracting more international students, providing our students the opportunity to study in an international setting and providing for an education in foreign public management for students in the program.

**2. Anticipated Demand**
Increased trade between China and Canada, cross-cultural exchanges, the growing importance of government organizations and NGOs focused on global problems like water and food security, climate change and environmental challenges and international migration all imply the need for professionals with knowledge of public management processes in both Canada and China. Similarly, Canadian businesses with interests in China and Chinese businesses with interests in Canada will need to understand and navigate government structures and regulations in the other country. The current tensions between Canada and China further underscore the need for opportunities for students to understand the way in which policy is formulated and implemented in two different systems.

Graduate public management training in Canadian universities is predominantly about public administration or management *in Canada*. For most of the history of public management, international borders have circumscribed the content of public management programs. In business management programs (e.g., MBAs), recognition of the importance of the international context is well-established and has become an integral part of these programs. While the focus on China in our proposed MIPMA program necessarily limits the study of public management to a single foreign country, China is the optimal choice for such a country. China's global importance in almost every aspect of private and public life makes some understanding of its public management crucial. While Canada's quantity of trade and day-to-day operations with other countries is currently concentrated in the United States and western Europe, the institutions and public processes in these countries are sufficiently like those in Canada that a basic understanding is already implied. With the proposed MIPMA program, the JSGS is uniquely positioning itself to provide graduate training in east-west comparative public management that is not available elsewhere in Canada.

EdUHK is undertaking a major recruitment campaign in mainland China for its programs, including MIPMA. As part of this campaign, EdUHK undertook a survey of potential students in China to assess demand for the MIPMA program. The survey resulted in 174 completed on-line questionnaires (the survey participants were largely undergraduate students; they came mainly from Guangzhou (53%), Jiangsu (13%), Shanghai (11%) and Zhejiang (9%)). As high as 88% of respondents viewed the MIPMA as either "very attractive" or "attractive." As high as 76% said either "definitely yes" or "probably yes" in terms of the programme's appeal to them. When asked whether the combined tuition and program fees of

HKD 300,000 (approximately $50,000) was acceptable, 54% of the respondents said, "highly acceptable" or "acceptable." Participants in the survey were invited to comment on the importance of the proposed courses. Almost 46% of respondents considered them "very important" while 46% of respondents considered the proposed core courses "important." In rating the significance of different learning and teaching activities for this programme, 84% considered the overseas exposures to Canada "very important" and "important," 69% considered the overseas exposure to Thailand "very important" and "important," and 88% considered the Capstone project "very important" and "important". These results provide strong support for the unique design of the programme. Survey participants strongly believed that graduates from the program will successfully obtain the following skills: global perspective (96%), communication skills (98%), critical thinking skills (97%), problem solving skills (97%) and career development skills (95%). The survey also found that almost all the participants believed that this programme would be helpful for their career development (93%); they believed that this program is very helpful for graduates to well equip themselves in the following sectors: government (93%), executive/management (94%), non-governmental organizations (94%), media and/or public relations (91%). The results from this survey are very similar to an earlier survey conducted by EdUHK that included 409 respondents. The earlier survey focused on a dual degree, rather than the two-parchment joint degree that is proposed.

Full survey results are provided in an attachment.

Both the JSGS and the EdUHK will launch a major advertising campaign as soon as all program approvals are in place. In addition to the usual public administration venues, we will also advertise in international venues and we will rely very heavily on social media (particularly WeChat in China). Students applying to our current MPA program, who are fully qualified but whom we cannot offer admission, will be advised of the MIPMA program in case they are interested in an international experience. All USask recruitment resources applicable to potential applicants to the MIPMA will be utilized. We anticipate that, in 2-3 years, the MIPMA program will attract approximately 30 students a year, with this number rising to 60 students a year once the program is established.

### 3. Description of Program Characteristics
The JSGS website and the College of Graduate and Postdoctoral Studies websites will provide a description of the Master of International Public Management and Administration, featuring the international study component. The application deadline will be June 1, for a January 1 start.

Admission Requirements:
•a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
•a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
•Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.

All students must be admitted to both USask and EdUHK. To simplify admissions, all applicants will apply through USask. Completed applications will be reviewed by an admissions committee comprised of an equal number of faculty from both USask and EdUHK. Once the admission decisions are made by this committee, recommendations for admission will be sent to the College of Graduate and Postdoctoral Studies for processing. The successful applicants will then be admitted to USask; they will also be

admitted to EDUHK through a procedure determined by EdUHK (their suitability for admission will have already been determined by the admissions committee).

**Course Structure, Major Project and Venues**
The MIPMA program will consist of 24 CUs, taken over a 3-term period. A cohort of 30 (eventually 60 students once the program is established) will take three classes (3 CUs each) at each of the two partner universities, in sequence, for a total of 18 CUs of coursework. During the third term, students will take an additional 6 CUs while completing their Capstone project.

The program will follow the following timetable. Term 1 of the program will be February-May (beginning 2021) and will be delivered at USask in Saskatoon. At the end of May, the entire cohort of students will re-locate to Hong Kong for Term 2 (June-Aug). The Capstone Project will be developed and written in the third term of the program. The students will spend the beginning of the third term in a field school at Naresuan University in Thailand, where they will be given instruction in how to undertake their project and provided with an opportunity to begin their project with supervision close at hand. The students will complete their project in a location that is suitable for them and their team members. Supervision of projects will take place through video- and audio-conferencing during September-December. A final presentation of the project will take place in a mini-conference via video-conferencing.

The timing of the program was chosen to provide relatively inexpensive housing for students. The demand for student housing in the September-May period in Hong Kong is very high and it is difficult to find affordable housing either on or off campus. As a result, it was decided to have the students attend EdUHK during the summer when low-cost student residences are available. To accommodate this, students begin the program at USask in February. The February-May period is also a good time for student housing in Saskatoon, since there is typically a falloff in demand for student residences during this period. Naresuan University was chosen as a location for the field school and project work for a couple of reasons. First, student accommodation is very affordable. Second, Naresuan University is at the crossroads of several of the major policy issues (e.g., climate change, migration) that are currently confronting the region. As a result, it is an excellent location for students to get together to think about public policy problems and solutions.

The Naresuan University connection is through the EdUHK, who have been working with them for a number of years. One of the benefits of international programs is that they open students up to new experiences and networks. The addition of time in Thailand to the MIPMA program adds an added international dimension and offers the opportunity for students to have a truly unique graduate experience. In this case, it is not just the students that benefit – the connection to Naresuan University would not have come about with the connection with EdUHK.

An important part of the program is the project. Projects will be team-based – in addition to making more efficient use of resources, team projects are highly reflective of the work environment the students will experience once they graduate.

The marking scheme for the course work begins with the premise that all group members will receive the same grade; based on this premise, all students in a group are assigned the same interim grade based on an evaluation of the team's work by a group with membership from both universities. Through peer evaluation, the option exists for the final grade of specific students to be adjusted upward or downward depending on their contribution to the work of the team.

A set of project ideas will be identified by faculty/practitioners at USask and EdUHK at the beginning of Term 1. During Term 1, there would be weekly meetings of the student cohort with the course instructor(s)/supervisors to determine student interests and the best matches between projects and

students. As much as possible students will be accommodated in allocating them to 5-person project teams. Students will also have input in defining the details of the projects. Project teams will be finalized as early as possible, and in any case, no later than the end of Term 1, to allow students to make plans and do some background work during their course work at both USask and EdUHK. This timing will allow the students to utilize/compare what they have learned at the two universities and to begin field work immediately following completion of their course work.

With five students per project, and with an intake of 30 students, at least six projects will be offered, with three overseen by faculty at USask and three overseen by faculty at EdUHK. For a student body of 60, at least 12 projects would be offered, with six overseen at each university. An academic supervisor, as well as professionals or practitioners in the field (as much as possible), will be assigned to each project. Interested supervisors can submit their project ideas up to one-month before the beginning of Term 1. The 'contractual' relationship between students and supervisor is one of mutual benefit. In addition to completing program requirements (on the part of the student) and carrying out assigned duties (on the part of the faculty member), the students may have the opportunity to provide research assistance to the faculty member, while the faculty member, in addition to supervising the student(s), will assist in the dissemination of the results of the project. Student interests will be considered as much as possible in forming project teams.

 Supervision will occur both in person (during stays in Canada, Hong Kong and Thailand) and virtually (after the students leave Thailand and/or when students are at university where the supervisory is not located) using video-conferencing (e.g., Zoom, Skype) and e-mail.

In addition to the JSGS courses, all students will need to register in additional courses required by the College of Graduate and Postdoctoral Studies:
- JSGS 990 Public Policy Seminar Series (0-credit course, continuous registration required)
- GPS 960 Introduction to Ethics and Integrity (0-credit online course, taken first term of study)
- GPS 961 Ethics and Integrity in Human Research (0-credit online course, taken first term)

Credit for coursework delivered by each of EdUHK (9 CU) and USask (9 CU) will be transferred to the other university. Coursework delivered at Naresuan University in Thailand will be delivered by faculty from both universities and thus credit does not need to be transferred.

The structure of the 24 CUs would be as follows:

Term 1 (February-May) — 9 CUs; Location: USask
*Core Courses:*
JSGS 801 Governance and Administration (3 CUs)
JSGS 808 Ethical Leadership and Democracy in Public Service (3 CUs)
*Restricted Elective:*
JSGS 882 Strategic Management in the Public Sector (3 CUs) OR
JSGS 807 Statistics for Public Managers (3 CUs)

Term 2 (June-Aug) — 9 CU; Location: EdUHK
*Core Courses:*
PPG6605 Public Administration and Management in Asia
PPG6003 Strategic Communication
*Restricted Elective:*
PPG6006 Project Appraisal and Impact Analysis OR
PPG6011 Human Resource Management OR
Another course approved by EdUHK

Term 3 (Sept-Dec)—6 CUs:
Orientation and instruction for the 6 CU Capstone Project at Naresuan University in Thailand delivered by Co-Programme Leader, APS, EdUHK + Co-Programme Leader, JSGS, USask (6 weeks);

6 CU Capstone Project:
Students, in teams of five, will be assigned to projects, at the latest, by the end of Term 1 (February-May). Students will meet with the course instructor(s)/supervisor and selected faculty and practitioners to develop the details of the projects and match student teams with projects. The initial project ideas will be provided by the JSGS and EdUHK faculty/coordinators, focussing on public management problems, ideally of interest to both China and Canada, that could be addressed through a combination of field work, analysis and writing within a conceptual framework.

Academic supervisors, as well as professionals or practitioners in the field (as much as possible) will be assigned for each project. Interested supervisors can submit their project ideas up to one-month before the beginning of Term 1. We will investigate Mitacs funding for some of these projects. The 'contractual' relationship between students and supervisor is one of mutual benefit. In addition to completing program requirements (on the part of the student) and carrying out assigned duties (on the part of the faculty member), the students may provide research assistance to the faculty member, while the faculty member, in addition to supervising the student(s), will assist in the dissemination of the results of the project. Student interests will be considered as much as possible in forming project teams. Final reports will be submitted to and evaluated by a group with membership from both universities. Final reports (part of JSGS 990) will be presented in a virtual mini-conference in mid-December.

**Table 1: Summary program structure, one calendar year**

| Location | Term 1 (Feb-May) | Term 2 (June-Aug) | Term 3 (Sept-Dec) |
|---|---|---|---|
| Saskatoon | 1. JSGS 990; GPS 960 and 961<br>2. JSGS 801 Governance and Administration (3 CUs)<br>3. JSGS 808 Ethical Leadership and Democracy in Public Service (3 CUs)<br>4. One of: JSGS 807 Statistics for Public Managers (3 CUs); JSGS 882 Strategic Management in the Public Sector (3 CUs); or another course approved by the JSGS | | |
| Hong Kong | | 1. PPG6605 Public Administration and Management in Asia<br>P2. PG6003 Strategic Communication<br>3. PPG6006 Project Appraisal and Impact Analysis<br>or PPG6011 Human Resource Management<br>or another course approved by EdUHK | |
| Thailand and Saskatoon/Hong Kong | | | 6 CUs Capstone project instruction and supervision by Co-Programme Leaders at EdUHK and JSGS. Orientation and instruction at Naresuan University. Teams of 5 students each (formed during Term 1) will conduct field work and prepare their reports, followed by a 2-week virtual mini-conference to present project results |
| CUs | 9 | 9 | 6 |

**4. Comparison with Similar Programs**

The MIPMA program is unique in that it is a two-parchment joint degree program. Most international collaborative programs are dual degree programs where students do the course work at both universities and then write a common project or thesis. Students then receive two degrees, one from each university. In contrast, some collaborations take the form of a joint degree where the two universities develop a common program and then, through a process where the universities are officially accredited to provide a degree in the other jurisdiction, jointly offer a single degree with a single parchment.

The proposed MIPMA program differs from these standard cases. It is not a dual degree, because the two universities involved (USask and EdUHK) are not each offering their own unique program and the students are not doing the course work for two degrees. It is a joint degree to the extent that the two universities involved have developed a single curriculum and have agreed on a method of teaching that allows this curriculum to be delivered in a coordinated fashion. However, it is not truly a joint degree, because the accreditation necessary to allow the degree to be jointly awarded by the two universities has not been obtained.

Instead, the MIPMA program is a two-parchment joint degree program. Students completing this program could, if they so desire, receive two parchments, one from each university. Since students are enrolled in both USask and EdUHK, they can request a formal transfer of credits from the other university. Based on the courses they took at each university and the credits that are transferred from the other university, students would be able to receive a parchment from both universities. The parchment, however, would refer to the same degree – students would only complete one degree. The parchment received from USask would clearly indicate that the degree was done with the collaboration or in partnership with EdUHK; the students' transcripts would also contain a similar message. Thus, there is no opportunity for students to claim that they have received two degrees.

Given this unique structure, it is difficult to find comparator programs that completely match MIPMA's characteristics. Thus, two separate comparisons were undertaken. The first, shown in Table 2, shows a list of Masters programs in Canada that have a requirement of 24 CUs. All of the programs listed are in the political science or public administration area, making them comparable to MIPMA in terms of program content. As Table 2 shows, in most of the cases the programs require 18 CUs of course work and a major project/paper worth 6 CUs. This structure is the same as the MIPMA structure.

Table 3 shows a comparison of MIPMA to international public management and administration programs. As can be seen from the table, most of the existing international programs take the form of dual degree programs. As a result, they are typically longer in length than MIPMA. Tuition, however, is roughly similar between MIPMA and the comparators. Given the shorter time to completion for the MIPMA program, it is expected that it will be competitive with the other international programs. The results of the survey conducted by EdUHK support this conclusion.

**Table 2: Comparator programs with similar credit unit structure to MIPMA**

| University/Degree | Couse work | Major project | Total Credit Units |
|---|---|---|---|
| University of Ottawa, MA, Public Administration, "Masters with Research Paper" option | 6 courses 18 CUs | 6 CUs major paper | 24 CUs |
| University of Guelph, MA Political Science, "Course work and major research paper option" | 6 courses of .5 credits (equivalent to 18CUs U of S) | Research paper 1 credit (equivalent to 6 CUs U of S) | 24 CUs |
| Royal Military College of Canada, Master of Public Administration, "The Research Pattern" option. | 6 Courses 18 CUs | 6 CU (thesis) | 24 CUs |
| Memorial University, MA Economics, non-thesis option | 26 credit hours in graduate economics courses, including a Masters essay course | | 26 CUs |
| University of Northern BC, MA Political Science | 5 courses 15 CUs | Project 9 Cus | 24 CUs |
| U of S, MA Political Science | 18 CUs | Project 6 CUs | 24 CUs |

**Table 3 Comparison of the MIMPA program to international public management and administration programs**

| | JSGS USask/ APS EdUHK | Tsinghua Univ/Univ of Geneva | Peking Univ/London School of Economics and Political Science |
|---|---|---|---|
| Degree | Two-parchment Joint Degree, Master of International Public Management and Administration | Double Degrees – Master of Public Policy for Sustainable Development Goals | Double Degrees - Master in Public Administration and Government |
| Admission req. | IELT 6.5 in each part, 4-year degree, 75% average in final two years | 4-year degree, IELT 7.0 or-TOEFL 92 | 4-year degree, IELT overall 7.0 |
| Residency required, possible | Residence of one term at each of USask and EdUHK | 2 semesters at Tsinghua; Internship in summer; 2 semesters at Geneva; 1 semester in Tsinghua for thesis | Residence of one term at each of PKU and LSE |
| Structured/Flexible | Structured cohort, two terms of courses, one term for a major project | 2.5 years, 5 semesters | Structured cohort, one year of courses and dissertation in each university |
| No. of courses | 2 terms of 3 (3 CUs) courses per term, plus a major project (6 CUs) in term three | Info n/a | 1 term of 4 courses at PKU and 1 term of 3 courses at LSE |
| Tuition | $USD 42,000 ($CAD 58,542 based on 1.33 conversion rate) Travel, housing and food for the time that students are in residence (approx 8.5 months) is covered by a program fee of $USD 13,000 ($CAD17,285) Once students return home they are responsible for their own housing and food. | CDN $23,467 | CDN $54,254 |
| Other | Groups conduct Capstone project with professional/ practitioner participation | | The 2 universities also offer Double Master Degrees in International Affairs with tuition of CNY 95,000 / 22,608 pounds |

Table 3 continued

| | Renmin Univ of China | Univ of Hong Kong | Univ of Hong Kong / University of Southern California |
|---|---|---|---|
| Degree | Single degree in M.Sc. International Master of Public Administration and Policy | Single degree in Master of International and Public Affairs (IMPA) | Double degrees in Master of Global Public Policy |
| Admission req. | 4-year degree, English competency, under 40 years old | 4-year degree, English competency | 4-year degree, 5-10 years of work experience, IELT of 7.0 |
| Residency required, possible | Residence of 2 terms | Residence of 2 terms | 5 residential weeks in Los Angeles, Shanghai, Beijing, and Hong Kong |
| Structured/Flexible | 2-year program – 33 credit hours in course work and a thesis within 2 years | Structured cohort, 2 years of part-time or 1 year of full-time | 5 weeks of lectures in 4 countries, 40% of the courses will be online |
| No. of courses | Minimum 33 credit hours and thesis | 8 courses plus a capstone project | Info n/a |
| Tuition | CDN $23,467 | CDN $23,967 | CDN $84,359 |
| Other | | Elective courses include overseas study at Peking, John Hopkins, George Washington, and Seoul universities with additional costs | Not available this year; TBD next year. Information limited at this time. |

Table 3 continued

| | University of Ottawa/Wuhan University | Columbia School of International and Public Affairs |
|---|---|---|
| Degree | Master of Arts International and Public Affairs | Master of International Affairs. Dual Degree options under the auspices of the Global Public Policy Network (GPPN) including Lee Kuan Yew School of Public Policy Singapore (Master of Public Policy), Tokyo: University of Tokyo Graduate School of Public Policy (*Master of Public Policy*) |
| Admission requirement | Undergraduate degree with min 75% average, must have basic knowledge of economics, must must pass the computerized Test of English as a Foreign Language (TOEFL), proof of proficiency in English or French | Bachelor's degree, provide valid GRE or GMAT test scores, at least 100 on the TOEFL Internet-based exam, 7 on the IELTS exam, or 68 on the PTE exam |
| Residency required, possible | Wuhan students may take 3 years at home University, the fourth undergraduate year at U of Ottawa, and then be admitted to the Master's program at U of Ottawa | For example, first year at Columbia, second year in Singapore |
| Structured/Flexible | Structured program, though small core and large number of electives; in the second year an international exchange is facilitate | Flexible, select from economics, statistics, the politics of policymaking, and management |
| No. of courses | 3 years (39 CUs), 1st yr--6 courses first year, 2nd yr—4 elective seminars, a capstone seminar and a research paper, 3rd yr +--four optional courses, a capstone seminar and research paper | 21 months total, dual degrees require one year on each campus; Core plus specialization |
| Tuition | Approximately CDN $24,000 | Students pay fees at the University where they are in residence. For example, Columbia $34,000US for year one, $17,000-44,000 yr 2 depending on subsidies. Students look after their own accommodation/travel |
| Other | | |

**5. Resources**

The proposed tuition for the MIMPA program is $42,000 USD (approximately $55,842 CAD with 1.33% conversion rate). We will apply for a waiver of the international differential for this program since most of the students will be international.  In addition, students would pay a program fee of $13,000 USD (approx. $17,285 CAD) to cover accommodation, travel, food and associated administration and contingency costs.

A single payment of the tuition and the program fee (the total amount is referred to as the Program Cost) for the full 12-month program would be paid to USask at the beginning of the program. This payment mechanism is novel, at least for USask. Based on their knowledge of student demand in Asia, EdUHK has proposed that students pay an 'all-inclusive' Program Cost that would include program tuition and the fees required to cover accommodation, travel and food. All students would pay an identical total Program Cost. The fixed Program Cost appeals to both students and parents who want to know the full cost of their program.

USask will be responsible for transferring to the EdUHK the amounts needed for accommodation in Hong Kong in Term 2 and Thailand in Term 3, reimbursement for travel arrangements and 50% of the program tuition. JSGS would be responsible for finding accommodation for the students at USask. EdUHK will be responsible for procuring flights for student travel to Saskatoon for Term 1, to Hong Kong for Term 2, to Thailand in Term 3, and to their place of origination upon completion of the Thailand trip.

A formal contract between USask and EdUHK will provide details on when and how payments by students and transfers to EdUHK will be made. The amount and timing of non-refundable deposits by students will be identified. Further, the itemized composition of student fees that cover accommodation and travel, and the associated administration, insurance and contingencies associated with these expenses will be included.

Out of the total Program Cost collected we will ensure full cost recovery for transportation, accommodation and other non-tuition costs including administration and contingencies. The contract between the two universities will set out a process for managing changes to the Program Cost over time due to tuition changes, or changes in airfare or accommodation costs.

We will also outline the steps that will be taken in the event that students are not able to complete the program, either because of something that happens to them (e.g., they take ill) or because of something that happens to our partner university EdUHK. If students experience something that prevents them from completing the program, they will have the option of withdrawing from the program or remaining in the program and completing it in the future. Depending on the circumstances, travel and accommodation may be partially refunded. In some situations, it may be necessary to offer the students a transfer to a different program (e.g., the MPA program, either online or in-person, at USask).

If something happens and the program cannot be offered with EdUHK (e.g., one potential issue is social unrest in Hong Kong), then the students in the program will be accommodated by allowing them to complete the MIPMA program at USask. This will be done by finding courses at USask that are deemed to be equivalent of those offered at EdUHK (e.g., NORD 835 (Professional Communication) could be easily revised to provide an equivalent for PPG6003 Strategic Communication; JSGS 882 would be an equivalent to PPG6011 Human Resource Management) and by hiring sessionals with the appropriate expertise and background. Students would also be given the option of transferring to the MPA, either online or in-person.

