LESSONS FROM BRIDGING THEORY AND PRACTICE IN THE DEVELOPMENT OF AN ONLINE PUBLIC ADMINISTRATION DEGREE

JOHNSON SHOYAMA
GRADUATE SCHOOL OF PUBLIC POLICY
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CAPPA Presentation
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Why case studies?

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Case studies as an effective teaching tool

Theory   Practice

"In theory, there is no difference between theory and practice. But in practice, there is."

Flexibility in time and space

(Gazza and Hunker, 2014)

Convenience

(McPherson and Bacow, 2015)

Engaging and efficient learning environment

(Hernie, Halverson, and Graham, 2015; Gazza and Hunker, 2014)

Application to professional work

(Gazza and Hunker, 2014)

A sense of community, or "social presence"

(Kim, Song, and Luo, 2016; Gazza and Hunker, 2014)

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Three Pillars to the Online MPA
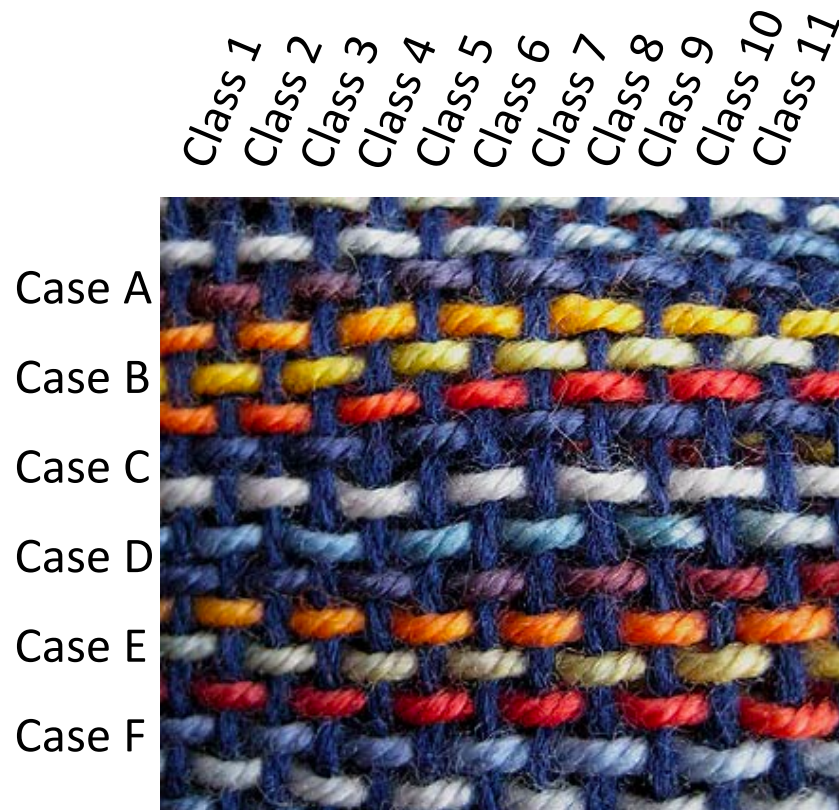
Flexible Learning

Engaged Learning

Applied Learning

What is the JSGS approach to case studies?

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Weaving cases across the MPA

Class 1, Class 2, Class 3, Class 4, Class 5, Class 6, Class 7, Class 8, Class 9, Class 10, Class 11

Case A
Case B
Case C
Case D
Case E
Case F

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Major Case Studies

Course Number	Course Name	Case Study
JSGG 801	Governance	The Duty to Consult
JSGS 802	Public Finance	Balanced Budget Legislation
JSGS 805	Economics for Public Policy Analysis	Carbon Tax
JSGS 806	Public Policy Analysis	Phoenix Pay System
JSGS 807	Statistics for Public Managers	Affordable Housing
JSGS 808	Ethical Leadership and Democracy	Funding Museums
JSGS 838	Financial Management	The Role of Crown Corporations
JSGS 882	Strategic Management	Grade Three Literacy

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Minor Case Studies

Case Study	Potential Courses
New payment models for physicians	JSGG 801; JSGS 802; JSGS 805; JSGS 806; JSGS 807; JSGS 838; and JSGS 882
Guaranteed Income/Universal Child Care	JSGS 802; JSGS 805; JSGS 806; JSGS 807; JSGS 838; and JSGS 880
We Work and the Gig Economy	JSGG 801; JSGS 802; JSGS 805; JSGS 806; JSGS 807; JSGS 808; JSGS 838; JSGS 880; and JSGS 882
Privacy Rights with Google and Facebook	JSGG 801; JSGS 806; JSGS 808; JSGS 880; and JSGS 882
Energy Resource Revenue Sharing	JSGG 801; JSGS 802; JSGS 805; JSGS 806; JSGS 807; JSGS 808; JSGS 838; JSGS 880; and JSGS 882
Religious rights (Quebec's new law)	JSGS 806; JSGS 807; JSGS 808; and JSGS 880
Safe Injection Sites	JSGG 801; JSGS 802; JSGS 805; JSGS 806; JSGS 807; JSGS 808; JSGS 838; JSGS 880; and JSGS 882

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Case studies will take many forms

Briefing notes and CDIs

Policy analysis papers

Case modules

Data analysis of real scenarios

Interviews and guest facilitation with experts

Simulations and gamification

Discussion and debates

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How do case studies integrate within our courses?