*Faculty Resources.* Given that the JSGS does not currently have the faculty resources to teach the three courses, nor to provide the academic oversight of the projects, it would be necessary to hire a 0.5 Lecturer

position to do so. The financial resources necessary for this hiring will be available with proper budgeting. Once the program is established and we move to 60 students a year, an additional 0.5 Lecturer would be required and would be hired. Faculty will require some travel and research resources for the major projects. If we have five projects per year housed at USask and allow a maximum of $2,000 per project for faculty travel and accommodation, the total cost will be $10,000 a year. The annual cost of a Lecturer would be roughly **$110,000** (including benefits).

*Administrative Resources*
The nature of this program, given the collaboration/coordination with the EdUHK, the influx of 15-30 non-USask students arriving each year, the summer project, and travel and accommodation for foreign students, means that the existing staff complement will not be adequate. We anticipate that one new half-time Program Coordinator ($40,000) and one half-time Program Administrator ($27,000) will be required. It is anticipated that the financial monitoring and management of fees destined for varying purposes within the University (tuition, accommodation, travel and other student fees) and transfers to EdUHK, as well as dealing with contingencies will demand a fairly high level of administration. We anticipate the need for a financial manager at a cost of about $80,000/ year. Thus, a total of **$147,000** per year will be needed. This cost would be covered by program tuition.

*Teaching Resources (Courses Available)*
All courses required for the USask portion of the MIPMA are already being offered. An increase in the number of students can be logistically managed provided the administrative resources (see above) are made available.

*Student Financial Support*
Although the bulk of their costs will be covered by the program fee, students may incur costs for travel and accommodation as part of their major project work to be undertaken during the Sept-Dec term. In addition, some students will not be able to cover the Program Cost. To address these issues, the program will make funds available through one or more scholarships. This student support will be covered by tuition and is budgeted initially at $50,000 per year.

In addition, an annual advertising budget of $10,000 is needed, as well as $10,000 annual technical assistance, and $5,000 for travel liaison with EdUHK faculty and administrators.

The EdUHK has identified several costs at their institution. These costs will be covered by their portion of the tuition. The costs are:
1. EdUHK will appoint one full-time Executive Assistant (EA) dedicated to program management and logistical arrangements
2. Travel and accommodation costs for APS staff to USask
3. Travel and accommodation costs for APS staff (academic and EA) to Naresuan University, Thailand
4. Service fee (contract for service per student) Naresuan University for summer school program, student placement and fieldwork
5. Program promotion & advertising
6. Staffing costs as per EdUHK charge out rates per hour

## Implementation Steps
1. Establish the means to secure accommodation for the students for their Term 1 of studies, and potentially the returning part of the cohort for the following Sept-Dec terms (for their major project). This includes discovering how this is done in Hong Kong's existing programs.
2. Develop a formal contract between USask and EdUHK

3. Possible re-design of some of the classes. For example, we would want JSGS 801 Governance and Administration to focus on the political system in Canada, the United States and Europe and not just Canada. This is a change we have been contemplating for some time and is not dependent on the approval of MIPMA.
4. Hire new faculty and staff.
5. Marketing.
6. Ongoing monitoring of the financial strengths of the MIPMA, including a thorough assessment at the end of year 3 to determine the financial viability of the program.

**Budget** (Table 4)
The budget presented below makes the following assumptions:
1. The collection of program fees to cover accommodation, food and travel is neither a part of costs or revenues as it will simply pass through the University or School. There may be a small amount retained to cover risks, though this is not represented here.
2. While all fees will be collected by USask, 50% of the program tuition revenue will be transferred to the Education University of Hong Kong.

**Table 4: Budget, USask Program Tuition Revenue and Expenses**

| | Year 1 (2021)[1] | Year 3 (long-run)[2] |
|---|---|---|
| **50% of Program Tuition revenue[3]** | **$ 837,630** | **$1,675,260** |
| | | |
| Lecturer | 50,000 | 110,000 |
| Administration staff | 67,000 | 67,000 |
| Financial Manager | 80,000 | 80,000 |
| Advertising | 10,000 | 10,000 |
| Technical support | 10,000 | 10,000 |
| Scholarships | 50,000 | 50,000 |
| Liaison with HK (travel) | 5,000 | 5,000 |
| **Total Cost** | **$282,000** | **$332,000** |
| | | |
| **Net Revenue** | **$555,630** | **$1,343,260** |

[1]This assumes a total of 30 students, with 50% of the tuition coming to USask

[2]This assumes the longer-term projection of 60 students (tuition revenue for 30 students coming to each university)

[3]Tuition amounts were determined jointly with EdUHK,

# Department of Asian & Policy Studies

## Faculty of Liberal Arts & Social Sciences

# Strategic Communication
## PPG6003

*Semester II*

# Strategic Communication
## PPG6003

# Syllabus and Course Information

**Course Instructor:**

- Dr. Chan Lih-Shing, Alex

**Contact Information:**

- Office: DID (852) 2948 7852
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**Student Consultation Times:**

- Venue: B2-2F-36
- Please email to make an appointment

## Department of Asian and Policy Studies

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Address:              Room 45C, Block B1
                      The Education University of Hong Kong
                      10 Lo Ping Road, Tai Po, N.T.

Department Office Hours

Monday to Friday:     8.30am − 1.00pm
                      1.00pm − 5.20pm

## Essay and Assignment Writing Tools

Before you commence writing essays and assignments for this course you are required to read the following:

- A Tutorial on Citing References

- How to Cite Sources

- How to Write Essays

- Assignment Cover Sheet (required for all written assignments)

These materials are available at the following link:

Department of Asian and Policy Studies

## Course Description

In the contemporary world, there is a growing need to strategically manage how an organization interacts with constituents, customers, end users, shareholders and the public-at-large. Due to the explosion of both social consciousness and technical capabilities, no business or government is immune to public scrutiny and rigorous oversight.

The course introduces the concepts and principles that underpin strategic communication in organizations by focusing in three main areas – understanding human communication, understanding contemporary communication environments and new media, and critical analysis of the applicability and concept of strategic communication.

In this course, students will learn the fundamental concepts, tools, techniques, and applications of strategic communications, gaining an understanding of the rationale for strategic communications and be exposed to a thorough methodology for planning and implementing a strategic communications campaign. At the end of the course, students will have the tools and perspective needed to design and implement an effective strategic communications campaign at their agency or business.

## Learning Objectives and Outcomes

Upon successful completion of this course, students should be able to:

- Demonstrate critical understanding of communication theory and its relevance to an appreciation of the complexity of human communication

- Critically analyse the role and the use of strategic communication in the contemporary communication environment

- Evaluate prospects for successful strategic communication in a variety of situation

## PPG6003 Strategic Communication

## Course Assessment

The assessment for this course consists of the following:

| Assessment Item | Grade Weighting | Due Date* |
|---|---|---|
| Group presentation | 20% | Week 12 and 13 |
| In-class discussion: | 20% | Continuous |
| Written Assignment | 30% | Week 14, Friday 6pm |
| Final Examination | 30% | TBC |
| Total | 100% | |

**\*Please note that in the interests of equity there are penalties for the late submission of work**.

## Explanation of Assessment Items and Assessment Philosophy

**Assessment in this course is via a variety of mediums**:

1. Seminar Participation

2. Group Presentation

3. Written Assignment

4. End of Semester Examination

The spread of assessment types is designed to allow students to excel in assessment mediums best suited to them, but also to expose them to other forms of assessment that encourage different learning skill sets and which require different learning strategies.

In the instance of assessment types 1 and 2, for example, attendance is required but the learning skills are different. Note taking, learning to prioritise and summarise information and to assess critically the information presented, will be required. Students who ignore practicing these skills will find that their performance in the end of semester examination will be compromised since they will be ill equipped to handle the questions posed or formulate a response with clearly summarised arguments, well prioritised information and critical insight.

Likewise, the reading required for preparation of essays, the skills practiced in the construction and development of an argument as well as the critical assessment of the arguments of others will prove invaluable in terms of the student's ability to assess the weekly required seminar readings and participate effectively in class discussion.

Students are therefore strongly encouraged to fully participate in the course, ensuring that they regularly attend seminars as well as complete assignments on time.

## Description of Assessment Items

**Group Presentation (20%)**

Students form themselves into a group of five or six.

- Each group has to choose from one of the following topics:

- Crisis management for public utilities/government/government departments/NGOs

- Strategic communication plan for government departments/public utilities/political parties/NGOs

- Media management for political campaigns/government/government departments/NGOs/political parties

- Issue management/reputation management for government/government departments/public utilities/political parties/NGOs

- The presentations are scheduled in seminars between weeks 12 and 13.

- Each group will have 30 minutes to conduct their presentation.

- There will be a short Q & A section after each presentation


**Written Assignment (30%)**

- Based on the presentation topic, each group has to produce a written assignment (5000 words maximum, excluding reference list).

- Identify and describe the mode of management/communication plan.

- Problematize the topic within relevant social/historical context.

- Analyse or evaluate whether the current plan/management is efficiently implemented.

- Substantiate your claims or arguments with evidences


# Citation and reference should follow the instruction from the course outline

**End of Semester Examination**

- There will be a final exam (date and venue TBA)

- The exam is worth **30%** of the grade for this course.

- The exam will consist of a series of short answer questions and essays

- The exam will be based exclusively on the required reading undertaken for the course. By preparing for each weekly seminar and undertaking the required reading, students will have done all the preparation required for the examination at the end of semester.

- The exam will assess student abilities in respect of their understanding of the essential processes shaping the international system and propelling change.

**Seminar Participation**

Seminars are a fundamental part of this course. Students are expected to attend the weekly seminar and ensure that they have undertaken the required readings and participate actively in the discussion.

It is important for the success of the seminar program that every student has read the required readings prior to the commencement of the seminar. The course instructor may ask a student at random to provide an overview of the week's readings, or to offer opinions on the issues and arguments presented in the readings.

There is a **20%** mark allocated for seminar discussion in this course. This mark will be calculated on a combination of preparation and active participation. These guidelines will be outlined in the first seminar in week 1 of the course.

## Documentation of Written Work

### Citing and Acknowledging Sources

In accordance with Faculty policy, all work must follow the scholarly procedures of full documentation, acknowledging all references and sources consulted. Written work that does not meet minimum standards of documentation will fail automatically**.** Documentation should follow either the Oxford or Chicago systems (consult style manuals), giving full bibliographic details to the works cited, i.e., **the authors full name, title of article/chapter/book, page numbers, publisher, and place of publication**.  The following format or some variation therein, is generally acceptable:

### For books;

> Aglietta, M., (1979), <u>A Theory of Capitalist Regulation: The U.S Experience.</u> (David Fernbach: Trans.) London: New Left Books, p.201.

### For chapters in edited books;

> Donougho, M., (1992), "The Derridean Turn," in Sills, C., & Jensen, G.H., (eds.), <u>The Philosophy of Discourse: The Rhetorical Turn in Twentieth-Century Thought.</u> Volume 2, Portsmouth, New Hampshire: Heinemann, pp.66-69.

### For journal articles;

> Lapid, Y., (1989), "Quo Vadis International Relations? Further Reflections on the 'Next Stage' of International Theory," <u>Millennium: Journal of International Studies</u>, Vol.18,No.1, pp.77-88.

### For Internet Sites;

> Summit Analytical Associates, Political Risk Analysts: Home page, December 10, 1999
>
> http://www.s2a.com/index.html

Alternatively, students may choose to adopt an in-text referencing system (author-date system, Cambridge style), e.g., (Culler 1989: 20), with full reference and documentation provided in a master bibliography.

Regardless of the citation system adopted by students, <u>pages numbers must always be cited</u>.

Students should consult the following webpage for specific information on plagiarism and how to avoid plagiarism:

[The Hong Kong Institute of Education: How to Cite Sources](#)

## Policy on Plagiarism

### Rules Governing Plagiarism

Students are reminded of the rules governing plagiarism. Plagiarism is a serious offense. It amounts to intellectual theft. It refers to the use of another person's ideas, writings, research, etc., as your own. The most obvious form is using someone else's words without any acknowledgment, but it is also plagiarism to quote a passage without the use of quotation marks, even if the source is acknowledged. Plagiarism is not confined to copying from published sources. It is also plagiarism if you copy another student's work, whether this be the actual words or their ideas.

Blatant plagiarism, where it appears there is a deliberate intention to deceive, will be referred to the Dean for appropriate action. A deliberate intention to deceive or where a student has copied another student's work is a serious matter and may attract penalties ranging from a reprimand to failing the course. In severe cases an offender may be failed in all courses and suspended from the Institute.

Students should consult the following Department of Asian and Policy Studies webpage for specific information on plagiarism and how to avoid plagiarism:

[Department of Asian and Policy Studies](#)

## Useful Research Resources for Students

**List of Useful Sources**

### Books related to Strategic Communication

Al-Deen, H. S. N., and Hendricks, J. A. (eds) (2012). *Social Media: usage and impact*. Lanham, Md.: Lexington Books.

Cabañero-Verzosa, C., and Garcia, H. R. (2009). *Building commitment to reform through strategic communication: the five key decisions*. Washington, DC: World Bank.

Conrad, C. R. and Pool, M. S. (2012). *Strategic organizational communication: in a global economy*. Chichester, UK: Wiley-Blackwell.

Eder, M. K. (2011). *Leading the narrative: the case for strategic communication*. Annapolis, Md.: Naval Institute Press.

Lewis, L. K. (2011). *Organizational change: creating change through strategic communication*. Chichester, UK: Wiley-Blackwell.

Schultz, F., and Raupp, J. (2010). The social construction of crises in governmental and corporate communications: An inter-organizational and inter-systemic analysis. *Public Relations Review* 36 (2): pp. 112-119.

Taylor, M. (2011). Building Social Capital Through Rhetoric and Public Relations. *Management Communication Quarterly* 25 (3): pp. 436-454.

Wiggill, M. N. (2011). Strategic communication management in the non-profit sector: a simplified model. *Journal of Public Affairs* 11 (4): pp. 226-235.

### Students should also regularly consult the following materials:

**The Economist**  http://www.economist.com/

**New York Times** http://www.nyt.com/

**Wall Street Journal** http://interactive.wsj.com/home.html

**Business Review Weekly** http://www.afr.com.au

**MIS Web** http://www.misweb.com/website/gbindex.nsf

**Business Online**
http://www.businessonlineasia.com/bolweb/bolasiaweb.nsf

**The Washington Post** http://www.washingtonpost.com/

**The Times**
http://news.ft.com/ft/gx.cgi/ftc?pagename=View&c=Collection&cid=ZZZLL
CHPD0C

**Periodicals**

*International Journal of Strategic Communication*
*Journal of Communications Management*
*Journal of Public Affairs*
*Management Communication Quarterly*
*Political communication*
*Public Relations Review*
*Strategic Communication Management*

**US Department of State** (Country Reports and Commercial Guides)

http://www.state.gov/e/eb/rls/rpts/eptp/2001/

**US Department of State** (Bureau of Public Affairs: Strategic
Communication)

http://www.state.gov/r/pa/scp/

# Course Syllabus

## Strategic Communication

**WEEK 1**

**TOPIC:** **Overview of the Course, introductory discussion on the course**

- Themes & issues
- Organization of weekly seminars
- Student introductions
- Outline of assessment
- Deadlines for submission of work
- Penalties for late submission
- Take Away Points – Student input
- Student responsibilities
- Q & A session

**WEEK 2 & 3**

**TOPIC:** **Definition of strategic communication; forms of communication and communication models; stakeholder analysis, introduction of internal communication and external communication**

**Seminar Discussion**

Describe an issue that created a communication challenge for you/your organization: What was the issue? What were the challenges/obstacles? What did you/your organizations do? What worked? What didn't work? What lesson did you/your organization learn?

# Course Syllabus

## Strategic Communication

**WEEK 4 & 5**

**Topic:     Developing a communications strategy plan: Environmental analysis; media analysis; issue analysis; establishing goals; identifying stakeholders; develop messages; select strategic initiatives; social media; proactive media; manage the implementation; monitor and evaluate.**

**Seminar Discussion**

Choose any publicly listed corporations; NGOs or government institutions; identify the stakeholders and their concern.  Explain the necessary forms of communications strategies to achieve the goals and objectives based on the environmental, media and stakeholder analysis.

**WEEK 6 & 7**

**TOPIC:     Crisis communications: Definition of a crisis; concepts and principles of crisis communication; analysing political crises; develop a crisis communication strategy**.

**Seminar Discussion:**

Scenario exercise: Tier One: assess potential crises; establish communications goals; analyse audiences

Tier Two: Form initial respondents' communication team; establish crisis communications team; identifying spokesperson, managing media expectations; timing, tools and tactics; media interview plan

Tier Three: Tools and channels; prepare stand-by tools; open distribution channels; create a proactive media plan.

Tier Four: Facilities and testing.

Tier Five: Implementation; execute the media plan; monitor media and public reaction

# Course Syllabus

## Strategic Communication

**WEEK 8 & 9**

**TOPIC:    Issues and reputation management; understanding semiotics, genres and discourse for strategic communication**

**Seminar Discussion**

Scenario exercise: Identify one government institution/NGOs or listed company for an issue/reputation management exercise; conduct an issue analysis and work on an issue/ reputation management plan.

**WEEK 10 & 11**

**TOPIC:  Public policy and mass media; policy institutions; media and agenda setting; strategic communication and the state**

**Seminar Discussion**

> Do private actors like ratings agencies regulate certain policy areas administered by state actors? How?

> Is the economic sovereignty of nation-states compromised by the norms and expectations held by markets and private actors in financial markets?

> What does this mean for the relative power differentials between states are markets and for public sector management agencies?

**WEEK 12 & 13:**

**TOPIC:    Presentation, wrap-up, conclusion and revision**

香港教育大學
The Education University
of Hong Kong

# Department of Asian & Policy Studies

## Faculty of Liberal Arts & Social Sciences

# Public Administration & Management in Asia
## PPG 6005 (Elective)

### Professor Darryl S.L. Jarvis

*Semester 2, 2018-19*

## Group _____

# Public Administration & Management in Asia
# PPG 6005

## Syllabus and Course Information

## Course Instructor:

- Professor Darryl S.L. Jarvis

## Contact Information:

- Office:    (852) 2948-7472
- Email:    djarvis@eduhk.hk
- Web:    www.darryljarvis.com

## Class Times & Venue:

- Tuesday
- 6.30 – 9.20pm
- Lecture Room D2-LP-02
- Classes commence on January 8, 2019

## Student Consultation Times:

- Tuesday 2.30 – 4.30pm
- Location B 1 / F1-45B
- Other times by appointment

## Department of Asian and Policy Studies

General Enquiries:   852 2948-7460

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Web:   Department of Asian and Policy Studies

Address:   Block 1, 2nd Floor, Room 02,
The Education University of Hong Kong,
10 Lo Ping Road, Tai Po, N.T.

## Essay and Assignment Writing Tools

Before you commence writing assignments for this course you are required to read the following:

- A Tutorial on Citing References

- How to Cite Sources

- How to Write Essays

- Assignment Cover Sheet (required for all written assignments)

These materials are available at the following link:

Interactive Tutorial in Essay Writing

How to Write an Essay

How to cite sources

## Course Description

Public administration and management in Asia is undergoing fundamental and rapid change. While historically Asian states have been comprised of top-heavy and top-down administrative practices, placing the state at the centre of the 'commanding heights' of the economy, increasingly public sector reforms are changing both the role of the state, its form, functions, and the modality of its management practices.

This course attempts to understand the changing dimensions of public administration and management in Asia. Specifically, the course focuses on the forces propelling change in public management practices; the new state-market configurations defining government-business relations, the rise of managerialism in the delivery of public sector activities, and the social, political and economic implications of new public management agendas.

In this context, the course examines public administration and management in selected Asian countries, utilizing case discussions and critical readings. Students will be exposed to three thematic areas: (1) understanding the nature of change in public administration and management in Asia; (2) analysing opportunities for, and constraints on, the use of reforms that dominate contemporary debates in the public sector; and (3) assessing the outcomes, policy benefits and costs associated with the changing nature of public administration and management among various sectors across Asia.

A fundamental emphasis of the course is on *critical inquiry* and *exploration* of public administration and management in Asia, with students encouraged to explore the dynamics of sector reform efforts and their outcomes.

## Course Intended Learning Outcomes (CILOs)

Students who successfully undertake this course will:

- Have a knowledge of the evolution and contemporary practice of public administration and management in Asia

- Understand the evolution of ideational beliefs underpinning approaches to public administration and management

- Understand broader international values and attitudes toward public administration and management and how these diffuse and impact Asian public administration and management

- Understand major theoretical debates in the delivery of public services, the role of the state, and the relationship between states & markets

- Understand the role of private sector authority in contemporary public management practices and the reciprocity between the public and private spheres

- Understand the emerge of specific regimes of governance in issue areas such as infrastructure, network industries and related public domains

- Understand managerial capacities and competencies that underpin the process of public sector management in Asia

- Understand the role of regulation and the management of risk as it impacts the public sphere

*Upon completion of the course, students will be able to:*

CILO$_1$: Build managerial capacities and competencies to underpin the process of public sector management in the Asian region.

CILO$_2$: Develop the awareness and understanding by Asian public sector managers of current international themes, issues, and promising practices in public sector management and reform.

CILO$_3$: Provide a forum for students in critically examine the management and leadership studies, share ideas, build on experience, collaborate on public sector renewal.

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|---|---|
| Managing policy, strategy, and performance | *CILO$_{1-3}$* | ➢ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references. <br> ➢ Group assignment – Sector analysis. <br> ➢ Seminars: Students present case relevant to current communication management issues, topics and scenarios. |
| Managing quality services | *CILO$_{1-3}$* | |
| Managing programmes, projects, and systems | *CILO$_{1-3}$* | |
| Leading people, innovation, and change | *CILO$_{1-3}$* | |

| | | ➢ Presentations: Comparing and contrasting different policy approaches in promoting more socially cohesive and politically stable society.<br>➢ Web and library search<br>➢ Reading lecture notes and key references. |
|---|---|---|

| Assessment Tasks | Weighting (%) | CILOs |
|---|---|---|
| (a) **Examination:** End of semester examination. | 35% | $CILO_{1-3}$ |
| (b) **Class Discussion and Participation:** Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion. | 25% | $CILO_{1-3}$ |
| (c) **Research, Write Up and Presentation:** Research, write up and presentation of Group Assignment (sector analysis – assessing policy outcomes, the relationship between public management approaches and the risks, costs and benefits of such approaches to the delivery of public services). | 40% | $CILO_{1-3}$ |

# Public Administration & Management in Asia
# PPG 6005

**Course Assessment**

The assessment for this course consists of the following:

| Assessment Item | Grade Weighting | Due Date |
| --- | --- | --- |
| (1) Group project: Sector analysis | 40% | Tuesday April 30 |
| (2) Presentations: Draft Group Projects | Required | Tuesday April 9 & 16<br><br>(Groups A, B, C, D) |
| (3) End of semester examination – 3 hours | 35% | Tuesday, April 23 |
| (4) Weekly seminar participation and assigned class activities | 25% | Continuous |
| Total | 100% | |

## Penalties for the late Submission of Assignments

The Department of Asian and Policy Studies has a policy on the submission of late assignments. In the interests of equity and fairness, late assignments attract a penalty of -5% per day. Thus, an assignment submitted 1 day late and graded at 65% would receive a final grade of 60%; 2 days late a final grade of 55%; 3 days late a final grade of 50%, etc.

## Explanation of Assessment Items and Assessment Philosophy

**Assessment in this course is via a variety of mediums**:

1. Seminar Attendance

2. Seminar Participation

3. Group Project

4. End of Course Examination

This courses exposes students to a diverse series of assessment tasks that encourage different learning skills and strategies.

Assessment tasks 1 and 2, for example, require students to learn skills associated with note taking, how to prioritise and summarise information and to assess critically the information presented. These same skills help students prepare for assessment task 3 (examination), by developing a cogitative map of the course, the major issues addressed, and the merits of various public policy approaches adopted in the delivery of public goods and services.

Similarly, the research and reading required for the preparation for the group project, help develop information identification and retrieval skills, how to assess information, and document and utilise information in report writing. Similarly, the construction of the group report requires students to develop a problem statement, a framework of analysis, and apply this in assessing a specific sector, changes in government policy, service delivery, and public sector outcomes.

Students are therefore strongly encouraged to fully participate in all facets of the course, ensuring that they regularly attend seminars as well as complete assignments on time.

## Description of Assessment Items

**Group Project: Comparative Public Management Project**

- Grade Weighting **40%**

- Word Length (Maximum): 10,000 words.

- Your group project <u>must</u> include references and a bibliography

- Submit completed group projects to the Department of Asian and Policy Studies office located on level 2, room 02, Block B 1. Please print papers in hard copy and do not submit via email.

- Make sure your group project assignment has a cover page and please include the following information; full names (<u>underline surnames</u>) of all group members, a word count (excluding footnotes / endnotes / and bibliography).

**Group Project Description**

Working in your assigned group identify a specific area of interest to the group. This could be the health sector, for example, the tertiary education sector, or a network sector like the electricity sector, water, sanitation services, or other infrastructure sectors like ports, airports, or roads. Equally, the group may like to look at broader and more complex sectors like financial services (banking, insurance, wealth management), or other service sectors. Essentially, the area / sector could be anything within the broad compass of public management. The group should then select <u>two</u> Asian countries for comparison.

In selecting the sector and comparative case study countries the group should do preliminary research to ensure that there are sufficient resources and materials to conduct the project.

Before commencing the group project please ensure you consult the course instructor and gain clearance.

Once the sector and case study countries have been selected, the group should then conduct an analysis of the recent evolution of the sector. This should include the following components, among others:

- The recent historical evolution of the sector, including a description of its various elements, key players, sector size, capacities, endowments, etc.

- Institutional overview: how the sector has been governed historically, addressing specifically the changing nature of public management (governance and regulation) of the sector, key historical / institutional events / tipping points / key problems / issues

- Thick description of the main features / characteristics of contemporary public management practices in the sector

- An analysis of how and why public management practices and governance of the sector has changed (what forces, interests, factors precipitated change and why?); have any specific interests benefited from this change? If so, who and how have they benefited. Have specific interests been hurt as a result of this change? If so who and how?

- An analysis of the performance of the sector. As a result of changes in public management practices / governance of the sector (e.g., outsourcing, PPP, marketetisation, incentive based regulation, etc.), what has been the impact on the sector? How has the composition of the sector changed (public-private mix). Has it produced greater investment and better public service delivery? Have efficiencies been enhanced? Have consumers benefited? If so, how? If not, why not? Have costs been contained and the state insulated from risks and financial exposure? This section should comprise the bulk of your group project report.

  Groups may find it useful to structure the analysis of the sector in terms of the following categories / outcomes: investment and private sector participation; efficiency; service provision; impact on  and costs to consumers; social equity and access; profits and returns for sector participants; sector capacity & coverage; impact on government in terms of financial risks and returns.

- Conclusion. What benefits or negative externalities have resulted from sector reform and governance innovations?  Are there important lessons that have been learned or errors and problems that have arisen and which should be avoided in the future? Reflect on the pros and cons of reform / sector outcomes and the lessons that have been learned. What are the implications for public sector management?

**End of Semester Examination**

- There will be a 3 hour end of class exam

- The exam is worth **35%** of the grade for this course.

- The exam will consist of a series of short answer questions and essays

- The exam will be based on the required reading undertaken for the course. By preparing for each weekly seminar and undertaking the required reading, students will have done all the preparation required for the examination.

- The exam will assess student abilities in respect of their understanding of the essential processes shaping public administration and management in Asia.

**Seminar Class Participation & Assigned Class Activities**

- Seminar participation and assigned class activities are worth 25% of the grade for this course.

Seminars are a fundamental part of this course. Students are expected to attend the weekly seminar and ensure that they have undertaken the required readings and participate actively in the discussion.

It is important for the success of the seminar program that every student has read the required readings prior to the commencement of the seminar. The course instructor may ask a student at random to provide an overview of the week's readings, or to offer opinions on the issues and arguments presented in the readings.

The mark for this element of the grade will be calculated on a combination of preparation and active participation. These guidelines will be outlined in the first seminar in week 1 of the course.

## Generic Grade Descriptors

| Course Grade | A+ | A | A- | B+ | B | B- | C+ | C | C- | D | F |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attainment of Course Intended Learning Outcomes (CILOs) / assessment criteria** | All / most of the stated CILOs /assessment criteria have been met at an exceptionally high level | All / most of the stated CILOs / assessment criteria have been fully met at a high standard | | All / most of the stated CILOs / assessment criteria have been fully met at a good standard | | | Most of the stated CILOs / assessment criteria have been met | | Some of the stated CILOs / assessment criteria have been met | | None of the stated CILO / assessment criteria have been met |
| **Interpretation** | DISTINCTION | | | GOOD | | | SATISFACTORY | | BELOW SATISFACTORY | | FAIL |
| | Exceptional | Outstanding | Excellent | Very Good | Good | Fairly Good | Satisfactory | Barely Satisfactory | Below Satisfactory | Barely Pass | Fail |
| **Grade Point Equivalent** | 4.33 | 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.00 | 0.00 |
| **Mark Range** | 96-100 | 88-95 | 81-87 | 76-80 | 71-75 | 66-70 | 59-65 | 51-58 | 46-50 | 41-45 | 0-40 |
| **Understanding of subject matter/ topic** | Demonstrates a deep understanding and full interpretation of the subject matter/topic and the underlying theories. | Demonstrates a thorough understanding and a highly convincing interpretation of the subject matter/topic and the underlying theories. | Demonstrates a full understanding and interpretation of the subject matter/topics and the underlying theories. | Demonstrates a high level of understanding and interpretation of the subject matter/topics with a strong grasp of the underlying theories. | Demonstrates a good level of understanding and interpretation of the subject matter/topics and underlying theories. | Demonstrates a general understanding and interpretation of the subject matter/topics and the underlying theories. | Demonstrates a fairly adequate grasp of the subject matter/topics in terms of factual understanding but theoretical understanding is at a superficial level. | Demonstrates a basic understanding of the subject matter/ topic but with a superficial grasp of theoretical perspectives. | Demonstrates an inadequate grasp of the subject matter/topic and with little theoretical discussion. | Demonstrates very inadequate understanding of the subject matter/topic with little theoretical discussion. | Demonstrates poor understanding of the subject matter/topics and the underlying theories. |
| **Cognitive/ intellectual skills** | Shows a very sophisticated level of critical reflection, analysis, evaluation and/or synthesis. | Shows a very high level of critical reflection, analysis, evaluation and/or synthesis. | Shows a high level of critical reflection, analysis, evaluation and/or synthesis. | Shows a good level of critical reflection, analysis, evaluation and/or synthesis. | Shows a sound level of critical reflection, analysis, evaluation and/or synthesis. | Shows some trace of critical reflection, analysis, evaluation and/or synthesis. | Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically. | Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically. | Shows very little evidence of critical reflection, with no attempt at analysis, evaluation and/or synthesis, though the material is organized logically. | Shows no evidence of critical reflection and no attempt at analysis, evaluation and/or synthesis. | Shows no evidence of critical reflection and no attempt at analysis, evaluation, and/or synthesis. |
| **Presentation of ideas** | Presents highly original ideas with great lucidity and succinctness. | Presents original ideas with great lucidity and succinctness. | Presents fairly original ideas with great lucidity and succinctness. | Presents very sound ideas with lucidity and succinctness. | Presents sound ideas with reasonable clarity. | Presents sound ideas with reasonable clarity. | Presents some ideas with limited soundness and clarity. | Presents some ideas with limited soundness and clarity. | Presents ideas with very limited clarity. | Presents ideas with ambiguity. | Presents ideas poorly and ambiguously. |
| **Organization and referencing** | Extremely well organized and structured, fluently and accurately written and correctly referenced. | Very well organized and structured, fluently and accurately written and correctly referenced. | Very well organized and structured, fluently written and correctly referenced. | Well organized, fluently written and, in the main, correctly referenced. | Well organized, fluently written and, in the main, correctly referenced. | Fairly well organized, fluently written and, in the main, correctly referenced. | Recognizable organization, and referenced with errors. | Loosely organized, weak grammatically and referenced with errors. | Poorly organized, very weak grammatically and referenced with frequent errors. | Poorly organized, very weak grammatically and referenced with frequent errors. | Poorly organized, full of grammatical errors, communication is seriously impeded, and reference with numerous errors. |
| **Use of readings/ literature** | Evidence of extensive and judicious use of relevent readings/ literature to support the arguments. | Evidence of extensive and thoughtful reading/ literature in the subject/topic area. | Evidence of a substantial knowledge of relevant readings/ literature. | Evidence of extensive readings/ literature in the topic area. | Evidence of adequate readings/ literature in the topic area. | Evidence of some readings/ literature. | Evidence of some readings/ literature. | Evidence of a somewhat cursory acquaintance with readings/ literature. | Evidence of a minimal acquaintance with readings/ literature. | Very minimal acquaintance with readings/ literature. | No evidence of independent reading. |

September 2015

## Documentation of Written Work

**Citing and Acknowledging Sources**

In accordance with departmental policy, all work must follow the scholarly procedures of full documentation, acknowledging all references and sources consulted. Written work that does not meet minimum standards of documentation will fail automatically**.** Documentation should follow either the Oxford or Chicago systems (consult style manuals), giving full bibliographic details to the works cited, i.e., **the authors full name, title of article/chapter/book, page numbers, publisher, and place of publication**.  The following format or some variation therein, is generally acceptable:

**For books;**

> Aglietta, M., (1979), <u>A Theory of Capitalist Regulation: The U.S Experience.</u> (David Fernbach: Trans.) London: New Left Books, p.201.

**For chapters in edited books;**

> Donougho, M., (1992), "The Derridean Turn," in Sills, C., & Jensen, G.H., (eds.), <u>The Philosophy of Discourse: The Rhetorical Turn in Twentieth-Century Thought.</u> Volume 2, Portsmouth, New Hampshire: Heinemann, pp.66-69.

**For journal articles;**

> Lapid, Y., (1989), "Quo Vadis International Relations? Further Reflections on the 'Next Stage' of International Theory," <u>Millennium: Journal of International Studies</u>, Vol.18,No.1, pp.77-88.

**For Internet Sites;**

> Summit Analytical Associates, Political Risk Analysts: Home page, December 10, 1999
>
> http://www.s2a.com/index.html

Alternatively, students may choose to adopt an in-text referencing system (author-date system, Cambridge style), e.g., (Culler 1989: 20), with full reference and documentation provided in a master bibliography.

Regardless of the citation system adopted by students, <u>pages numbers must always be cited</u>.

Students should consult the following webpage for specific information on plagiarism and how to avoid plagiarism:

[The Education University of Hong Kong: How to Cite Sources](#)

## Academic Honesty and Policy on Plagiarism

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students. Further information can be found at:
[Academic Honesty](#)

### Rules Governing Plagiarism

Students are reminded of the rules governing plagiarism. Plagiarism is a serious offense. It amounts to intellectual theft. It refers to the use of another person's ideas, writings, research, etc., as your own. The most obvious form is using someone else's words without any acknowledgment, but it is also plagiarism to quote a passage without the use of quotation marks, even if the source is acknowledged. Plagiarism is not confined to copying from published sources. It is also plagiarism if you copy another student's work, whether this be the actual words or their ideas.

Blatant plagiarism, where it appears there is a deliberate intention to deceive, will be referred to the Dean for appropriate action. A deliberate intention to deceive or where a student has copied another student's work is a serious matter and may attract penalties ranging from a reprimand to failing the course. In severe cases an offender may be failed in all courses and suspended from the University.

## Useful Research Resources for Students

**List of Useful Sources**

**Students should also regularly consult the following materials:**

**The Economist**  http://www.economist.com/

**New York Times** http://www.nyt.com/

**Wall Street Journal** http://interactive.wsj.com/home.html

**Business Review Weekly** http://www.afr.com.au

**MIS Web** http://www.misweb.com/website/gbindex.nsf

**Business Online**
http://www.businessonlineasia.com/bolweb/bolasiaweb.nsf

**The Washington Post** http://www.washingtonpost.com/

**The Times**
http://news.ft.com/ft/gx.cgi/ftc?pagename=View&c=Collection&cid=ZZZLL
CHPD0C

**Periodicals in Public Administration and Management and Related Areas**

Administration and Society
Alternatives: Social Transformation and Humane Governance
American Political Science Review
Canadian Journal of Political Science
Comparative Political Studies
Comparative Politics
Contemporary South East Asia
Daedalus
Economist, The
Global Governance
International Journal of Public Administration
International Journal of Public Policy
International Review of Administrative Sciences
Journal of Asian Public Policy
Journal of Contemporary Asia
Journal of Development Studies
Journal of Policy Analysis and Management

Journal of Policy Practice
Pacific Research
Political Science and Politics
Political Science Quarterly
Political Studies
Politics
Politics & Society
Public Administration and Development
Public Administration and Management
Public Policy and Administration
Public Sector Performance Management
Public Works Management and Policy
Review of Politics
Studies in Comparative International Development
Transforming Government: People, Process and Policy
World Development
World Policy Journal
World Politics

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**WEEK 2   (January 8)**

**TOPIC:**

- Introductions
- Overview of the Course
- Themes and learning objectives
- Teaching & Learning strategies and styles
- Class participation
- Group allocation (A, B, C)
- Assessment
- Thematic focus of the course
- Readings and reading expectations
- Examination
- Group project and presentation
- Weekly class activities
- Accessing weekly Class readings – where to find them
- Your role as a public manager: simulation exercises

**Readings and Text Book**

There is no assigned textbook for this course. However, students may find it useful to purchase:

- Hughs, Owen E., (2012) *Public Management and Administration.* Palgrave Macmillan

- Tom Christensen & Per Laegreid (2011), *The Ashgate Research Compendium to New Public Management.* Surrey, UK: Ashgate.

Each week your group will be set readings from various sources. These readings are indicated as 'required readings' and students are required to read them prior to attending class.

Please also note that a series of 'class tasks' are also assigned to groups each week.

**Class Task for Week 3**

Groups A, B, & C are each required to identify 2 readings that outline (define and explain the evolution) public administration and public policy.

The articles / book chapters / books should be shared with all students by Friday, 5pm. Please use the class email distribution list.

In the next class each group will be asked to present their choice of selected readings, explain what the readings are about and why the readings were selected.

Please come to class prepared to talk about your readings.

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**WEEK 3 (January 15)**

**Topic:     Public Administration and Public Management:
Changing Dimensions in the Role of the State in Asia and Beyond**

### Required Reading

Owen E. Hughs (2012) *Public Management and Administration: An Introduction* (4th Edition), Macmillan Palgrave, pp.43-73 (Chapter 3) (Groups A, C, D)

Chalmers Johnson, (1999), 'The Developmental State: Odyssey of a Concept,' Woo-Cumings, Meredith (ed.), *The Developmental State.* Cornell, CA: Cornell University Press, pp.32-60 (Groups B, E).

### Further Reading

Jarvis, Darryl S.L. & Toby Carroll (2017), 'Developmental States in Asia: Change and Transformation,' in Teh-Kuang Chang & Angelin Chang (eds*.), Routledge Handbook of Asia in World Politics*. Routledge: London & New York.

Jarvis, Darryl S.L. and Toby Carroll (2016), 'Disembedding Autonomy: Asia after the Developmental State,' in Jarvis, Darryl S.L. and Toby Carroll (eds.), *Disembedding Autonomy: Asia after the Developmental State*. Cambridge: Cambridge University Press.

Ziya Onis (1991), 'The Logic of the Developmental State,' *Comparative Politics,* 24(1), 109-126.

Carroll, Toby (2010), *Delusions of Development: The World Bank and the post-Washington Consensus in Southeast Asia.* Palgrave Macmillan.

Pierre, Jon and Martin Painter (2010), 'Why Legality cannot be Contracted Out,' in M. Ramesh, Eduardo Araral and Wu Xun (eds.), *Reasserting the Public in Public Services: New Public Management Reforms.* London: Routledge, pp.49-62.

**Seminar Discussion**

What do we mean by the term "governance"?

What is public administration? Define and explain the term.

What is the difference between public administration and public management?

What role has public administration played historically in Asia's 'miracle economies?'

**Class Task for Week 4**

Students are required to watch the video: *The Commanding Heights: The Battle for the World Economy* (The Battle of Ideas). Alternatively, this can also be accessed at:

http://www.darryljarvis.com/public-administration--management-in-asia-resources.html

Each group is required to meet after watching the video and construct a list or overview of the major points, features, and arguments addressed in the video. Each group should summarise the issues and ideas addressed in the video and relate these to the rest of the class. Please use the class email distribution list to share the group summations.

Groups will also be asked to share these reflections with the class in week 4.

Students who watch the video *The Commanding Heights: The Battle for the World Economy* (The Battle of Ideas) may also like to watch the film 'Debt Machine' (2015), Yuzu Productions, ARTE, France.

Groups A, B, and C must each identify 2 sectors where 'NPM' and public management approaches have been adopted in Asian states. Please provide concrete examples to explain the adoption of reform and marketization efforts.

Where possible, please identify e-resources and share them with all class participants. Please use the class email distribution list.

Other useful videos about the changing nature of public management and the role of the state in the economy can be found at:

- https://www.youtube.com/watch?v=C-3-lEEHvzc
- https://www.youtube.com/watch?v=Pm5SPCjxOWg

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**WEEK 4 (January 22)**

**Topic:** **The Decline of the Positive and the Rise of Regulatory State: The Emergence of Public Management**

**Required Reading**

Martin Painter (2014), 'Governance Reforms in China and Vietnam: Marketisation, Lepfrogging and Retro-Fitting,' *Journal of Contemporary Asia,* 44(2), pp.204-220.

Owen E. Hughs (2012) *Public Management and Administration: An Introduction* (4th Edition), Macmillan Palgrave, pp.74-102 (chapter 4) (Groups B).

Anthony B.L. Cheung (2011) 'NPM in Asian Countries,' in Tom Christensen and Per Laegried (eds.), *The Ashgate Research Compendium to New Public Management.* Surrey, UK: Ashgate, pp. 131-144 (chapter 9) (Group C).

**Further Reading**

Anneliese Dodds (2013) *Comparative Public Policy.* Palgrave Macmillan, pp.249-268 (chapter 11).

Jon Blondal (2005), 'Market Type Mechanisms and the Provision of Public Services,' *OECD Journal on Budgeting*, 5(1), pp.79-106.

Martin Lodge and Kai Wegrich (2012), *Managing Regulation: Regulatory Analysis, Politics and Policy*. Palgave Macmillan, pp.156-177.

Giandomenico Majone (1997), 'From Positive to the Regulatory State: Causes and Consequences of Changes in the Mode of Governance,' *Journal of Public Policy,* 17(2), pp.139-167 (Groups A).

Common, Richard (2001), *Public Management and Policy Transfer in Southeast Asia.* Aldershot: Ashgate, pp.43-63; 64-85.

Cheung, Anthony B.L. (2010), 'Repositioning the State and the Public Sector Reform Agenda,' in M. Ramesh, Eduardo Araral and Wu Xun (eds.), *Reasserting the Public in Public Services: New Public Management Reforms.* London: Routledge, pp.79-100.

Jayasuriya, K (2005), 'Beyond Institutional Fetishism: From the Developmental to the Regulatory State,' *New Political Economy,* 10(3), pp.381-387.

Majone, G. (1999) 'The Regulatory State and its Legitimacy Problems,' *West European Politics,* 22(1), pp.1-24.

Minogue, M. (2004) 'Public Management and Regulatory Governance: Problems of Policy Transfer to Developing Countries,' in Cook, P., C. Kirkpatrick, M. Minogue, & D. Parker (eds), *Leading issues in Competition, Regulation and Development.* Cheltenham: Edward Elgar, pp.165-81.

Painter, Martin (2011), 'Managerialism and Models of Management,' in Christensen, Tom & Per Laegreid (eds.) *The Ashgate Research Compendium to New Public Management.* Surrey, UK: Ashgate, pp. 237-249 (chapter 16).

Peters, Guy (2010), 'The Role of the State in Governing: Governance and Metagovernance,' in M. Ramesh, Eduardo Araral and Wu Xun (eds.), *Reasserting the Public in Public Services: New Public Management Reforms.* London: Routledge, pp.17-29.

Phillips, N. (2006) 'States and Modes of Regulatory Governance in the Global Political Economy,' inM. Minogue and L.Cariño (eds), *Regulatory Governance in Developing Countries.* Cheltenham: Edward Elgar, pp.17-38.

Stubbs, Richard (2009), 'What ever happened to the East Asian developmental State? The unfolding debate,' *The Pacific Review*, 22(1).

**Seminar Discussion**

Do Asian states still control the commanding heights of the economy?

What happened to the developmental state and public administration in Asia? Was it 'replaced' by 'new public management'?

What do we mean by public management? What elements / features are associated with public management?

Is there evidence of policy transfer of 'public management' and NPM

practices to Asian states? Provide examples.

**Class Task for Week 5**

Students are required to watch the video: *The Commanding Heights: The Battle for the World Economy* (The Agony of Reform – CD 2). This can be viewed at:

http://www.darryljarvis.com/public-administration--management-in-asia-resources.html

Each group is required to meet after watching the video and construct a list or overview of the major points, features and arguments addressed in the video. Each group should summarise the issues and ideas addressed in the video and relate these to the rest of the class.

Each group should provide a one page summation of the major themes and issues of the video and share this by email with the rest of the class. Groups will also be asked to share these reflections with the class in week 4. Please use the class email distribution list to share the group summations. Each group will also be asked to share these reflections in class in week 4.

**Group C**

Group C is required to present the Workshop Case Study in Week 4: Utilities – Thailand. Group C should read the materials, consult further readings if required, and be prepared to come to class and present an overview of the history of governance in the Thai energy sector, the emergence of privatization, and the advent of regulatory systems of governance in the sector. Group C should endeavour to provide commentary also on the problems and issues associated with regulatory governance / NPM agendas in emerging country contexts.

**Groups A and B.**

Groups A and B are required to present the readings as indicated in week 4.

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**WEEK 5: (January 29)**

**TOPIC:    Regulation and Public Management in Asia**
**Workshop Case Study: Utilities – Thailand**
**Group C Workshop Presentation**

### Required Reading

Jarvis, Darryl S.L., (2010), 'Institutional Processes and Regulatory Risk: A Case Study of the Thai Energy Sector,' *Regulation & Governance,* 4(2), pp. 175-202 (Groups A).

Spiller, Pablo T., & Mariano Tommasi (2005) The Institutions of Regulation: An Application to Public Utilities, in Menard, C & M.M. Shirley (eds.) *Handbook of New Institutional Economics*, Springer, Dordrecht, Netherlands, pp. 515-543 (Group A).

Thomas Pallesen (2011), 'Privitization,' in Christensen, Tom & Per Laegreid (eds.), *The Ashgate Research Compendium to New Public Management.* Surrey, UK: Ashgate, pp. 251-264 (chapter 17) (Group B).

Schick, Allen (1998), 'Why Most Developing Countries Should Not Try New Zealand's Reforms,' *The World Bank Research Observer*, 13(1), pp,123-131 (Group B).

### Further Reading

Bartle, Ian (2011), 'Utility Regulation and NPM,' in in Tom  Christensen and Per Laegried (eds.), *The Ashgate Research Compendium to New  Public Management.* Surrey, UK: Ashgate, pp.193-206.

Brian Levy and Pablo T. Spiller (1994), 'Institutional Foundations of Regulatory Commitment: A Comparative Analysis of Telecommunications Regulation,' *The Journal of Law, Economics and Organization* 10(2), 201-246.

Chirarattananon, Surapong & Supattana Nirukkanaporn (2006) Deregulation of ESI and Privatization of State Electric Utilities in Thailand. *Energy Policy* 34(16), November, 2521-2531.

Greacen, Chuenchom Sangarasri and Chris Greacen (2004) Thailand's Electricity Reforms: Privatization of Benefits and Socialization of Costs and Risks. *Pacific Affairs* 77(3), Fall, 517-541.

Greve, Carsten and Graeme Hodge (2011), 'A Transformative Perspective on Public-Private Partnerships,' *The Ashgate Research Compendium to New Public Management*. Surrey, UK: Ashgate, pp. 265-277 (chapter 18).

Hood, Christopher, Colin Scott, Oliver James, George Jones & Tony Travers (1999) *Regulation inside Government.* Oxford University Press, Oxford.

Jaffe, Judson and Robert N. Stavins (2007) On the Value of Formal Assessment of Uncertainty in Regulatory Analysis. *Regulation and Governance* 1(2), June, pp.154-171.

Jarvis, Darryl S.L., & Martin Griffiths (2007) Learning to Fly: The Evolution of Political Risk Analysis. *Global Society* 21(1), pp.5-21.

Levi-Faur, David & Jacint Jordana (2005) Regulatory Capitalism: Policy Irritants and Convergent Divergence. *ANNALS of the American Academy of Political and Social Science,* March, 598, pp. 91-197.

Levi-Faur, David (2005) The Global Diffusion of Regulatory Capitalism. *ANNALS of the American Academy of Political and Social Science* March, 598, pp.12-32.

North, Douglas (1990) *Institutions, Institutional Change and Economic Performance.* Cambridge University Press, Cambridge.

Spiller, Pablo T., (1996) Institutions and Commitment. *Industrial & Corporate Change* 5(2), pp.421-452.

Stern, Jon & Stuart Holder (1999) Regulatory Governance: Criteria for Assessing the Performance of Regulatory Systems. An Application to Infrastructure Industries in the Developing Countries of Asia. *Utilities Policy* 8, pp.33-50.

## Seminar Discussion

Define the following: credible commitments, government opportunism, political risk, expropriation.

Why were public sector reforms in the utilities sector in Thailand initiated?

What constituencies were pushing for public sector reform of the utilities sector in Thailand? Why?

What set of reforms were adopted? Can you construct a time line of these reform efforts?

How were these reforms financed? Who absorbed the costs / profits / risks?

What is regulation and what is it used for?

What types of regulation and regulatory models exist?

What is the relationship between privatization and regulation?

In developing country contexts such as Asia, what are some of the pubic management problems associated with regulatory design, regulatory operation and outcomes?

Does governance by regulation produce better sector outcomes for the utilities sector?

## Class Task for Week 7

### Group A

Groups A is required to present the Case Study in Week 7: Utilities – Indonesia. Group A should read the materials, consult further readings if required, and be prepared to come to class and present an overview of the history of governance in the Indonesian energy sector, the emergence of privatization, and the advent of regulatory systems of governance in the sector. Group A should endeavour to provide commentary also on the problems and issues associated with regulatory governance in emerging country contexts.

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**WEEK 7: (February 19)**

**TOPIC:**  **Regulation and Public Management in Asia**
        **Workshop Case Study: Utilities – Indonesia**
        **Group A Workshop Presentation**

### Required Reading

Jarvis, Darryl S.L., (2012), 'The Regulatory State in Developing Countries: Can they it exist and do we want it? The Case of the Indonesian Power Sector, *Journal of Contemporary Asia*, 42 (3), pp. 464-492 (Group C).

Besant-Jones, J. (2006) *Reforming Power Markets in Developing Countries: What have we Learned?* Washington, D.C.: World Bank, Energy and Mining Sector Board Discussion Paper No. 19 (Group B).

Comez-Ibanez, Jose A. (2003) *Regulating Infrastructure: Monopoly, Contracts, and Discretion.* Cambridge, MA: Harvard University Press, pp.298-325 (chapter 12) (Group C).

### Further Reading

Jarvis, Darryl S.L. and Benjamin Sovacool (2011), 'Conceptualizing and Evaluating Best Practices in Electricity and Water Regulatory Governance,' *Energy*, 36(7), 2011, pp. 4340-4352.

Cubbin, John (2005), 'Regulatory Effectiveness and the Empirical Impact of Variations in Regulatory Governance: Electricity Industry Capacity and Effectiveness in Developing Countries,' *World Bank Policy Research Working Paper 3535,* March, World Bank, Washington, D.C.

Dassler, Thoralf (2006), 'Combining Theories of Regulation: Proposing a Framework for Analyzing Regulatory Systems Worldwide,' *Utilities Policy* 14, pp. 31-43.

International Finance Corporation (2010), *Regulatory Governance in Developing Countries*, Washington, D.C.: World Bank, Investment Climate Advisory Services.

Cook, P. and S. Mosedale (2007), *Regulation, Markets and Poverty*. Cheltenham: Edward Elgar.

Hartono, D. and B. Resosudarmo (2008), 'The Economy-Wide Impact of Controlling Energy Consumption in Indonesia: An Analysis using a Social Accounting Matrix Framework,' *Energy Policy*, 36, pp.1404-19.

Iqbal, F. and F. Rashid (2002), 'Deregulation and Development in Indonesia: An Introductory Overview,' in F. Iqbal and W. James (eds.), *Deregulation and Development in Indonesia*. Westport: Praeger, pp.1-24.

Purra, M. (2011) 'The Indonesian Electricity Sector: Institutional Transition, Regulatory Capacity and Outcomes,' in E. Araral, D. Jarvis, M. Ramesh and X. Wu (eds), *Infrastructure Regulation: What Works and How do we Know? Lessons from Asia and Beyond,* Singapore: World Scientific, pp. 231-78.

Robison, R. and V. R. Hadiz (2004*) Reorganising Power in Indonesia: The Politics of Oligarchy in an Age of Markets,* London: Routledge.

Sari, A.P. (n.d.) *Power Sector Restructuring and Public Benefits,* World Resources Institute, Washington, D.C., http://pdf.wri.org/power_politics/indonesia.pdf

Wu, Xun & Priyambudi Sulistiyanto (2006), 'Independent Power Producer (IPP) in Indonesia and the Philippines,' in Howlett, M. and M Ramesh (eds.), *De-regulation and It's Discontents: Rewriting the Rules in Asia*, Edward Elgar, 2006.

For a perspective on Chinese utility sector reform see:

Kun-Chin, Lin & Mika Purra (2011), 'Regulating Power without a Five Year Plan: Institutional Change in the Chinese Power Sector,' in Jarvis, Darryl S.L. & M. Ramesh, Xun Wu & Eduardo Araral (eds.), *Infrastructure Regulations: What Works, Why and How do we Know?* Singapore: World Scientific, pp.189-230.

**Seminar Discussion**

Why were public sector reforms in the utilities sector in Indonesia initiated?

What constituencies pushed for public sector reform of the utilities sector in Indonesia? Why?

What set of reforms where adopted? Can you construct a time line of these reform efforts?

How were these reforms financed? Who absorbed the costs / profits / risks?

Now that we have examined two case studies involving the advent of regulation and the introduction of NPM strategies in the utilities sector in Asia (Thailand and Indonesia), what conclusions can we draw?

Have NPM / privatization / and regulatory models worked? If so, how? If not, why not?

In terms of the following categories, how would you assess the outcomes of public management reform efforts in the utilities sector in Thailand and Indonesia: investment and private sector participation; efficiency; service provision; user cost to consumers; social equity and access; profits to utilities; enhancing electricity generating capacity; sector coverage; the government and credible commitments; financial risks?

## Class Task for Week 8

Groups A, B and C are each required to identify 1 video that highlights public sector reform efforts in water or energy sector provision in Asia. The link to the video should be shared with class participants. Please use the class email distribution list to share the links.

Each group should come to class and speak to the video and why it has been selected and highlight specific problems, outcomes and issues associated with public sector reform in the water / energy sectors. In particular, try and identify videos that highlight access, affordability, and social equity issues, or market and regulatory failure.

**Group B** is required to present the workshop case study on water privatization in Jakarta and Manila in Week 8.

Group B should read the materials, consult further readings if required, and be prepared to come to class and present an overview of the history of governance of the water sector in Jakarta and Manila. Specifically, Group B should provide an overview of privatization efforts, the advent of regulatory systems of governance in the sector, and their outcomes.

Group B should also endeavour to provide commentary on the problems and issues associated with regulatory governance / NPM agendas in emerging country contexts.

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**WEEK 8: (February 26)**

**TOPIC:** **Public Management Reform in Asia**
**Workshop Case Study: Water Privatization – Jakarta and Manila**
**Group B Workshop Presentation**

**Required Reading**

Wu, Xun and Nepomuceno A. Malaluan (2008), 'A Tale of Two Concessionaires: A Natural Experiment of Water Privatisation in Metro Manila,' *Urban Studies,* 45(1), pp.207-229 (Group C).

Carroll, Toby (2010), *Delusions of Development: The World Bank and the post-Washington Consensus in Southeast Asia.* London: Palgrave Macmillan, pp. 115-132 (Group C).

Wu, Xun, Loit Batac and Nepomuceno A. Malaluan (2011), 'Regulatory Independence and Contract Incompleteness: Assessing Regulatory Effectiveness in Water Privatization in Manila,' in Jarvis, Darryl S.L., Ed Araral, M. Ramesh & Wu Xun (2011)(eds.), *Infrastructure Regulation: What Works, Why, and How do we Know? Lessons from Asia and Beyond.* Singapore: World Scientific, pp. 361-390 (Group A).

Ching, Leong (2014), 'The Market Turn in Jakarta's Water Supply: Vested Interests and Challenges of Realising the Regulatory State,' in Carroll, Toby and Darryl S.L. Jarvis (eds.), *The Politics of Marketizing Asia*. London: Palgrave Macmillan (Group A).

Students may also like to consult the following:

Kishimoto, S., Lobina, E., Petitjean, O. (2015) *Our Public Water Future: The Global Experience with Remunicipalisation*. Amsterdam, London, Paris, Cape Town and Brussels: Transnational Institute (TNI), Public Services International Research Unit (PSIRU), Multinationals Observatory, Municipal Services Project (MSP) and the European Federation of Public Service Unions (EPSU) (http://www.psiru.org/reports/our-public-water-future-global-experience-remunicipalisation) (ISBN 978-90-70563-50-9).

**Further Reading**

Araral, E. 2009. The Failure of Water Utilities Privatization: Synthesis of Evidence, Analysis and Implications. *Policy & Society: An Interdisciplinary Journal of Policy Research,* 27(3).

Araral, E and Wang, Y. 2013. Water Governance 2.0: A Review and Second Generation Research Agenda. *Water Resources Management.* 27(11), pp 3945-3957.

Araral, E. 2010. Reform of Water Institutions: Review of Evidences and International Experiences. *Water Policy.* Vol. 12(1). pp. 8-22

Lejano, Raul and Leong Ching, (2012), 'A Hermeneutic Approach to Explaining and Understanding Public Controversies, *Journal of Public Administration Research and Theory*, 22(2).

Leong, Ching and Ruth Schulyer House, (2012), 'Rethinking Policy Success: The Normative Basis for Public Action,' *Journal of Asian Public Policy***,** 5 (1).

**Seminar Discussion**

What caused the failure of water privatization in Jakarta?

How would you characterise the outcomes of water privatisation efforts in Manila?

What role does regulatory design play in privatization outcomes?

What regulatory features or design characteristics appear correlated to successful sector outcomes?

What regulatory features or design characteristics appear correlated to poor sector outcomes?

What lessons have been learned from public management reform efforts in the water sector in Asia?

**Class Task for Week 9**

Groups A, B, and C are each required to identify 1 video that highlights public sector reform efforts in health care in Asia. The link to the video should be shared with class participants.

Each group should come to class and speak to the video and why it has

been selected and highlight specific problems, outcomes and issues associated with public sector reform in health care.

Groups A, B, and C are required to present an overview of public sector reform efforts in health care in Asia.

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**WEEK 9: (March 5)**

**TOPIC:**   **Public Management Reform in Asia**
   **Workshop Case Study: Public Sector Reforms in Health**
   **Groups A, B, C**

### Required Reading

Ramesh, M, Xun Wu and Alex Jingwei He (2013), 'Health Governance and Healthcare Reforms in China,' *Health Policy and Planning*, pp.1-10 (Group A)

Ramesh, M and Xun Wu (2008), 'Realigning Public and Private Health Care in Southeast Asia,' *The Pacific Review,* 21(2), pp.171-187 (Group B).

Ramesh, M (2008), 'Autonomy and Control in Public Hospital Reforms in Singapore,' *The American Review of Public Administration*, 38(1), pp.62-79 (Group C).

Xun, Wu and M. Ramesh (2009), 'Health Care Reforms in Developing Asia: Propositions and Realities,' *Development & Change*, 40(3), pp.531-549 (Groups A, B and C).

### Further Reading

Ramesh, M. & Wu Xun (2009), 'Health Policy Reform in China: Lessons from Asia,' *Social Science and Medicine*, 68, pp.2256-2262.

Ramesh, M. (2010), 'Reasserting the Role of the State in the Healthcare Sector: Lessons from Asia,' in Ramesh, M., Eduardo Araral Jr. & Xun Wu (eds.), ***Reasserting the Public in Public Services: New Management Reforms***. London: Routledge, pp. 101-112.

London, Jonathan (2013), 'The Promise and Perils of Hospital Autonomy: Reform by Decree in Viet Nam,' *Social Science and Medicine*, 96, pp.232-240.

**Seminar Discussion**

What is the general trend of health care reform efforts in Asia?

Why have governments attempted to reform health care provision?

What public management reform strategies have Asian governments used?

Is there an emerging dominant set of practices in the case of health care provision in Asia?

Are reforms in the health sector generally market driven or is there evidence of the state reasserting its role in the sector?

What have been the outcomes of these reform efforts?

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**WEEK 10: (March 12)**

**TOPIC:** **NPM, Markets and Inequality in Asia**
**The Market Turn and Implications for Asia, Asian Development and Asians**

### Required Reading

Asian Development Bank (2012), *Outlook 2012: Confronting Rising Inequality in Asia.* Manila: Asian Development Bank, pp.37-95 (Groups A, B, C).

Carroll, T. and D. Jarvis (2013), 'The Death of Development in Asia', *The Jakarta Post,* Jakarta: 6 (Groups ABC).

### Seminar Discussion

What reforms does the Asian Development Bank associate with rising inequality in Asia? Why?

How have reforms in service delivery, particularly NPM reforms, contributed to inequality?

Is it too simplistic just to blame 'marketisation' and NPM for these outcomes? Are other issues also to blame? What might these be?

# Course Syllabus

## Public Administration & Management in Asia
## PPG 6005

**Group Project:** Presentation of Draft Reports by Groups A, B, and C E.

Each group will present a draft version of their group project – 'Comparative Public Management Project' (see pages 7-8).

Each group should treat this as a formal and professional presentation of their report. Students are invited to make a formal presentation with the use of PowerPoint, interactive resources, digital media, and other resources.

All group members are required to be present for the presentation, but the group may elect to allocate presentation responsibilities between various group members.

Each group should ensure their presentation materials (including any PowerPoint presentation) and a copy of the draft report is distributed to all class participants prior to the scheduled presentation. Groups may have hard copies of their draft group project printed by the General Office (Department of Asian and Policy Studies) or distribute the materials electronically by email. If printing is required, please send an electronic copy to the course instructor so that arrangements can be made for printing the materials.

### Presentation Length

The time allotted for each group is 90 minutes. Each group should use not more than 45 minutes for the presentation of the project and leave the remaining 45 minutes for class feedback and input.

Class participants are required to provide constructive feedback and critically engage with the presentation and draft group project report. Specifically, please comment on the following:

- Adequacy of research materials consulted
- Depth and sophistication of analysis
- Summation and overview of sector composition
- Adequacy in developing the sector profiles in the two case study countries
- Clarity of the presentation and related materials
- Logical sequencing and consistency in presenting and analysing case studies
- Writing style, expression and grammar

- Sophistication of argument and conclusions
- Use of graphs, diagrams, visual aids, multi-media
- Documentation & bibliography

Please remember that groups will be presenting 'draft' reports on April 10. The final group project reports are due on <u>Tuesday April 9 and 16</u>. Each group should thus use the presentation as a means of gaining valuable feedback to enhance and improve group reports.

The following is the schedule for group presentations:

**WEEKS 15 & 16: (April 9 & 16)**

Groups A, B, C, D

# Department of Asian & Policy Studies

## Faculty of Liberal Arts & Social Sciences

# **Project Appraisal and Impact Analysis**
## **PPG6006**

**Dr Kai Wai HUANG, Willy**

*Semester 2, 2017-18*

# Project Appraisal and Impact Analysis PPG6006

## Syllabus and Course Information

**Course Instructor:**
- Dr Kai Wai HUANG, Willy

**Contact Information:**
- Willy
  - Office: B2-1/F-56
  - Email: kwhuang@eduhk.hk
  - Phone: (852) 2948 7388
  - Wechat: reallywilly
  - Facebook: willy198511@hotmail.com

**Lecture Times & Venues:**
- Tuesday 18:30-21:20
- D2-LP-13
- Lecture commences on January 02, 2018

**Student Consultation Times:**
- Tuesdays 16:30-18:20
- Other times by appointment (please email)
- Location B2-1/F-56

## Department of Asian and Policy Studies

General Enquiries:     852 2948-7460

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Web:                   https://aps.web.eduhk.hk/

Address:               Room 02, 2/F, Block B1
                       The Education University of Hong Kong
                       10 Lo Ping Road, Tai Po, N.T.


Department Office Hours

Monday to Friday:      8.30am − 1.00pm
                       1.00pm − 5.20pm


## Essay and Assignment Writing Tools

Before you commence writing essays and assignments for this course you are required to read the following:

- A Tutorial on Citing References

- How to Cite Sources

- How to Write Essays

- Assignment Cover Sheet (required for all written assignments)

These materials are available at the following link:
https://www.eduhk.hk/aps/prospective-students/student-alumni/learning-resources/

## Course Description

This course is designed to provide students with an understanding of project appraisal and impact analysis. The core areas include project planning, cost-benefit analysis, cost-effectiveness analysis, multi-criteria analysis, experiments and quasi-experiments, regression framework, impact assessment approaches such as EIA and SIA, etc. Examples of applications, especially in the Asian context, will be drawn during the lectures. This course will enable students to understand the social, economic and environmental issues related to resource allocation of public programmes and projects. They will learn tools to help assessing and improving public-sector projects in terms of their purposes, design, implementation and efficiency.

## Learning Objectives and Outcomes

Students who successfully undertake this course will:

- Be familiar with the critical issues in appraising public programmes and projects

- Understand the use of basic tools and techniques for selecting and justifying public projects

- Know and appreciate the economic and financial as well as environmental, social, gender, health, and social welfare impacts of public projects

## Important notes:

- Install an apps called "mentimeter" for enhancing engagement and interaction in class (Alternatively, you could go to http://www.menti.com and enter the "code" shown each time via your mobile devices)

# Project Appraisal and Impact Analysis
## PPG6006

## Course Assessment

The assessment for this course consists of the following:

| Assessment Item | Grade Weighting | Due Date |
| --- | --- | --- |
| Seminar Presentation and Class Discussion | 20% | 3rd part of the lectures in selected weeks; continuous |
| Final exam | 50% | Week 14 (Tue April 17) |
| Individual essay*** | 30% | Week 15 (Tue April 24) |
| Total | 100% | |

**\*\*\*Please note that in the interests of equity there are penalties for the late submission of work**
The Department on Asian and Policy Studies has a departmental policy on the submission of late assignments. In the interests of equity and fairness, late assignments attract a penalty of -5% per day. Thus, an assignment submitted 1 day late with marks of 16 out of 20 would receive final marks of 15.2; 2 days late final marks of 14.4; 3 days late final marks of 13.6, etc.

## Description of Assessment Items

## Seminar Presentation and Class Discussion (20%)

The class will be separated into six groups for presentations and comments. Students have to draw lots on their presentation topics. Each group will have 20 minutes for presentation, followed by a 5-minute preparation and 10-minute comment section by the comment group. The instructor and other students will comment and ask questions afterwards. Marks will be given based on comments or questions raised by students in the lectures or discussions after students' presentations. I

- Date: 3rd part of the lectures in selected weeks

- Grade Weighting: **20%**

- In groups: 1 to 3 students, 6 groups in total

- Duration: 20 min

- 15% for presentation; 5% for comments and discussion

## Presentation topics:

| Topic 1 | What is Objective Oriented Project Planning (OOPP)? Compare this framework with logical framework matrix and discuss, with example(s) of application, which one is better. |
|---------|---|
| Topic 2 | What is the implication of discount rate in project appraisal and how can we determine discount rate in real life examples? |
| Topic 3 | Discuss the possible social benefits, costs and externalities of developing Guangzhou Shenzhen Hongkong Express Rail Link in Hong Kong. Do you agree to carry out this transportation project? |
| Topic 4 | Discuss the possible social benefits, costs and externalities of using the land of country parks in Hong Kong for more housing building? Do you agree to carry out this land use project? |
| Topic 5 | Discuss the viewpoints, findings and any inadequacies of the following paper:<br><br>van Pelt, M, Kuyvenhoven, A. and Nijkamp, P. (1990). Project appraisal and sustainability: methodological challenges. *Project Appraisal, 5 (3)*, pp, 139-158. |
| Topic 6 | Discuss the viewpoints, findings and any inadequacies of the following paper:<br><br>Gomes, C.F., Yasin, M.M. and Small, M.H. (2012). Discerning Interrelationships among the Knowledge, Competencies, and Roles of Project Managers in the Planning and Implementation of Public Sector Projects. *International Journal of Public Administration, 35 (5)*, pp. 315-328. |

**Presentation and comment schedule:**

|  | Presentation | Comment |
|---|---|---|
| **Week 5 (30 Jan)** | Group 1 | Group 3 |
| **Week 6 (06 Feb)** | Group 2 | Group 4 |
| **Week 8 (27 Feb)** | Group 3 | Group 5 |
| **Week 10 (13 Mar)** | Group 4 | Group 6 |
| **Week 11 (20 Mar)** | Group 5 | Group 1 |
| **Week 12 (27 Mar)** | Group 6 | Group 2 |

## Final exam (50%)

- Date: Week 14 (Tue April 17)

- Grade Weighting: **50%**

- Duration: from 18:30-20:30 (2 hours, closed book)

- The format of the final exam will be announced in due course

## Individual essay (30%)

- Due date: Week 15 (Fri April 24)

- Grade Weighting: **30%**

- Word Length: 2,500 to 3,500 words

- Students are required to write up an individual essay (no matter presenting in group or by individual) from 2,500 to 3,500 words based on their presentation. They have to incorporate the comments and suggestions by the lecturer and show improvements on their work through essay writing.

- The essay <u>must </u>include references and a bibliography

- Submit a soft copy through turnitin link in moodle and a hard copy to my mail box on B1-1/F

- Make sure your essay has a cover page and please include the following information; your full name, a word count (excluding footnotes / endnotes / and bibliography).

- The essay quality will be evaluated on the basis of, but not limited to: 1) coherence and precision of the argument; 2) structure and clarity of presentation; 3) relevance of evidence gathered to support the argument; 4) adherence to formal standards of academic writing.

- In the interests of equity and fairness to all students, late assignments attract a penalty of -5% per day. Thus, an assignment submitted 2 days late and graded at 35% would receive a final grade of 25%.

## Documentation of Written Work

### Citing and Acknowledging Sources

In accordance with faculty policy, all work must follow the scholarly procedures of full documentation, acknowledging all references and sources consulted. Written work that does not meet minimum standards of documentation will fail automatically. Documentation should follow either the Oxford or Chicago systems (consult style manuals), giving full bibliographic details to the works cited, i.e., **the authors full name, title of article/chapter/book, page numbers, publisher, and place of publication**. The following format or some variation therein, is generally acceptable:

### For books;

> Aglietta, M., (1979), <u>A Theory of Capitalist Regulation: The U.S Experience.</u> (David Fernbach: Trans.) London: New Left Books, p.201.

### For chapters in edited books;

> Donougho, M., (1992), "The Derridean Turn," in Sills, C., & Jensen, G.H., (eds.), <u>The Philosophy of Discourse: The Rhetorical Turn in Twentieth-Century Thought.</u> Volume 2, Portsmouth, New Hampshire: Heinemann, pp.66-69.

### For journal articles;

> Lapid, Y., (1989), "Quo Vadis International Relations? Further Reflections on the 'Next Stage' of International Theory," <u>Millennium: Journal of International Studies</u>, Vol.18,No.1, pp.77-88.

### For Internet Sites;

> Summit Analytical Associates, Political Risk Analysts: Home page, December 10, 1999
>
> http://www.s2a.com/index.html

Alternatively, students may choose to adopt an in-text referencing system (author-date system, Cambridge style), e.g., (Culler 1989: 20), with full reference and documentation provided in a master bibliography.

Regardless of the citation system adopted by students, <u>pages numbers must always be cited</u>.

Students should consult the following webpage for specific information on plagiarism and how to avoid plagiarism:

https://www.eduhk.hk/aps/prospective-students/student-alumni/learning-resources/

## Policy on Plagiarism

### Rules Governing Plagiarism

Students are reminded of the rules governing plagiarism. Plagiarism is a serious offense. It amounts to intellectual theft. It refers to the use of another person's ideas, writings, research, etc., as your own. The most obvious form is using someone else's words without any acknowledgment, but it is also plagiarism to quote a passage without the use of quotation marks, even if the source is acknowledged. Plagiarism is not confined to copying from published sources. It is also plagiarism if you copy another student's work, whether this be the actual words or their ideas.

Blatant plagiarism, where it appears there is a deliberate intention to deceive, will be referred to the Dean for appropriate action. A deliberate intention to deceive or where a student has copied another student's work is a serious matter and may attract penalties ranging from a reprimand to failing the course. In severe cases an offender may be failed in all courses and suspended from the Institute.

Students should consult the following Department of Asian and Policy Studies webpage for specific information on plagiarism and how to avoid plagiarism:

https://www.eduhk.hk/aps/prospective-students/student-alumni/learning-resources/

## Useful Research Resources for Students

### 1. Required Text (s)

Potts, D. (2002). *Project Planning and Analysis for Development*. London, UK: Lynne Rienner Publishers.

### 2. Recommended Readings

Baum, W. C. (1982). *The Project Cycle*. Washington, DC: World Bank.

Becker, H. A., and Vanclay, F. (eds.) (2003). *The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances*. Cheltenham, UK: Edward Elgar Publishing Limited.

Bellinger, K. (2007). *The Economic Analysis of Public Policy*. London : Routledge.

**Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). *Cost-Benefit Analysis – Concepts and Practice* (4th ed.). Prentice Hall, Pearson.**

Glasson, J., Therivel, R., and Chadwick, A. (2005). *Introduction to Environmental Impact Assessment* (3rd ed.). London and New York: Routledge.

Glasson, J. (2012). *Introduction to environmental impact assessment.* Abingdon [England] : Routledge.

Levin, M. and McEwan, J. (2001). *Cost-Effectiveness Analysis: Methods and Applications* (2nd ed.). Thousand Oaks, Calif.: Sage Publications.

Mohr, B. (1995). *Impact Analysis for Program Evaluation*. Thousand Oaks, Calif.: Sage Publications.

Nagel, S. (1994). *Encyclopedia of policy studies*. New York : M. Dekker.

OECD. (2009). *Regulatory Impact Analysis: A Tool for Policy Coherence*. OECD Publishing.

OECD. (2010). *Guidance on Sustainability Impact Assessment*. OECD Publishing.

OECD. (2011). *Regulatory Policy and Governance Supporting Economic Growth and Serving the Public Interest*. OECD Publishing.

**Studenmund, A.H. (2010). Using econometrics : a practical guide (6th ed.). Boston, Mass.: Addison Wesley.**

Wholey, S., Hatry, P. and Newcomer, E. (2004). *Handbook of practical program evaluation (2nd eds.)*. San Francisco, Calif.: Jossey-Bass.

## 3.    List of Useful Journals, Magazines, and Newspapers (for example)

Environmental Impact Assessment Review

Impact Assessment & Project Appraisal

International Association for Impact Assessment

Journal of Public Administration Research and Theory

Journal of Public Economies

International Journal of Public Administration

Southern Journal of Agricultural Economics

The Journal of Public Administration Research and Theory

Transport Reviews


The Economist

http://www.economist.com/


New York Times

http://www.nyt.com/


Wall Street Journal

http://interactive.wsj.com/home.html

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 1    (Tuesday January 02)

## Lecture 1

**TOPIC:**        **Housekeeping and introduction**

- Overview of the course, class format and schedule
- Outline of assessment
- What do we mean by "project", "project appraisal" and "impact analysis"?

**Guiding Questions**

- What do we mean by "project", "project appraisal" and "impact analysis"?

**Required Reading**

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 1, 2 and 3)

**Further Reading**

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 1)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 2    (Tuesday January 09)

## Lecture 2

**TOPIC:        Project appraisal: an introduction**

- Models of the project sequence
- Project identification and formulation
- Project planning

**Guiding Questions**

- How can be identify and develop a potential project from public demand?
- What are the typical steps of planning a public project?

**Required Reading**

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 2 and 3)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 3  (Tuesday January 16)

## Lecture 3

**TOPIC:** **Cost-benefit analysis: an introduction**

- What are "costs" and "benefits"?
- Opportunity costs
- Presentation and comment group formation; requirements on individual essay

## Guiding Questions

- What do we mean by "costs" and "benefits"?
- What should we consider for situations "with" or "without" the project being implemented?

## Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 4, 10, 11 and 12)

## Further Reading

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 6-8)

- Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). Cost-Benefit Analysis – Concepts and Practice (4th ed.). Prentice Hall, Pearson. (Chapters 1, 2, 4-6, 10, 16, 17, 18)

- Levin, M. and McEwan, J. (2001). Cost-Effectiveness Analysis: Methods and Applications (2nd ed.). Thousand Oaks, Calif.: Sage Publications. (Chapter 3-5, 7)

- Mohr, B. (1995). Impact Analysis for Program Evaluation. Thousand Oaks, Calif.: Sage Publications. (Chapter 12)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 4  (Tuesday January 23)

## Lecture 4
**TOPIC:        Basic principles and tools of cost-benefit analysis**

- Issue of time preference
- Techniques for CBA: NPV, BCR and IRR

## Guiding Questions

- Why is it important to consider time preference?
- How can we use techniques in CBA such as NPV, BCR and IRR, to evaluate the worthiness of a public project?

## Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 4, 10, 11 and 12)

## Further Reading

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 6-8)

- Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). Cost-Benefit Analysis – Concepts and Practice (4th ed.). Prentice Hall, Pearson. (Chapters 1, 2, 4-6, 10, 16, 17, 18)

- Levin, M. and McEwan, J. (2001). Cost-Effectiveness Analysis: Methods and Applications (2nd ed.). Thousand Oaks, Calif.: Sage Publications. (Chapter 3-5, 7)

- Mohr, B. (1995). Impact Analysis for Program Evaluation. Thousand Oaks, Calif.: Sage Publications. (Chapter 12)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 5  (Tuesday January 30)

## Lecture 5

**TOPIC:**      **Economic and social cost-benefit analysis**

- Choosing alternatives
- Cost-effectiveness analysis (CEA)
- Externalities

**Guiding Questions**

- What are the limitations of CBA?
- What are the economic and social considerations in CBA?

**Required Reading**

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 7-9, 13)

**Further Reading**

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 2, 3-6, 11)

- Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). Cost-Benefit Analysis – Concepts and Practice (4th ed.). Prentice Hall, Pearson. (Chapter 3, 19)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 6  (Tuesday February 06)

## Lecture 6

**TOPIC:**     **Impact analysis: Experiment and quasi-experiment**

- What is impact analysis?
- Problems and outcomes
- Application of experiments and quasi-experiments in impact analysis

### Guiding Questions

- What is impact analysis?
- How can we apply the skills in experiment and quasi-experiment for impact analysis?

### Required Reading

- Babbie, E.R. (2010). The Practice of Social Research (12th ed.). Belmont, Calif.: Wadswhorth Cengage. (Chapters 8 and12)

### Further Reading

- Mohr, B. (1995). Impact Analysis for Program Evaluation. Thousand Oaks, Calif.: Sage Publications. (Chapter 4)

- Wholey, S., Hatry, P. and Newcomer, E. (2004). Handbook of practical program evaluation (2nd eds.). San Francisco, Calif.: Jossey-Bass. (Chapters 5, 6 and 21)

- Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). Cost-Benefit Analysis – Concepts and Practice (4th ed.). Prentice Hall, Pearson. (Chapters 12)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 7  (Tuesday February 13)

(Reading week, no lecture)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 8  (Tuesday February 27)

## Lecture 7

**TOPIC:**       **Regression framework for impact analysis**

- Basic principles of regression analysis
- Application of regression framework in impact analysis

### Guiding Questions

- What is the use of regression framework for impact analysis?
-  How can we apply regression framework for impact analysis?

### Required Reading

- Studenmund, A.H. (2010). Using econometrics : a practical guide (6th ed.). Boston, Mass.: Addison Wesley. (Chapters 1-3)

### Further Reading

- Mohr, B. (1995). Impact Analysis for Program Evaluation. Thousand Oaks, Calif.: Sage Publications. (Chapter 1, 2, 5, 9)

- OECD. (2010). Guidance on Sustainability Impact Assessment. OECD Publishing.

- Wholey, S., Hatry, P. and Newcomer, E. (2004). Handbook of practical program evaluation (2nd eds.). San Francisco, Calif.: Jossey-Bass. (Chapter 17)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 9  (Tuesday March 06)

## Lecture 8

**TOPIC:**      **Application of SPSS for running regressions**

- Tricks on running regressions
- Interpretation of regression results

### Guiding Questions

- How can we use SPSS to run regressions for impact analyses?

### Further Reading

- van den Berg, R.G. (2016). SPSS Regression Basics. Retrieved from
  https://www.spss-tutorials.com/regression/#spss-regression-faq

- (Other SPSS application reference provided to you on moodle)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 10  (Tuesday March 13)

## Lecture 9

**TOPIC:**      **Environmental impact assessment (EIA)**

- Process of EIA
- Dimension of environment
- Types of environmental impacts

### Guiding Questions

- What does EIA concern?
-  What are the types of impact that we can consider for EIA?

### Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 8)

### Further Reading

- Becker, H. A., and Vanclay, F. (eds.) (2003). The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances. Cheltenham, UK: Edward Elgar Publishing Limited.  (Chapter 5)

- Glasson, J. (2012). Introduction to environmental impact assessment. Abingdon [England] : Routledge.

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 11  (Tuesday March 20)

## Lecture 10

**TOPIC:** **Social impact assessment (SIA) and Multi-criteria analysis (MCA)**

- Background and application of SIA
- Background and application of Multi-criteria analysis

**Guiding Questions**

- What does SIA concern?
- What does MCA concern?

**Required Reading**

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 14)

**Further Reading**

- Becker, H. A., and Vanclay, F. (eds.) (2003). The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances. Cheltenham, UK: Edward Elgar Publishing Limited.  (Chapter 1, 5, 6, 7, 9)

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 11)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 12  (Tuesday March 27)

## Lecture 11

**TOPIC:**      **Selected topic: Transport appraisal**

- Determinants of social impacts of transport
- Examples of different countries' practices on transport appraisal

**Guiding Questions**

- What are the determinants of social impacts of transport?
- What are the practices on transport appraisal among different countries?

**Required Reading**

- Geurs, K.T., Boon, W. and Wee, B.V. (2009). Social Impacts of Transport: Literature Review and the State of the Practice of Transport Appraisal in the Netherlands and the United States. Transport Reviews, 29 (1), pp. 69-90.

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

## WEEK 13  (Tuesday April 10)

## Lecture 12

**TOPIC:**      **Summary of the whole course, revision (and SET)**

- Review of what you have learnt

- Do project appraisal and impact analysis matter?

- Revision for final exam

- (SET)

### Guiding Questions

-  Are project appraisal and impact analyses important in helping policy implementation?

### Required reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 1, 2 and 3)

### Further Reading

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 1)

# Course Syllabus

## Project Appraisal and Impact Analysis
## PPG6006

**WEEK 14  (Tuesday April 17)**

(Final exam!!!!!)

# Department of Asian & Policy Studies

## Faculty of Liberal Arts & Social Sciences

# PPG6011

# Human Resource Management

Dr Lina Vyas

*Semester 1, 2018-2019*

# Human Resource Management

# Syllabus and Course Information

## Course Instructor:

- Dr Lina Vyas

## Contact Information:

- Office: DID (852) 2948 7115
- Email: vyaslina@eduhk.hk

## Class Times & Venue:

- Tuesday 6:30-9:20pm
- Venue: D1-LP-06
- Class commences on September 4th 2018

## Student Consultation Times:

- Tuesday, 4-6 pm
- Location B2-1/F-21
- Other times by Appointment (please email)

## Department of Asian and Policy Studies

General Enquiries:     852 2948-7845

Fax::                  852 2948-7461

Email:                 mppg@eduhk.hk

Web:                   [Department of Asian and Policy Studies](#)

Address:               Room 02, 2/Floor, Block B1
                       The Education University of Hong Kong
                       10 Lo Ping Road, Tai Po, N.T.


Department Office Hours

Monday to Friday:      8.30am − 1.00pm
                       2.00pm − 5.20pm

Student Visitation Hours

Monday to Friday:      2.30pm – 5.00pm


## Essay and Assignment Writing Tools

Before you commence writing essays and assignments for this course you are required to read the following:

- A Tutorial on Citing References

- How to Cite Sources

- How to Write Essays

- Assignment Cover Sheet (required for all written assignments)

These materials are available at the following link:

[Department of Asian and Policy Studies](#)

## Course Description

This course aims to critically engage students with contemporary issues and developments in human resource management (HRM). Adopting a diverse multi-disciplinary, cross-cultural and comparative approach the course will require students to discover, analyse and contribute to providing creative solutions for specific HRM issues and enable applicants to examine the key concepts, core issues, principles and processes in HRM; discover the principles and theories of HRM particularly in the public sector; apply the concepts and theories to analyze HRM issues and the challenges facing the public sector today. The course expects to discuss the HRM practices in a number of Asian countries to demonstrate an understanding on how the public sector reforms have impacted the principles and processes of HR issues.

## Learning Objectives and Outcomes

Students who successfully undertake this course will:

- Discover the underlying values of public administration in managing human resources
- Apply and relate the principles and theories of HRM to the public sector
- Analyse and develop the antecedents affecting HRM in the public sector
- Collaborate with peers to prepare, conduct and critique group research on cutting-edge topics on HRM
- Communicate critically the findings and analysis of the group research project both orally and in writing

# Human Resource Management

## Course Assessment

| Assessment Tasks | Weighting (%) |
|---|---|
| **Group Project:** | 40% |
| **Quiz:** | 40% |
| **Peer Evaluation and Class Discussion/ Participation:** | 20% |

## Penalties for the late Submission of Assignments

The Department on Asian and Policy Studies has a departmental policy on the submission of late assignments. In the interests of equity and fairness, late assignments attract a penalty of -5% per day. Thus, an assignment submitted 1 day late and graded at 65% would receive a final grade of 60%; 2 days late a final grade of 55%; 3 days late a final grade of 50%, etc.

## Explanation of Assessment Items and Assessment Philosophy

**Assessment in this course is via a variety of mediums**:

1. Class Discussion and Participation

2. Group Presentation

3. Written Group Assignment

4. Peer Evaluation

5. Quiz

The spread of assessment types is designed to allow students to excel in assessment mediums best suited to them, but also to expose them to other forms of assessment that encourage different learning skill sets and which require different learning strategies.

The assessment types are designed to create conducive intellectual environment for students not only to understand the "hard knowledge" of public policy management and governance as a multidisciplinary field of study, but also to sharpen their skills in analysing both broad and specific policy and governance issues in real-world settings. Likewise, the reading required for preparation of essays, the skills practiced in the construction and development of an argument as well as the critical assessment of the arguments of others will prove invaluable in terms of the student's ability to assess the weekly required seminar readings and participate effectively in class discussion.

Students are therefore strongly encouraged to fully participate in the course, ensuring that they regularly attend seminars as well as complete assignments on time.

## Description of Assessment Items

| Assessment Tasks | Weighting (%) |
|---|---|
| **Group Project:** Students will work as a member of a small group / team to develop answers / perspectives on assigned projects imbued with sufficient flexibility to facilitate creative student adaptation; locate relevant information; evaluate, organize & synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics. Students will then be required to compose a group essay approximately 3,000-word based on their group presentation. This supports to appraise the student's analytic and interpretive ability to apply relevant theories, concepts, and skills to the issue of human resource management. | 40% |
| **Quiz:** Students will have to face a short test at end. This supports to appraise the student's understanding and actual transfer of learning. | 40% |
| **Peer Evaluation and Class Discussion/Participation:** Students will review each group presentation and fill a Peer Review Comments form to assess the performance of their peers. The individual group members will also be required to assess their peers' contribution in each task of the project. The contribution rating varies from 0% to 100%. 0% means no contribution at all, while 100% means all the work are carried out by the student concerned. Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion. | 20% |

## Documentation of Written Work

### Citing and Acknowledging Sources

In accordance with Faculty policy, all work must follow the scholarly procedures of full documentation, acknowledging all references and sources consulted. Written work that does not meet minimum standards of documentation will fail automatically. Documentation should follow either the Oxford or Chicago systems (consult style manuals), giving full bibliographic details to the works cited, i.e., **the authors full name, title of article/chapter/book, page numbers, publisher, and place of publication**. The following format or some variation therein, is generally acceptable:

**For books;**

> Aglietta, M., (1979), <u>A Theory of Capitalist Regulation: The U.S Experience.</u> (David Fernbach: Trans.) London: New Left Books, p.201.

**For chapters in edited books;**

> Donougho, M., (1992), "The Derridean Turn," in Sills, C., & Jensen, G.H., (eds.), <u>The Philosophy of Discourse: The Rhetorical Turn in Twentieth-Century Thought.</u> Volume 2, Portsmouth, New Hampshire: Heinemann, pp.66-69.

**For journal articles;**

> Lapid, Y., (1989), "Quo Vadis International Relations? Further Reflections on the 'Next Stage' of International Theory," <u>Millennium: Journal of International Studies</u>, Vol.18,No.1, pp.77-88.

**For Internet Sites;**

> Summit Analytical Associates, Political Risk Analysts: Home page, December 10, 1999
>
> http://www.s2a.com/index.html

Alternatively, students may choose to adopt an in-text referencing system (author-date system, Cambridge style), e.g., (Culler 1989: 20), with full reference and documentation provided in a master bibliography.

Regardless of the citation system adopted by students, <u>pages numbers must always be cited</u>.

Students should consult the following webpage for specific information on plagiarism and how to avoid plagiarism:

[The Hong Kong Institute of Education: How to Cite Sources](#)

## Policy on Plagiarism

### Rules Governing Plagiarism

Students are reminded of the rules governing plagiarism. Plagiarism is a serious offense. It amounts to intellectual theft. It refers to the use of another person's ideas, writings, research, etc., as your own. The most obvious form is using someone else's words without any acknowledgment, but it is also plagiarism to quote a passage without the use of quotation marks, even if the source is acknowledged. Plagiarism is not confined to copying from published sources. It is also plagiarism if you copy another student's work, whether this be the actual words or their ideas.

Blatant plagiarism, where it appears there is a deliberate intention to deceive, will be referred to the Dean for appropriate action. A deliberate intention to deceive or where a student has copied another student's work is a serious matter and may attract penalties ranging from a reprimand to failing the course. In severe cases an offender may be failed in all courses and suspended from the Institute.

Students should consult the following Department of Asian and Policy Studies webpage for specific information on plagiarism and how to avoid plagiarism:

[Department of Asian and Policy Studies](#)

## Useful Research Resources for Students

### List of Useful Sources

1. **Required Text(s)**

   Noe, R.A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2014). *Human resource management: Gaining a competitive advantage*. (9th ed.). Boston, MA.: McGraw-Hill/Irwin.

2. **Recommended Readings**

   Burns, J. P., *Government Capacity and the Hong Kong Civil Service* (China: Oxford University Press, 2004).

   Chan, A., Mak, W-M. and Bannister, B. (2002) *Managing Human Resources in Hong Kong* (Hong Kong: Thompson)

   Condrey, Stephen E. and Perry, James L. (eds.) *Handbook of Human Resource Management in Government*, (San Francisco, CA: Jossey-Bass, 2005).

   Dessler, G (2012) *Human Resource Management* (NJ: Prentice Hall).

   Dresang, D., *Public Personnel Management and Public Policy*, 3$^{rd}$ ed., (N. Y.: Longman, 2002).

   Hays, S. W., Kearney R. C. (eds.) *Public Personnel Administration: Problems and Prospects* (New Jersey: Prentice Hall, 2003)

   Klingner, Donald, John Nalbandian and Jared Llorens. (2010) Public Personnel Management: Contexts and Strategies. 6th ed. New Jersey: Prentice-Hall

   Noe, R.A. (2009). Employee Training and Development (5nd ed.). Boston, MA.: McGraw-Hill/Irwin.

   Starling, G. (2008). Managing the Public Sector (8th ed.). Belmont, CA: Thomson Wadsworth.

   Stone, R.J. (2008). *Managing Human Resources: An Asian Perspective* (Wiley Publication)

   William P. Anthony, K. Michele Kacmar, Pamela L. Perrewé.**,** **(**2002), *Human Resource Management: A Strategic Approach* (Fort Worth: Harcourt College Publishers).

3. **Related Web Resources**

   1. Civil Service Bureau, HKSAR government: Civil Service Reform
      http://www.csb.gov.hk/english/csr/9.html
   2. Efficiency Unit, HKSAR Government http://www.eu.gov.hk/eindex.html
   3. CSB guide on staff relations
      http://www.csb.gov.hk/english/publication/files/sr_guide_e.pdf

4. CSB guide on motivation http://www.csb.gov.hk/hkgcsb/hrm/e-motivation/e-motivation-index.htm
5. Institute of HRM - http://www.hkihrm.org/ihrm_eng/index.asp
6. Society for Human Resource Management -http://www.shrm.org

## 4.  Related Journals

International Journal of Human Resource Management
Review of Public Personnel Administration
Human Resource Development Quarterly
Human Resource Development Review
International Journal of Training and Development
Journal of Management
Journal of Management Development
Management Development Review
Training and Development
Asia Pacific Journal of Human Resources

# CLASS SCHEDULE

## SECTION 1: THE SETTING AND RESEARCH

**Week 1:(4th September): Course Introduction and Arrangement Discussion** *(Early class release)*

**Week 2:(11th September): Introduction – What is HRM? Public and Private Comparisons in HRM and Key Trends in HRM (in Hong Kong)**

Key reading

Armstrong, M. (2006) *A Handbook of HRM practice,* 10th edn, London: Kogan Page (Electronic copy available), chapter 1 (HRM)

Boxall, P., Purcell, J. and Wright, P. (2007) *Oxford Handbook of Human Resource Management*, Oxford: Oxford University Press, Chapter 2 (the development of HRM in a historical and international context)

Beardwell J. and Clayton, T. (2007) 5th ed. Human Resource Management – A contemporary approach, Chapter 1 (Introduction of HRM)

Rainey, Hal G. and Young H. Chun. 2005. Public and Private Management Compared. In *The Oxford Handbook of Public Management,* Ewan Ferlie, Laurence E. Lynn, and Christopher Pollitt, eds., 72-102. Oxford: Oxford University Press. (Chapter 4)

Boyne, George. 2002. Public and Private Management: What's the Difference? *Journal of Management Studies*, 39(1), 97-122.

## SECTION 2: ISSUES

**Week 3:(18th September): Motivation in the Public Sector**

Key Reading

Rainey, Hal G. 2009. *Understanding and Managing Public Organizations.* San Francisco, CA: Jossey-Bass. (Chapter 10:273-298)

Jung, Chan Su and Hal G. Rainey. 2011. Goal Properties and Public Service Motivation in U.S. Federal Agencies. *Review of Public Personnel Administration,* 31(1).

Perry, James L. 1996. Measuring public service motivation: An assessment of construct reliability and validity. *Journal of Public Administration Research and Theory*, 6(1): 5-19.

**(25ᵗʰ September)- PUBLIC HOLIDAY- NO CLASS**

**Week 4: (2ⁿᵈ October): Leadership, Job Satisfaction, and Turnover**

Jung, Jinyoung, Chan Su Jung, Gerard T. Kyle, and James F. Petrick. Servant Leadership and Procedural Justice: The Antecedents of Job Satisfaction. *Journal of Park and Recreation Administration* 28 (3): 1-15.

Jung, Chan Su. 2010. A Predictive Study of Organizational Actual Turnover Rates in the U.S. Federal Government. *International Public Management Journal* 13 (3): 297-317.

Jung, Chan Su. 2012. Why Are Goals Important in the Public Sector? Exploring the Benefits of Goal Clarity for Reducing Turnover Intention. *Journal of Public Administration Research and Theory*. In Advance Access.

Jung, Chan Su. 2011. Do Clear Goals Matter for Job Satisfaction in the Public Sector? *Public*-ESADE. 30/06/12. http://www.esade.edu/public/modules.php?name=issue&idnewsletter=1&idissue=63&newlang=english

## SECTION 3: TECHNIQUES

**Week 5: (9ᵗʰ October): Planning, Job Analysis and Design**
Key Reading

Beardwell, Julie. 2007. Human Resource Planning. In *Human Resource Management – A Contemporary Approach*, J. Beardwell and T. Clayton, eds., 157-172. New York: Prentice Hall. (Chapter 5)

Torrington, Derek, Laura Hall, and Stephen Taylor. 2002. *Human Resource Management*. New York: Financial Times Prentice Hall. (Chapter 5: Planning Jobs and People)

**Week 6 (16ᵗʰ October): GUEST LECTURE- Topic to be confirmed**

**Week 7: (23rd October) Recruitment and Selection**

Key Reading

Beardwell J. and Clayton, T. (2007) Human Resource Management – A contemporary approach, Chapter 6 (Recruitment and Selection)

Scott. I. (2010), The Public Sector in Hong Kong, Hong Kong University Press. (Chapter 5)

Torrington, D. Hall, L. and Taylor, S. (2005) Human Resource Management, Chapter 4 (Strategic Aspects of recruitment)

Torrington, D. Hall, L. and Taylor, S. (2005) Human Resource Management, Chapter 6 (recruitment)

Torrington, D. Hall, L. and Taylor, S. (2005) Human Resource Management, Chapter 7 (Selection methods)

Hong Kong Police Force, HKSAR Government http://www.info.gov.hk/police/hkp-home/english/recruitment/index.htm

**Week 8:(30th October) Pay and compensation**

Anthony Cheung (2005), Public Service Reform in East Asia, The Chinese University Press. (Chapter 9)

Huque, Ahmed Shafiqul, Grace Lee, and Anthony Cheung. (1998) The Civil Service in Hong Kong: Continuity and Change. Hong Kong: University of Hong Kong Press, Chapter 7 (Managing the public sector)

Scott, Ian and John Burns. (1984) The Hong Kong Civil Service: Personnel Policies and Practices. Hong Kong: Oxford University Press. Chapter 7 (Managing the public sector).

Klingner, Donald, John Nalbandian and Jared Llorens. (2010) Public Personnel Management: Contexts and Strategies. 6th ed. New Jersey: Prentice-Hall, Chapter 6 (Pay and Compensation).

Shafritz, J. M., Hyde, A. C. (eds) (2001) Personnel Management in Government: Politics and Process, New York, Marcel Dekker, Chapter 5 (Classification and Compensation).

### Week 9: (6ᵗʰ November) Training

Key Reading

Huque, A. S. and Vyas, L. (2004), Public Service in a Globalized World, Ashgate Publication, Aldershot.

Noe, R.A.(2010), Employee Training and Development, McGraw Hill International Edition.

Klingner, Donald, John Nalbandian and Jared Llorens. (2010) Public Personnel Management: Contexts and Strategies. 6ᵗʰ ed. New Jersey: Prentice-Hall, Chapter 10 (Training, education and staff development).

Scott, Ian and John Burns. (1984) The Hong Kong Civil Service: Personnel Policies and Practices. Hong Kong: Oxford University Press. Chapter 6

http://www.csb.gov.hk/hkgcsb/hrm/e-good-practices/e-training.htm

http://www.csb.gov.hk/hkgcsb/doclib/Service_Directory_2005.pdf

### Week 10: (13ᵗʰ November) Performance Appraisal and Sanctions

Key Reading

Scott, Ian and John Burns. (1984) The Hong Kong Civil Service: Personnel Policies and Practices. Hong Kong: Oxford University Press. Chapter 6 (Managing and rewarding performance).

Klingner, Donald, John Nalbandian and Jared Llorens. (2010) Public Personnel Management: Contexts and Strategies. 6th ed. New Jersey: Prentice-Hall, Chapter 11 (Performance Appraisal).

Shafritz, J. M., Hyde, A. C. (eds) (2001) Personnel Management in Government: Politics and Process, New York, Marcel Dekker, Chapter 7 (Performance Appraisal).

Klingner, Donald E. and John Nalbandian. 2003/2010. *Public Personnel Management*. Upper Saddle River, New Jersey: Prentice Hall. Chapters 12, 13

Noe, Raymond, John Hollenbeck, Barry Gerhart, and Patrick Wright. (2000) *Human Resource Management: Gaining a Competitive Advantage*. 3rd ed. New York: McGraw-Hill., Chapter 10 (p.352-361).

**Week 11: (20th November) STUDENT PRESENTATIONS**

**Week 12: (27nd November) STUDENT PRESENTATIONS**

**Week 13:(4th December) QUIZ**

**Human Resource Management**

**Presentation and discussion Arrangements**

**Group presentation and discussions will be held in Week 11 and Week 12.** Each group will be evenly divided into 4 subgroups. Each subgroup will choose one topic on which a group presentation will be made. To make a choice of the topic, students will need to explore the questions and readings.

The group presentation will be worked up as **a written essay (either group or individual), to be submitted to the tutor within two weeks after the presentation**. The essay should consist of approximately 3000 words,. **All group members are expected to work as a team and contribute effectively towards the group presentation and preparing the written essay.** All team members will be required to submit a **Peer Assessment Form** along with their submissions. The results will be kept confidential. **A soft copy of the essay has to be submitted for record purpose and academic honesty check.** Any paper submitted after the due dates may be penalized.

All students will be required to fill and submit a *Peer Review Comments* form after the presentation.

The University takes 'academic honesty' very seriously. **You must avoid plagiarism** and maintain a consistent citation style.

All students are expected not only to attend (an attendance record will be kept) but also to prepare and to participate in all sessions.

## CLASS DISCUSSION AND PARTICIPATION SCHECULE

## Week 11:    Training and Development

The first question to be answered while identifying training needs is: "Is it really a training need?" In other words, is training the best way of satisfying the need? Could there be a better solution? Having determined that training is in fact the best solution, there are other questions that arise. How many personnel need training? By when do they need it? What are the priorities? Analyzing training needs is an overall process for the deeper analysis of areas where there is some preliminary evidence (such as objective data, feedback from others, internal surveys) to suggest that a training need may exist. This process can in principle be used at any level of need and with any focus (i.e. organizational, group, or individual).Considering the above; need assessment is an important step in the training process. Discuss your views with special focus on the role of organization analysis, person analysis, and task analysis in needs assessment.

## Week 11: Performance Management in the Public Sector (Hong Kong)

Explain the term Performance Appraisal and explain the purposes of conducting the appraisal?  Describe how and why performance appraisal is receiving growing importance in the Public Sector. State the contemporary challenges to performance appraisal and recommend ways to overcome them.

## Week 11: Family Friendly Policy and Turnover Intention (Hong Kong)

Hong Kong needs to develop more effective and wide-reaching coordinated work family policy through both the Government and public-private partnerships. Failing to do so will jeopardize existing efforts to resolve the problem of work family conflict in Hong Kong, and the negative economic consequence on workforce productivity and family resilience will undermine the overall competitiveness of Hong Kong society in the long run. Using the Andersen Model or Resource Based Model, bring out the relation between the family friendly policy and turnover intention.

## Week 12 Recruitment and Selection

Discuss the recruitment and selection policies and practices of the Hong Kong/ China civil services with reference to public administration values (transparency, accountability, professionalism, leadership and code of ethics). Critically assess why public employment (government jobs) is favored by many prospective employment seekers.

## Week 12 Training

Many governments today use outsourcing as a key tool in the privatization of public service delivery. Faced with fiscal constraints, many governments are outsourcing various human resource management (HRM) functions previously provided by in-house staff. Training outsourcing is a key trend shaping the future of human resources. Give your views on this issue with appropriate examples. Secondly, training in the Hong Kong public sector has become more demand-driven rather than supply-driven. The aim of this topic is to trace the steps by which these changes took place and to explain the reasons. Were they part of a broader world-wide trend and if so, what is causing this trend?

## Week 12 HR Challenge- Outsourcing HR Services in the Public Sector

As the use of outsourcing as a staffing strategy strengthens and organizations take the next forward by looking at transaction processing (payroll, benefits), staffing and recruitment, effective vendor management will be increasingly important. Outsourcing may result in economy and efficiency in some contracts but whether the government enjoys better or worse service is questionable. Explore the internal and external drivers associated with the decision making process as to whether or not to outsource public sector HR functions and explain the increasing trend of public sector HR outsourcing by using the Resource-based View (RBV) on organization capability and competitive advantage. Finally, identify the outsourcing-related problems and challenges faced by stakeholders engaged in public sector outsourcing and compare and analyze these with established western theories and models of HR outsourcing in order to develop hypotheses that particularly reflect the Asian context with a view to contributing to the development of theory in this increasingly important field.

## Week 12 Positive Leadership of Principals and Work-Life Enhancement

Research has found that family-friendly policies such as flexible working hours are shown to be effective in reducing work-family conflicts in Hong Kong, unfortunately due to working nature of some professions like teachers, such options are not feasible to them. The role of their supervisor, plays an important role on this issue. Systematically investigate the role of leadership style in reducing Work-Family Conflict and increasing Work-Family Enhancement.

**NOTE:**
Those presenting topic 1 will critique topic 4.
Those presenting topic 2 will critique topic 3.
Those presenting topic 3 will critique topic 2.
Those presenting topic 4 will critique topic 1.

## Case Study initiated class discussion

Each student sub group will present a case study related to managing human resources. The scope and focus of each student will be decided through a process of discussion between the student group and rest of the class.

**Appendix A**

**Human Resource Management**

**Group Presentation** (please *tick* the appropriate boxes)

**Competence Level**

| Criteria for assessment | Very high | | | Very low |
|---|---|---|---|---|
| **Organization** | Presentation effectively draws in the audience, expands on the group's goal or thesis, and concludes with a well-planned ending | Presentation draws in the audience, expands on the group's goal or thesis, but does not conclude with a well-planned ending | Presentation draws in the audience and concludes with a well-planned ending, but need improvement on expanding the group's goal or thesis | Presentation is weak in either its introduction, expansion of detail, or conclusion |
| **Content** | Presentation consists of well-researched concepts supported by well-researched and articulated details/illustrations | Presentation consists of well-researched concepts but not necessarily supported by well-researched and articulated details/illustrations | Presentation is scant in the use of well-researched concepts, though there is evidence of well-researched and articulated details/illustrations | Presentation does not consist of well-researched concepts nor supported by well-researched and articulated details/illustrations |
| **Use of Presentation Tools** | Effective use of presentation tools, including the use of links, tables and charts etc. | Moderately effective use of presentation tools | Not very effective use of presentation tools including spelling mistakes and wrong information | Ineffective presentation tools, including, spelling mistakes, wrong information, absence or inappropriate use of tables and charts, illegibility etc. |
| **Ability to Respond to Audience Questions** | Each member of the group effectively and thoroughly responded to audience | Some members of the group effectively and thoroughly responded to audience questions and demonstrated understanding of the | Members of the group responded to audience questions but failed to demonstrate understanding of the issues | Members of the group failed to respond to audience questions nor demonstrate |

| | questions and demonstrated understanding of the issues | issues | | understanding of the issues |
|---|---|---|---|---|
| | | | | |
| **Shared Responsibility within the Group** | Each presenter effectively shared responsibility for delivery of the project | Each presenter shared some responsibility for delivery of the project | Some members of the group assumed greater responsibility for delivery of the project | Over-reliance on one or two members for delivery of the project |
| | | | | |
| **Style of Presenters** | Each presenter is well prepared spoke effectively e.g. have eye contact with the audience, correct pronunciation etc. | Most presenters are well prepared spoke effectively e.g. have eye contact with the audience, correct pronunciation etc. | A few presenters is not well prepared spoke ineffectively e.g. no eye contact with the audience, incorrect pronunciation etc. | Each presenter is not well prepared spoke ineffectively e.g. no eye contact with the audience, incorrect pronunciation etc. |
| | | | | |
| **Other Comments:** | | | | |
| | | | | |

**Overall _Grade_:** _____

Tutorial group number / Topic:
_____

Tutor: _____        Date: _____

**Appendix B**

**Human Resource Management**

**Essay** (please *tick* the appropriate boxes)

**Competence Level**

| Criteria for assessment | Very high | | | Very low |
|---|---|---|---|---|
| Main idea | Main idea (thesis) very clearly stated & topic is effectively defined. | Main idea clear but topic is partially defined. | Main idea unclear though topic is defined. | Main idea unclear & topic not clearly defined. |
| | | | | |
| Support | Thesis supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. | Thesis generally supported in body of paper by facts, examples, details and illustrations. | Thesis supported in body of paper by few facts, examples, details and illustrations. | Thesis not supported in body of paper by facts, examples, details and illustrations. |
| | | | | |
| Representation of understanding and Integration | Consistently represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends | Overall, represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends | Overall, represents an adequate level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends | Overall, does not represent an adequate understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends |
| | | | | |
| Analysis | Consistently demonstrates rigorous ability to analyze and evaluate issues and concepts | Overall, demonstrates rigorous ability to analyze and evaluate issues and concepts in the field | Adequately demonstrates ability to analyze and evaluate issues and concepts in the field | Overall, does not demonstrate the ability to analyze and evaluate issues and concepts in the field |
| | | | | |
| Organization and Structure | Organization & structure very evident: major points divided into paragraphs and signaled by use | Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions. Paragraphs are built on related sentences that | Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed. There may be a few minor | The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs |

| | | | | |
|---|---|---|---|---|
| | of transitions; sentences within each paragraph relate to each other & are subordinate to the topic. Introduction & conclusion effectively related to the whole. | logically develop the main points. No major digressions. Introduction & conclusion effectively related to the whole. | digressions but no major ones. Introduction & conclusion are somewhat effective. | and are signaled by transitions. There are some logically connected points. There may be some major digressions. Introduction and conclusion may be lacking or ineffective. |
| Conventions of Standard English | Few, if any, minor errors in sentence construction, usage, grammar, or mechanics. | There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics. | There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax. | There are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics. |
| Source Material | Source material is incorporated logically & insightfully. Sources are documented accurately. | Source material incorporated adequately & usually documented accurately. | Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally. | Source material not incorporated.<br><br>Documentation is inaccurate. |

**Other Comments:**

Overall *Grade*: _____

Tutorial group no. / Topic:

_____

Tutor: _____          Date: _____

**PG6011 Human Resource Management**

**Peer Review Comments**

**From: Group Number (** _____ **) and Team Members (Only those students who ARE present at the presentation):**

_____

_____

_____

**1) To: Group Number (       1       )**

**Topic**

_____

✍ **Relevant question/comments (supported by reason)**



**2) To: Group Number (       2       )**

**Topic**

_____

✍ **Relevant question/comments (supported by reason)**



**3) To: Group Number (       3       )**

**Topic**

_____

✍ **Relevant question/comments (supported by reason)**



**4) To: Group Number (       4       )**

**Topic**

_____

✍ **Relevant question/comments (supported by reason)**

**5) To: Group Number (**     **5**     **)**
**Topic**

_____

☝ **Relevant question/comments (supported by reason)**

**Peer Assessment Form for PPG 6011 Human Resource Management
CONFIDENTIAL**

**Please submit directly to Dr. L. Vyas along with your Assignment**

You are required to assess your peers' contribution in each task of the project. The contribution rating varies from 0% to 100%. 0% means no contribution at all, while 100% means all the work are carried out by the student concerned.

Group No._____

Title of Project:_____

| Project Tasks | Distribution of contribution (total 100% for each item) | | | | | |
|---|---|---|---|---|---|---|
| | Name of Assessor: (Your name) | Name of your groupmate: | Name of your groupmate: | Name of your groupmate: | Name of your groupmate: | Total |
| Task 1: **Problem identification** | | | | | | 100% |
| Task 2: **Data analysis** | | | | | | 100% |
| Task 3: **Results & solutions to the problem** | | | | | | 100% |
| Task 4: **Project coordination and management** | | | | | | 100% |
| Task 5: **Report writing** | | | | | | 100% |
| **Overall contribution** | | | | | | 100% |

Signature of Assessor:_____

# JSGS XXX – CAPSTONE PROJECT

| | UNIVERSITY OF SASKATCHEWAN CAMPUS |
|---|---|
| **Instructor:** | |
| **Phone:** | |
| **E-Mail:** | |
| **Office Hours:** | |
| **Office Location:** | |
| **Term:** | |
| **Room:** | |
| **Date And Time:** | |

## CALENDAR DESCRIPTION

The Capstone Project provides students the opportunity to apply the theory and practice of international public management gained in the MIPMA program to a major project of the student's choice. The capstone class is a team-based professional experience that caps off a professional degree.

## LEARNING OBJECTIVES

JSGS has developed a set of three competencies that all graduates will be able to demonstrate. The activities in JSGS XXX will help you both acquire and demonstrate the ability to:

- Apply theoretical and practical knowledge to a relevant public management, nonprofit management, or policy problem
- Think critically and analytically about policy problems and issues
- Communicate information and analyses critically and effectively

## ATTRIBUTES OF JSGS GRADUATES

1. Management, Governance, and Leadership: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. Communication and Social Skills: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. Systems Thinking and Creative Analysis: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. Public Policy and Community Engagement:  Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. Continuous Evaluation and Improvement: Commitment to on-going evaluation for continuous organizational and personal improvement.

6.      Policy Knowledge: Ability to analyze and contribute content to at least one applied policy field.

## COURSE CONTENT AND APPROACH

The purpose of this course is to provide students with the opportunity to apply the theory and practice of international public management gained in the MIPMA program to a major project of the student's choice. Capstone projects are complex, demanding and often unpredictable. They require flexibility, creativity, reliability, intense communication and coordination among team members, diligent management, careful planning, and efficient time management.

## REQUIRED READINGS

**Textbooks:**
Joseph S. Wholey, Harry P. Hatry, and Kathryn E. Newcomer (Eds.) 2015. *Handbook of Practical Program Evaluation*, 4th Edition. John Wiley and Sons.

Robert K. Yin. 2014. *Case study research design and methods*. 5th ed. Sage.

**Supplementary Readings:**
Howard S. Becker, 1986/2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*, 2nd Edition. The University of Chicago Press.

Martinson, B.C., Anderson, M.S. and deVries, R. 2005. "Scientists Behaving Badly," *Nature*: 435, 737-738. http://www.nature.com/nature/journal/v435/n7043/full/435737a.html

## COURSE OUTLINE AND ASSIGNMENTS

| Activity | Description/Notes | Date |
| --- | --- | --- |
| Team Composition and Topic Selection | Weekly meetings to determine student interests and the best matches between projects and students | February and March |
| Team Norms, Ground Rules and Division of Labor | See handout for instructions (to be distributed in class) Submit two hard copies in class & electronic copy | March and April |
| Project Proposal/Statement of Work with Research Questions | Includes a presentation to the Program Coordinator | May |
| Core Course Lessons | Location: Naresuan University | September |
| Bibliography and Literature Review | | September |
| Paper Outline/Structure Consultation | | October |
| Draft report, slides and summary for review | | Late November — Early December |
| Final Paper | | December 10 |
| Mini conference | Videoconference | Mid December |
| Peer Review | | Mid December |

**Format for Final Paper:**
- Title page
- Table of Contents
- Acknowledgements
- Executive Summary (two pages max.); should include summary of recommendations
- Body (30 pages maximum) — see below for a detailed outline
- Bibliography/References/ Sources cited — as many pages as needed.
- Appendices — up to 10 pages max. e.g., full text of any questionnaires
- Addendum summarizing the core course lessons that you applied to the project — 3-5 pages.

**Body**

*Introduction & Background*
- Statement of the problem (why important and to whom)
- Objectives of the project
- Specific research question (may also be stated after literature review)

*Background and Literature Review*
- Summary of relevant findings from the literature review
- Discussion of how prior research informed the research plan

*Methodology*
- Explanation of how the project was conducted (including how key concepts were used
- Data collection; response rates
- Methodological issues/obstacles/solutions, etc
- In some cases it may be appropriate to summarize the methodology and put the details into an appendix.

*Analysis of Findings*

*Discussion and Conclusions*

*Recommendations*
- Recommendations should flow logically from the analysis/discussion. Do not raise new ideas.
- Include acknowledgements of limits on the internal and external validity of the research.

**Final Presentation**
- Format: 20-minute presentation followed by up to 10 minutes of questions, answers and discussion. All team members should have some presentational role.
- Content: Condensing an extensive project requires carefully focusing on the most important elements and findings, rather than attempting to communicate every detail.
- Summary handout: The presentation should be accompanied by a one-page summary of the project, to be distributed to the audience. It should include names of team members, the name of the client, the project's objective, key research questions, the basic methodology/obstacles, major findings and recommendations.

## EVALUATION

| | |
|---|---|
| Project Proposal/Statement of Work | 10% |
| Final Paper | 55% |
| Presentation | 35% |
| Total | 100% |

# RESEARCH ETHICS

Students are required to undergo research ethics training and to receive ethics approval for the research projects they undertake. An attempt will be made to obtain a blanket ethics approval for this course. Nevertheless, there will be a set of ethics requirements that will have to be followed. In addition, the ethics requirements are relevant to your careers as public service professionals so it is important to be familiar with these regulations.

# TEAMWORK PEER REVIEW INSTRUCTIONS

**Purpose**
All assignments will be assessed by the instructor. To ensure transparency and recognition for individual contributions, students have an opportunity to allocate marks differentially. The mark allocation process outlined below will help achieve a fairer mark distribution for group work and also become part of the learning process at a post-graduate level. It recognizes individuals for their contributions and requires individual accountability and face-to-face negotiation. Ideally, all group members will contribute equally, and the group must negotiate a work plan which gives all members the opportunity to do so.

**Format:**
Step 1: The instructor assigns a mark to the final paper.
Step 2: Students identify their individual contributions on the group contract, then cross-check with other group members.
Step 3: Based on contributions, group members collectively identify the percentage each student contributed to the project. Total percentage contributions must add up to 100. Percentage of contributions might be equal, slightly or significantly different.
Step 4: Based on the percentage contributions determined in Step 3, the mark on the final paper for each student is determined so that the weighted average of the student's marks equals the mark assigned in Step 1. No student may get over 100%.

# LATE ASSIGNMENTS

Assignments must be submitted by the due date. Exceptions can only be made when there are documented medical reasons or extraordinary circumstances.

# ATTENDANCE AND PARTICIPATION

You are expected to attend every lecture and participate actively by paying attention, asking/answering relevant questions, and sharing your comments, observations, and thoughts on relevant topics. If you are unable to attend a lecture due to documented medical reasons or extraordinary emergencies, please advise the instructor beforehand.

# STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

## STUDENTS EXPERIENCING STRESS

Students in this course who are experiencing stress can seek assistance from the University of Saskatchewan Student Counseling Services.  For more information, please visit this website: https://students.usask.ca/health/centres/counselling-services.php

## ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

# GRADE DESCRIPTORS

**85+ excellent**
> A *superior performance* with consistent strong evidence of:
> a comprehensive, incisive grasp of the subject matter;
> an ability to make insightful critical evaluation of the material given;
> an exceptional capacity for original, creative and/or logical thinking;
> an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
> an excellent ability to apply theories to real-world problems and intersect with related disciplines.

**80-85 very good**
An *excellent performance* with strong evidence of:
> a comprehensive grasp of the subject matter;
> an ability to make sound critical evaluation of the material given;
> a very good capacity for original, creative and/or logical thinking;
> an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
> a strong ability to apply theories to real-world problems and intersect with related disciplines.

**75-80 good**
A *good performance* with evidence of:
> a substantial knowledge of the subject matter;
> a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
> some capacity for original, creative and/or logical thinking;
> a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
> some ability to apply theories to real-world problems and intersect with related disciplines.

**70-75  satisfactory**

A *generally satisfactory and intellectually adequate performance* with evidence of:

> an acceptable basic grasp of the subject material;
> a fair understanding of the relevant issues;
> a general familiarity with the relevant literature and techniques;
> an ability to develop solutions to moderately difficult problems related to the subject material; and
> a moderate ability to examine the material in a critical and analytical manner.

**AGREEMENT BETWEEN**
**UNIVERSITY OF SASKATCHEWAN, SASKATOON, CANADA**
**AND**
**THE EDUCATION UNIVERSITY OF HONG KONG, HONG KONG SAR, PEOPLE'S REPUBLIC OF CHINA**

**FOR JOINT MASTER'S DEGREE PROGRAM IN**
**INTERNATIONAL PUBLIC MANAGEMENT AND ADMINISTRATION**

**1.      PARTIES TO THE AGREEMENT**

To facilitate the process of internationalization at their respective institutions, the Johnson Shoyama Graduate School of Public Policy (hereinafter referred to as "JSGS") at the University of Saskatchewan (hereinafter referred to as "USask") will offer a Joint Master's Degree Program in International Public Management and Administration (hereinafter referred to as "MIPMA") in partnership with the Department of Asian & Policy Studies (hereinafter referred to as "APS") at The Education University of Hong Kong (hereinafter referred to as "EdUHK").

**2.      DEFINITIONS**

**"Agreement"** means this Agreement for Joint Master's Degree Program in International Public Management and Administration.
**"Party"** means either the USask or EdUHK and **"Parties"** means both USask and EdUHK.
**"Program"** means this Joint Master's Degree Program in International Public Management and Administration.

**3.      PURPOSE OF THE AGREEMENT**

This Agreement identifies the terms and conditions, financial principles, and course offerings associated with the delivery of a Joint Master's Degree Program in International Public Management and Administration.

**4.      FRAMEWORK AND ORGANIZATION**

4.1  The Representatives of the Program (hereinafter referred to as "Program Representatives") shall be the Director, or designate, of JSGS at the USask and the Head of Department, or designate of APS at EdUHK.

4.2  Program Coordinators shall be an assigned staff member by JSGS at the USask and an assigned staff member by APS at EdUHK. Program Coordinators at both EdUHK and USask shall be responsible for recruiting students for the Program and for administrating the Program. Each institution will confirm the name, title and contact information of the Program Coordinator by August 1. The number of participating students shall be determined through consultations between the two institutions each academic year.

## 5. PROGRAM DESCRIPTION

5.1  The Program described in this Agreement, consisting of an offering of seven (7) credit-bearing courses for a total of twenty-four (24) credit units (cu), including a capstone project, will be eligible for credit towards the Master's in International Public Management and Administration at both EdUHK and USask.

5.2  Students will be admitted simultaneously to both institutions. They will complete their first term of course work (Term 1) at USask, consisting in part of three (3) credit-bearing courses totalling nine (9) cu; they will then complete their second term of course work (Term 2) at EdUHK, consisting of three (3) credit-bearing courses totalling nine (9) cu. During part of the third term (Term 3), students will be in residence at a field school at Naresuan University in Thailand to receive orientation and instruction for the capstone project, which is worth six (6) cu. These courses and the capstone project, for a total of twenty-four (24) cu, plus three (3) non-credit courses at USask, meet the criteria for completion of the Program.

5.3  Qualified students accepted by the College of Graduate and Postdoctoral Studies at USask will complete the required seven (7) credit-bearing courses, which include the capstone project course. Students will receive credit for all seven (7) courses at both institutions.

5.3.1   Courses delivered as part of the first term will be taught at USask by JSGS faculty.

5.3.2   Courses delivered as part of the second term will be taught at EdUHK by APS faculty.

5.3.3   Credit for coursework delivered by each of EdUHK (9 cu) and USask (9 cu) will be transferred to the other university. Coursework delivered at Naresuan University in Thailand will be delivered by faculty from both universities and therefore credit does not need to be transferred.

5.3.4   The courses listed in PART 2 of Appendix 1 delivered at EdUHK have been assessed by the JSGS Graduate Committee at USask and are considered eligible for credit unit transfer to the joint degree between USask and EdUHK.

5.3.5   The courses listed in PART 2 of Appendix 1 delivered at USask have been assessed by the EdUHK Board of Graduate Studies (BGS) and are considered eligible for credit unit transfer to the joint degree between USask and EdUHK.

5.3.6   Orientation and instruction for the field school at Naresuan University in Thailand will be co-delivered by APS and JSGS. The field school will serve as an introduction to the six (6)-cu capstone project course.

5.3.7   When descriptions of courses at either Party change, the revised description will be submitted in writing to the other Party and reviewed to determine if and how the revised course will be applied to the Program.

5.3.8   Faculty supervisors at each institution listed in PART 3 of Appendix 1 shall hold a PhD in the field and be eligible for appointment as an adjunct faculty member at the partner institution. They shall also be eligible for membership in the College of Graduate and Postdoctoral Studies at USask.

5.3.9  Submission of the capstone project will follow the policies of JSGS and the College of Graduate and Postdoctoral Studies at USask and the policies of APS and the Graduate School at EdUHK, including the submission and approval of a capstone project proposal and all ethics and risk management approvals as applicable.

5.3.10 The capstone project will be presented jointly to USask and EdUHK via videoconference. The Project Approval Committee will consist of the student's faculty supervisor, co-supervisor from the partner institution, and two other faculty, including one from each institution.

5.4 Upon successful completion of the Program requirements, students will be eligible to receive a single Master of International Public Management and Administration degree with parchments issued by both USask and EdUHK.

## 6.      ADMISSIONS PROCESS

6.1  To be considered for admission into the Program, all students will apply through USask by completing the application requirements and paying the posted application fee.

6.2. Completed applications will be reviewed by an Admissions Committee comprised of an equal number of faculty from both USask and EdUHK.

6.3 Students will be admitted to both institutions in accordance with normal procedures for entry into graduate-level programs and degrees at each institution.

6.4  All applicants will be subject to all USask rules, regular admissions criteria, and all legal requirements for entry into the Canada. In furtherance of this effort, USask will provide the customary supporting documents from the University to assist the process of each student's visa application.

6.5. All applicants will be subject to all EdUHK rules, regular admissions criteria, and all legal requirements for entry into Hong Kong, SAR, China. In furtherance of this effort, EdUHK will provide the customary supporting documents from the University to assist the process of each student's visa application.

## 7.      PROGRAM COORDINATION AND DELIVERY

7.1  For all courses taught by JSGS faculty, the arrangement of the courses and the provision of the necessary teaching infrastructure is the responsibility of JSGS and USask.

7.2  For all JSGS courses, the content, delivery mode, and pedagogical assessment will be solely the responsibility of USask and JSGS.

7.3  For all courses taught by EdUHK faculty, the arrangement of the courses and the provision of the necessary teaching infrastructure is the responsibility of EdUHK.

7.4. For all EdUHK courses, the content, delivery mode, and assessment will be solely the responsibility of EdUHK.

7.5  It is the responsibility of each Party to notify the other Party should there be a change in Program Coordinator.

7.6  Subject to applicable Canadian, Saskatchewan and USask regulations governing student privacy rights, the Program Coordinator at USask will keep the Program Coordinator at EdUHK informed of student progress while students are attending USask.

7.7  Subject to applicable Hong Kong, SAR and EdUHK regulations governing student privacy rights, the Program Coordinator at EdUHK will keep the Program Coordinator at USask informed of student progress while students are attending EdUHK.

7.8  USask will provide the customary supporting documents to each admitted student, including each student's enrollment data, letter of acceptance, and other related forms to assist with the process of each student's visa application.

7.9  EdUHK will provide the customary supporting documents to each admitted student, including each student's enrollment data, letter of acceptance, and other related forms to assist with the process of each student's visa application.

## 8.    FINANCIAL PRINCIPLES

8.1  Students will make a single payment of the fee (the Program Cost) consisting of Tuition plus a Program fee for study related expenses to cover travel, accommodation, food and other costs to cover student activities, to USask at the beginning of the Program. All students in the Program will pay the same rate of fees, regardless of whether they are a domestic or an international student.

8.2  The fee will be levied in US$ dollars and payable by students in US$ dollars.

8.3  The transfer of funds between USask and EdUHK will be conducted in US$ dollars.

8.4  The partner institutions agree to an equal division (50/50) of revenues from the program after deduction of study related expenses and other costs.

8.5  Study related expenses include: student airfares (for travel from the student's home city to USask; USask to EdUHK; EdUHK to Thailand; and from Thailand to the student's home city); student accommodation costs at USask, EdUHK, and in Thailand; student travel insurance costs inclusive of Canada, Hong Kong and Thailand; student medical insurance costs inclusive of Canada, Hong Kong and Thailand; USask and EdUHK student fees; any other direct costs as agreed to by representatives of USask and EdUHK.

8.6  Other costs include local transportation (as required) for class/capstone project related work in Canada, Hong Kong and Thailand; costs associated with experiential learning activities in Thailand as part of the capstone component of the program (including field visits, enrichment classes, team-building activities, and honorariums for Thai academics for delivering enrichment talks); hosting and entertainment costs in Thailand as part of the departure dinner and program closing event; any other related costs as agreed to by representatives of USask and EdUHK.

8.7  The Program revenues (i.e., total fee income less study related expenses and other costs) will be

reported on July 15 and January 15 of the following year with the account cut-off on June 30 and December 31 respectively. USask and EdUHK undertake to provide financial statements consisting of details of study related expenses and other costs incurred in the operation of the program to the partner institution on or immediately before these dates.

8.8  The transfer of program revenues and the transfer of monies to settle the study related expenses and other costs will occur on July 31 and January 31 of each year of operation of the program.

8.9  USask and EdUHK will appoint representatives to liaise with the partner institution for purposes of financial reporting and the transfer of funds.

8.10  The expenditure of study related expenses and other costs will require the consent of the respective program coordinators from USask and EdUHK or their appointed representatives.

8.11  The fee including Tuition and Program fees (study related expenses) will be reviewed annually by the appropriate bodies at both institutions and subject to adjustment as mutually determined. Any change to the fee will be agreed upon by both institutions subject to their respective timelines.

8.12 Aside from costs specified in 8.5 and 8.6, it will be the responsibility of the student to pay all other living expenses while in Canada, Hong Kong and Thailand.

8.13 Faculty and administrative staff costs associated with offering the program are incurred entirely by USask and EdUHK according to the agreed division of teaching and administrative responsibilities as follows:

| Teaching Activities | | |
|---|---|---|
| Location | Courses | Costs Absorbed By |
| 1st Semester (January to April) | | |
| JSGS, Canada | JSGS 801 *Governance and Administration* | USask |
| | JSGS 808 *Ethical Leadership and Democracy in Public Service* | USask |
| | JSGS 882 *Strategic Management in the Public Sector*; **OR** JSGS 807 *Statistics for Public Managers*; | USask |
| | In addition to the above JSGS courses, students will need to register in the following courses as required by the School of Graduate and Postdoctoral Studies:<br>- GPS 990 *Public Policy Seminar Series*<br>- GPS 960 *Introduction to Ethics and Integrity*<br>- GPS 961 *Ethics and Integrity in Human Research*<br>These courses attract no credit but are mandated requirements of the School of Graduate and Postdoctoral Studies, USask. | USask & EdUHK* |
| 2nd Semester (May to August) | | |
| APS, Hong Kong | PPG6003 *Strategic Communication* | EdUHK |
| | PPG6005 *Public Administration and Management in Asia* | EdUHK |
| | PPG6006 *Project Appraisal and Impact Analysis*; **OR** PPG6011 *Human Resource Management* as decided by the APS | EdUHK |

| 3rd Semester (September to December) | | |
|---|---|---|
| Naresuan University, Thailand | *Capstone: Placement Project*<br><br>The students, assigned to work in teams of five, will be assigned to projects, at the latest, by the middle of 1st term (Jan – Apr). Students will meet with the Program Coordinators, selected faculty and practitioners to develop the details of projects and match student teams with projects. The initial project ideas will be provided by the JSGS and EdUHK faculty/coordinators, focusing on public management problems that could be addressed through a combination of fieldwork, analysis and writing within a conceptual framework.<br><br>Academic supervisors will be assigned for each project. | USask & EdUHK** |

Both USask and EdUHK will appoint a program coordinator. The program coordinators will oversee the academic operation of the program, co-chair the admissions committee, and manage all student academic related matters.

**\*** APS / EdUHK will send one faculty member to JSGS, USask for the commencement of term 1 to attend weekly meetings with the student cohort and to determine students' interests and the best matches between projects and students. The APS faculty will spend approximately 4-5 weeks at JSGS/USask in the first term of each year of operation of the program.

APS/EdUHK will be responsible for all costs associated with the APS faculty, including travel, accommodation, per diem, travel insurance and medical insurance.

**\*\*** APS, EdUHK and JSGS, USask will each send one full-time faculty member to Thailand to conduct the capstone component of the program. Faculty costs (travel, accommodation, per diem, travel and health insurance, etc.) will be the responsibility of the faculty member's home institution.

| Administrative Activities | |
|---|---|
| **Activity** | **Responsibility** |
| Admissions application processing and student administration (including document checking, student follow-up, addressing student inquiries and related admissions processing) | USask & EdUHK |
| Travel booking for students whose origin is from Asia (for travel from the student's home city to USask; USask to EdUHK; EdUHK to Thailand; and from Thailand to the student's home city) | EdUHK |
| Marketing and promotional activities related to Asia, including Mainland China | EdUHK |
| Marketing and promotional activities related to North America | USask |
| Financial administration and reporting (including financial settlements and transfers), administration of student deposit monies, and accounting | USask & EdUHK |
| Travel booking for students whose origin is North America and Europe (for travel from the student's home city to USask; USask to EdUHK; EdUHK to Thailand; and from Thailand to the student's home city) | USask |

| Arrangement of Travel Insurance (inclusive of Canada, Hong Kong and Thailand) for all student participants in the program | EdUHK |
|---|---|
| Arrangement of health insurance (inclusive of Canada, Hong Kong and Thailand) for all student participants in the program | EdUHK and/or USask depending on what is most effective |
| Arrangement of student accommodation in JSGS, USask | USask |
| Arrangement of student accommodation in EdUHK | EdUHK |
| Arrangement of student accommodation in Thailand | EdUHK |
| Arrangement of video conference for the capstone | EdUHK & USask |
| Grade reporting and block credit transfer of student records | EdUHK & USask |
| Administrative support to the EdUHK co-Program Coordinator | EdUHK |
| Administrative support to the USask co-Program Coordinator | USask |

8.14. The division of faculty and administrative duties will be reviewed annually and may be varied subject to the mutual agreement of APS, EdUHK and JSGS, USask.

8.15  All students that are accepted to the Program must pay a non-refundable deposit equal to 40% of the tuition fee plus program fee. This will be collected by JSGS, USask.

8.16  Students that withdraw from the Program will forfeit their tuition fee and program fee.

8.17  Students will be entitled to any and all benefits generally accorded USask graduate students while registered at and attending USask. This includes but is not limited to access to libraries and recreational facilities, and provincial health benefits.

8.18  Students will be entitled to any and all benefits generally accorded EdUHK graduate students while registered at and attending EdUHK. This includes but is not limited to access to libraries, recreational facilities and health services.

8.19  Students may request a one-year leave of absence from the Program, which is subject to approval by the Program Representatives. Students will incur any costs associated with their departure and with the resumption of the Program in the following year (e.g., the additional return flight to their home country and the additional return flight to resume studies).

8.20  To promote equity, USask and EdUHK may each offer scholarships to offset all or a portion of the program costs (tuition and program fee) for selected students. These scholarships are subject to the financial ability of the program to support them. The provision of scholarships will be reviewed annually.

8.20  In the case of disruptions to the program occasioned by civil or natural events, the impact of these will be borne equally by USask and EdUHK.


9.      APPLICABLE LAW AND JURISDICTION

9.1  This Agreement shall be interpreted in accordance with any applicable agreements between Canada and Hong Kong, China as well as the law of the Province of Saskatchewan and the law of Hong Kong SAR.

9.2  The institutions agree to submit to the law of their respective countries and generally agreed upon standards of international practice for resolution of all disputes arising under this Agreement.

9.3  Subject to all applicable rules, regulations, and graduation criteria in Saskatchewan and Hong Kong, students who successfully meet the academic requirements for the Program will be eligible to receive a single Master's degree and a parchment from each of USask and EdUHK.

9.4  The decision to award or not award the degree by one institution will not be held binding upon the partner institution.

9.5  The degree parchment and transcript from the University of Saskatchewan may state "University of Saskatchewan, with/in partnership with The Education University of Hong Kong".

9.6  The degree parchment and transcript from The Education University of Hong Kong may state "The Education University of Hong Kong, with/in partnership with the University of Saskatchewan".


## 10.    AGREEMENT TERMS AND SIGNATORIES

10.1  This Agreement shall commence on the date of the last signature and shall continue for a period of five (5) years.

10.2  The Parties may, by mutual agreement, revise the terms of the Agreement and any Appendices and negotiate changes during the term of its operation, with all changes being agreed in writing.

10.3  This Agreement may be terminated by either institution with a six (6)-month notice in writing. Should this Agreement be terminated, students admitted under the Program will continue to receive support for the time period stipulated above.

10.4  Any notice or change in connection with this Agreement shall be in writing by an authorized officer of the relevant institution and sent to the recipient institution by registered post to the recipient institution.

10.5  Any notice or change in connection to a specific course shall be in writing to the Program Coordinator of the relevant institution sent to the recipient institution by registered post to the recipient party.

10.6  Neither institution will incur any financial obligations resulting from the actions of the other institution without a prior agreement in writing to accept specific financial obligations. Any additional agreement pertaining to financial matters will be negotiated separately and will be based upon the availability of funds for each institution.

| On behalf of The Education University of Hong Kong | On behalf of the University of Saskatchewan |
|---|---|
| President<br><br>_____<br>Professor Stephen Y. L. Cheung, SBS, JP,<br><br>Date: _____ | Provost and Vice-President Academic<br><br>_____<br>Dr. Anthony Vannelli<br><br>Date: _____ |
| <mark>Title</mark><br><br>_____<br><mark>Name</mark><br><br>Date: _____ | University Secretary<br><br>_____<br>Dr. Chelsea Willness<br><br>Date: _____ |
| <mark>Title</mark><br><br>_____<br><mark>Name</mark><br><br>Date: _____ | Director, Johnson Shoyama Graduate School of Public Policy<br><br>_____<br>Dr. Murray Fulton<br><br>Date: _____ |

# MEMORANDUM OF UNDERSTANDING
## between
## UNIVERSITY OF SASKATCHEWAN, Saskatoon, Canada
## and
## THE EDUCATION UNIVERSITY OF HONG KONG, Hong Kong SAR, China

Consistent with the cordial and cooperative bilateral relationship between Canada and Hong Kong SAR, China and in order to foster additional academic and scholarly collaboration between the University of Saskatchewan (USask), Saskatoon, Canada and The Education University of Hong Kong (EdUHK), Hong Kong SAR, China hereinafter referred to as the "Parties" or singularly "Party", these two post-secondary institutions have agreed to the following framework based upon principles of mutual equality and the reciprocity of benefits:

1.  The Parties will explore opportunities to cooperate in various academic, research and scholarly endeavors in fields of mutual interest. This cooperation may include consideration of the following:

    - Exchanges and internships for students, faculty, and staff;
    - Introduction of new curricula;
    - Joint research projects;
    - Exchange of publications and training materials; and
    - Development of joint academic programming.

    The primary areas of focus for this framework relate to public management and administration.

2.  The specific details of these activities will be articulated and agreed to in separate written collaboration agreement(s).

    These collaboration agreement(s) will include implementation plans developed through mutual consultation and negotiation and will be signed by both institutions in accordance with their own institutional policies.

3.  Each party will appoint a coordinator to serve as a point of contact for this Memorandum of Understanding (MOU). At the University of Saskatchewan this person will be Dr. James K. W. Lee,

Executive Director, International, and at The Education University of Hong Kong this person will be Professor Darryl S.L. Jarvis, Head of Department of Asian and Policy Studies.

4.  This MOU reflects the commitment of the Parties to collaborate as expressed, and is not intended to be legally binding in nature.

5.  As a result of this MOU, neither Party will incur any financial obligations resulting from the actions of the other Party without a prior agreement in writing to accept specific financial obligations. Any additional agreement(s) pertaining to financial matters will be negotiated separately.

6.  This MOU will be in effect from the date of final signature for a period of five (5) years, at which time negotiations can be opened for a renewal.

7.  Either Party can terminate this MOU by giving six (6) months of written notice to the other.

**On behalf of the University of Saskatchewan:**

_____

Dr. Anthony Vannelli                                      Date:

Provost and Vice-President Academic

**On behalf of The Education University of Hong Kong:**

_____

Professor Lui Tai Lok                                      Date:

Vice President (Research and Development)

# Appendix
## EdUHK MIPMA Survey

In April and May, 2019, EdUHK conducted two surveys to determine the market demand for the proposed MIPMA program. The first survey had 409 respondents and asked respondents about a double degree. The results show very strong market demand. When it became clear that the MIPMA program would be a dual-parchment joint degree, a second survey with 174 respondents was conducted in May that focused on this structure.

The change from a double degree to a dual-parchment joint degree only slightly reduced the attractiveness of the program, with the majority of the respondents still expressing very positive responses to the dual-parchment joint degree.

The survey participants were largely undergraduate students; they came mainly from Guangzhou (53%), Jiangsu (13%), Shanghai (11%) and Zhejiang (9%). The majority of the survey participants are from the Social Sciences (84%) followed by Education (6%), Science (2%), and Arts (2%).

**Detailed results of the supplementary market survey conducted for joint degree are shown in the following:**

| 1. To what extent the following features of this program are attractive to you? | | Very attractive | Attractive | Not attractive | Not attractive at all |
|---|---|---|---|---|---|
| 1.1 | To obtain a joint master degree conferred by both USask and EdUHK in one year | 33% | 55% | 10% | 2% |
| 1.2 | One semester studying at a historic university founded in 1907 in the Western part of Canada | 20% | 57% | 22% | 1% |
| 1.3 | Opportunity to do a capstone project in a university located between the 2 biggest cities, Bangkok and Chiang Mai in Thailand | 24% | 40% | 32% | 4% |
| 1.4 | Timing of the semesters in each location is designed for students to experience and enjoy the beautiful campus environment from snowfall to mild tropical weather | 27% | 44% | 27% | 2% |

**2. Is this joint degree program appealing to you?**



Definitely yes 8% | Probably yes 68% | Probably not 20% | Definitely not 4%
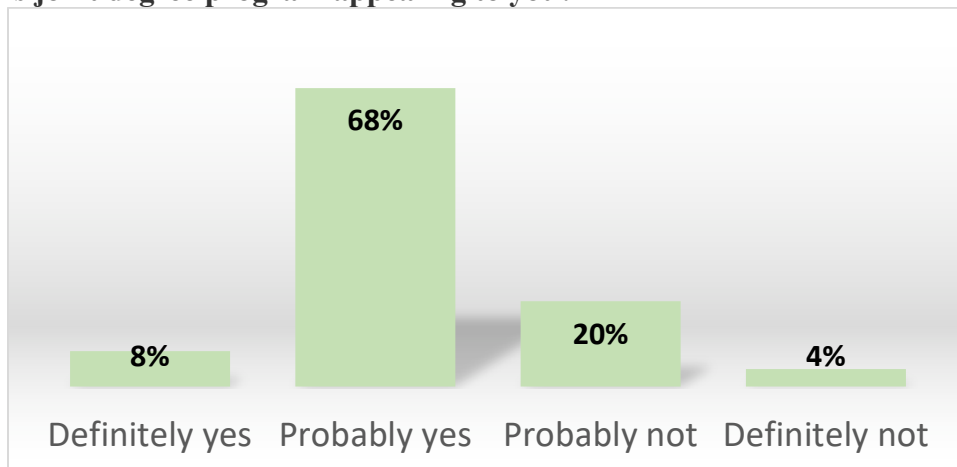
**3. It is estimated that the tuition cost of this joint master degree program will be around HKD 300,000 (including everything). To what extend do you think that the estimated tuition fee is acceptable?**



Highly acceptable 5% | Acceptable 49% | Not acceptable 39% | Not acceptable at all 7%
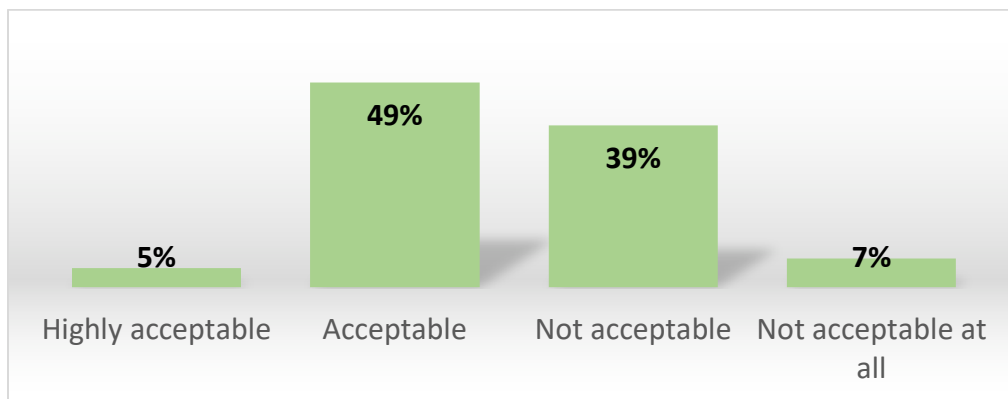
**4. To what extent do you agree that a joint degree and a double degree have equal value in the job market? (Note: A joint degree indicates that students will obtain one degree conferred jointly by both universities, while a double degree indicates that students will obtain two degrees, with one degree conferred by each of the universities)**
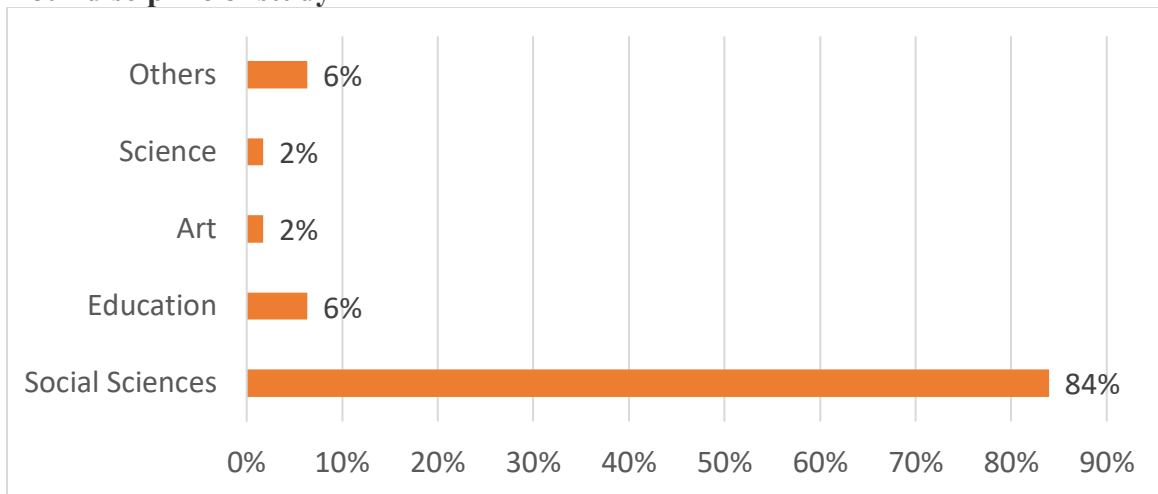


TOTALLY AGREE 11% | AGREE 43% | DISAGREE 45% | TOTALLY DISAGREE 1%
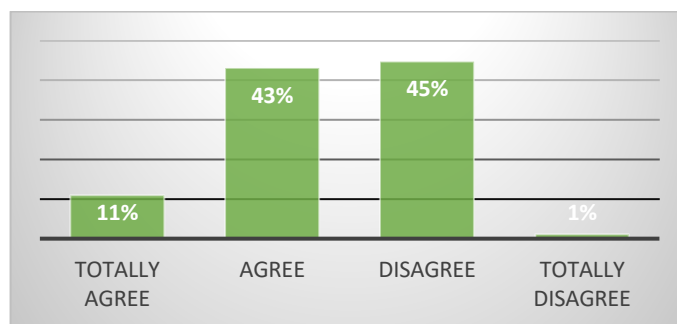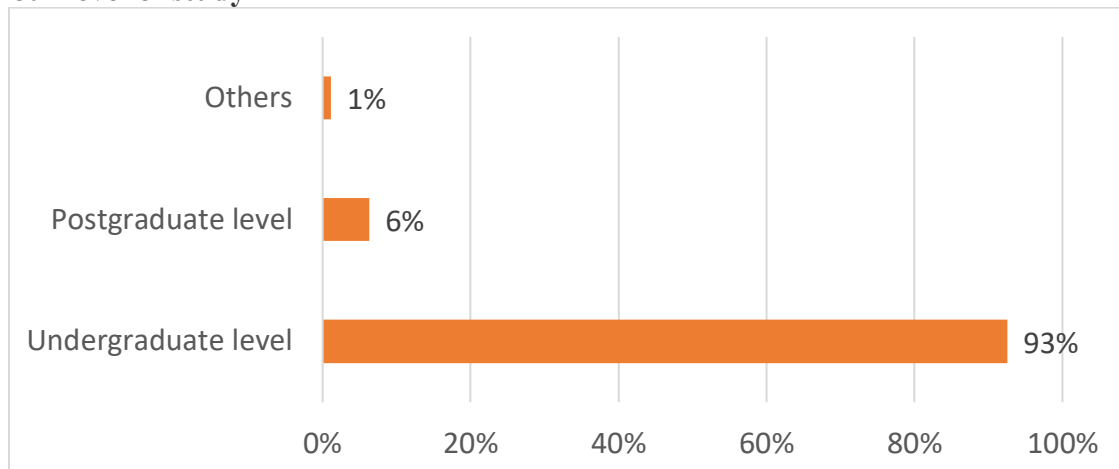
**5. Personal Information**

**5.1 Where are you from?**
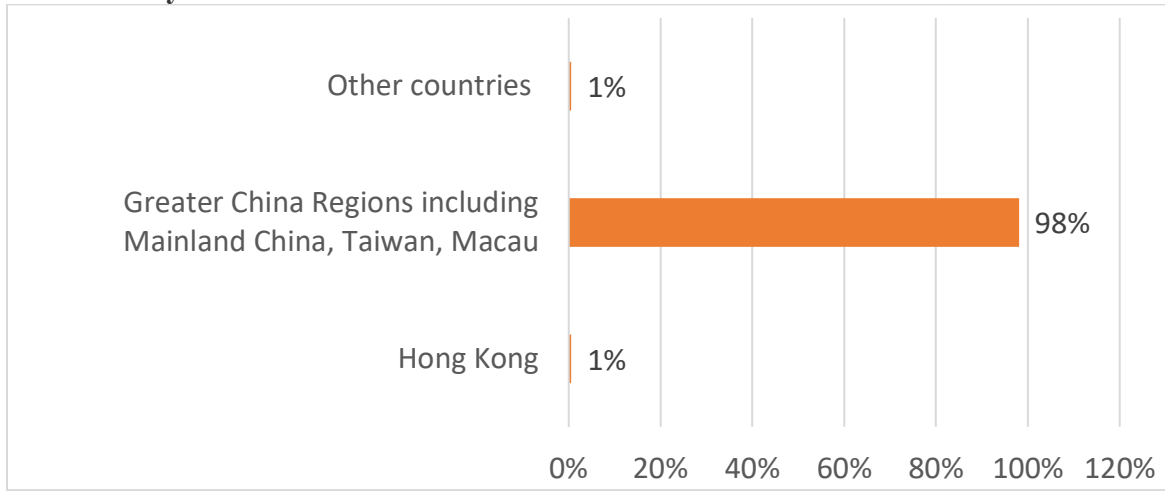


**5.2 Your discipline of study**



**5.3 Your level of study**

## Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

### Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?                                    Yes [ X ] No [  ]
  Is an existing degree, diploma, or certificate being renamed?                      Yes [  ] No [ X ]
  If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

| Master of International Public Management and Administration - MIPMA (Banner code) and Master of Intl Publ Mgmt Admin (Banner description - 30 character max) |
|---|

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

|  |
|---|

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

|  |
|---|

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

| degree level |
|---|

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?          Yes [  ] No [  ]

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

|  |
|---|

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

| College of Graduate and Postdoctoral Studies (GP - Graduate and Postdoc Studies) - exists in student system |
|---|

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

|  |
|---|

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

| IPMA [Intl Public Mgmt Admin] - suggested Banner code and description (30 character max for description) |
|---|

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

| Project-based |
|---|

**Section 2:  New / Revised Program for Existing or New Degree / Diploma / Certificate Information**

1 Is this a new program?                                                                 Yes [ X ] No [  ]
  Is an existing program being revised?                                          Yes [  ] No [ X ]
  If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
  | Master of International Public Management and Administration - MIPMA (Banner code) and Master of Intl Publ Mgmt Admin (Banner description - 30 character max) |

3 What is the name of this new/revised program?
  | Master of International Public Management and Administration - MIPMA (Banner code) and Master of Intl Publ Mgmt Admin (Banner description - 30 character max) |

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?
  | n/a |

5 What College/Department is the academic authority for this program?
  | College of Graduate and Postdoctoral Studies / Johnson-Shoyama Graduate School of Public Policy (GP / JSGS - current built in student system) |

6 Is this a replacement for a current program?                           Yes [  ] No [ X ]
7 If YES, will students in the current program complete that program or be grandfathered?
  |  |

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?
  | Project-based |

**Section 3:  Mobility**

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?     Yes [ X ] No [  ]
  If yes, choose one of the following?
  Domestic Mobility (both jurisdictions are within Canada)     [  ]
  International Mobility (one jurisdiction is outside of Canada)     [ X ]
2 Please indicate the mobility type (refer to Nomenclature for definitions).
  Joint Program     [ X ]
  Joint Degree     [ X ]
  Dual Degree     [  ]
  Professional Internship Program     [  ]
  Faculty-Led Course Abroad     [  ]

2

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities.  Has an agreement been signed?      Yes ☐  No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

Education University of Hong Kong (EdUHK)

6 What is the jurisdiction for the external partner?


**Section 4:  New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)**

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?      Yes ☐  No ☒  Revised ☐
   If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration.  If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration?  If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5
   Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?


**Section 5:  New / Revised Disciplinary Area for Existing Degree Information (Graduate)**

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?      Yes ☐  No ☒  Revised ☐
   If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?  (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

3

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area <u>and</u> what allocation
percentage is assigned to each?  (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department?  The primary department specifies which department /
school policies will be followed in academic matters (ex.  late adds, re-read policies, or academic misconduct).  If no department
/ school is considered the primary, please indicate that.  (In normal circumstances, a department / school with a greater
percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

## Section 6:  New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?                                                    Yes [   ] No [ X ]
  Is an existing college, school, center, or department being renamed?                                     Yes [   ] No [ X ]
  Is an existing college, school, center, or department being deleted?                                     Yes [   ] No [ X ]
  If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie.  New degree hood, adjustment to parchments, etc.)?

## Section 7:  Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree?  If so, what is the subject area(s) and the
  suggested four (4) character abbreviation(s) to be used in course listings?
  No

4

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?　　　Yes ☐ No ☐

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?　　　Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.
Attached completed "Course Creation Forms" to this document would be helpful.
**NOTE: Sections of existing classes will need to be setup as unique set-up for this program.**

## Section 8: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Yes

2 What term(s) can students be admitted to?

YYYY01 only

3 Does this impact enrollment?

Yes; anticipate cohort of 30 and eventually 60 students once the program is established

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Refer to the Johnson-Shoyama Graduate School of Public Policy

5 Can classes towards this program be taken at the same time as another program?

No

6 What is the application deadline?

Will be but not yet finalized. Likely end of June or beginning of July but may have to push to Sept.

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required
courses, etc.)

- 4 year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- cumulative weighted average of at least 75% (U of S grade system equivalent) in the last 2 years of study (ie. 60 cu's)
- language proficiency requirement - proof of English proficiency may be required for international applicants and applicants whose first language is not English; minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area; or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

Students must be admitted to the U of S and the EdUHK; to simplify admissions all applicants will apply through the U of S

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

Admissions committee comprised of an equal number of faculty from both U of S and EdUHK

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

Will be a letter from each institution.

13 Will the standard application fee apply?

Yes - $90

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

Yes

## Section 9: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Yes

## Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

New degree hood

2 If YES, has the Office of the University Secretary been notified?

Yes - will be completed

3 When is the first class expected to graduate?

Spring Convocation 2022 (students will complete their capstone project during Sept-Dec 2021)

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

30 to 60 per year

## Section 11: Schedule of Implementation Information

1 What is the start term?

202101 [January 2021]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?     Yes [ ] No [ X ]

If YES, what and by what date?



## Section 12: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification.)

NA

2 Will students register themselves?     Yes [ X ] No [ ]

If YES, what priority group should they be in?

Same priority group as other students in the College of GP

## Section 13: Academic History Information

1 Will instructors submit grades through self-serve?     Yes [ X ] No [ ]

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

## Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?
   **NOTE: Program fee is not included in T2202s.**

Yes [ X ] No [ ]

## Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?      Yes [ ] No [ X ]

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

[                                                                    ]

## Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?      Yes [ ] No [ X ]
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.

## Section 17: Program Termination

1 Is this a program termination?      Yes [ ] No [ X ]
   If yes, what is the name of the program?

[                                                                    ]

2 What is the effective date of this termination?

[                                                                    ]

3 Will there be any courses closed as a result of this termination?      Yes [ ] No [ ]
   If yes, what courses?

[                                                                    ]

4 Are there currently any students enrolled in the program?      Yes [ ] No [ ]
   If yes, will they be able to complete the program?

[                                                                    ]

5 If not, what alternate arrangements are being made for these students?

[                                                                    ]

6 When do you expect the last student to complete this program?

[                                                                    ]

7 Is there mobility associated with this program termination?      Yes [ ] No [ ]
   If yes, please select one of the following mobility activity types.
   Dual Degree Program                                              [ ]
   Joint Degree Program                                             [ ]

8

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities.  Has the International Office been informed of this program termination?

Yes ☐  No ☐

## Section 18:  Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

| | |
|---|---|
| Standard Undergraduate per credit | |
| Standard Graduate per credit | |
| Standard Graduate per term | |
| Non standard per credit* | |
| Non standard per term* | |
| Other * | X |
| Program Based* | X |

* See attached documents for further details

Tuition is $42,000 USD; will apply for a waiver of the international differential for the program since most of the students will be international and the international differential is effectively included in the price.  In addition, students will pay a program fee of $13,000 USD to cover accommodation, travel, food, and associated administration and contingency costs.  Program fee will be a single payment at the beginning of the program.  Total fee is $55,000 USD.

**NOTE:  Tuition and program fee will be assessed and handled through JSGS and not through Banner.  Will look into using Flywire for tuition and program fee.**

2 If fees are per credit, do they conform to existing categories for per credit tuition?  If YES, what category or rate?

3 If program based tuition, how will it be assessed?  By credit unit?  By term?  Elsehow?

4 Does proponent's proposal  contain detailed information regarding requested tuition?          Yes ☐  No ☐
  If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it  expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

9

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?     Yes [ ] No [ X ]

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

Yes, no as JSGS will be applying for a waiver of the international differential

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

**Section 19: TLSE - Information Dissemination (internal for TLSE use only)**

| | | Yes | No |
|---|---|---|---|
| 1 | Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? | [ ] | [ ] |
| 2 | Has TLSE, Admissions, been informed about this new / revised program? | [ ] | [ ] |
| 3 | Has TLSE, Student Finance and Awards, been informed about this new / revised program? | [ ] | [ ] |
| 4 | Has CGPS been informed about this new / revised program? | [ ] | [ ] |
| 5 | Has TLSE, Transfer Credit, been informed about any new / revised courses? | [ ] | [ ] |
| 6 | Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? | [ ] | [ ] |
| 7 | Has the Library been informed about this new / revised program? | [ ] | [ ] |
| 8 | Has ISA been informed of the CIP code for new degree / program / major? | [ ] | [ ] |
| 9 | Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? | [ ] | [ ] |
| 10 | Has the Convocation Coordinator been notified of a new degree? | [ ] | [ ] |

11 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications     [ ]

OR

b. Fee Review Committee     [ ]

c. Institutional Planning and Assessment (IPA)     [ ]

d. Provost's Committee on Integrated Planning (PCIP)     [ ]

e. Board of Governors     [ ]

f. Other     [ ]

**SIGNED**

| | |
|---|---|
| Date: | February 5, 2020 |
| Registrar (Russell Isinger): | Russell Isinger |
| College / Department Representative(s): | Juven Crowe |
| IPA Representative(s): | |