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Module 1: What is Public Policy Analysis?

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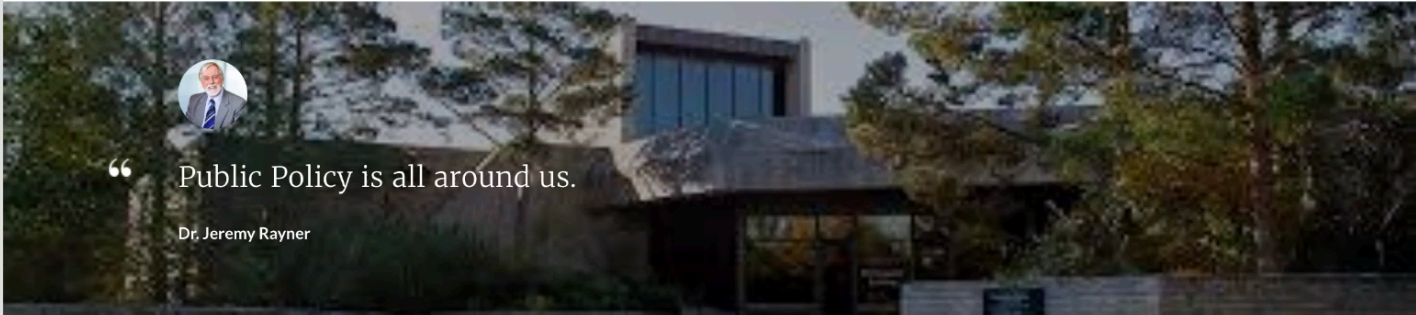
Overview: What is Public Policy Analysis? ✓

▾ LEARNING MATERIALS

≡ Introduction ✓

≡ Plagiarism ✓

≡ What is Public Policy? ✓

≡ Public Policy Analysis ✓

≡ The Role of a Public Policy Analyst ✓

≡ Summary ○

≡ References & Supplementary Resources ○

Lesson 1 - Overview: What is Public Policy Analysis?
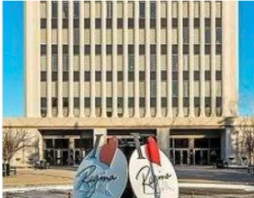
≡

Lesson 2 of 12

Introduction

" Public Policy is all around us.

Dr. Jeremy Rayner

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Module 10: Decision-making

7% COMPLETE

- Overview

▼ LEARNING MATERIALS

- Introduction
- Factors in Decision-Making
- Imperfect Thinking and Imperfect Decisions
- Incrementalism
- Policymaking in the Modern Context ✓
- The Former Premier of Saskatchewan - Roy Romanow
- Summary
- References and Supplementary Materials

▼ CASE STUDY IN FOCUS

- Classroom Policy

▼ POLICY ANALYSIS WRITING TIP

A major factor with decision making may also be time itself. There are many instances where decision makers have to make quick decisions and in turn rely on their policy analysts for their timely support. Dr. Toddi Steelman has extensive experience and research with decision-making and communication. Steelman is an expert in forest fires and has worked directly with decision makers on how to manage these crisis scenarios. As a policy expert in fores[t]
unique challenges face[d]
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10-3 issues resu[lt]

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There are numerous po
policy cycle. At the decision-making stage, the involved actors narrow significantly. The actors are most likely the elected officials within the level of government you serve. This is important to keep in mind when crafting your analysis. Your audience, in many cases, is likely an individual

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PROTECTED A / PROTÉGÉ A

MEMORANDUM **NOTE DE SERVICE**

TO / A
Peter Wallace
Secretary of the Treasury Board

Originator/Telephone number   Auteur/Numéro de téléphone
Brett Thompson (613-791-8131)
Tracking No.   N° de suivi
GC Docs # 25876245
Document No.   N° de document
Workflow # 2018-30533484
Date
March 29, 2018

FROM / DE
Samantha Tattersall
Assistant Secretary
Priorities and Planning

SUBJECT / OBJET **TBS Response to the Deputy Minister's draft of the Office of the Auditor General Spring 2018 performance audit on *Building and Implementing Phoenix***

Purpose

To seek your approval and signature of a response letter (tab 1) concerning the Deputy Minister draft for the Auditor General's Spring 2018 performance audit on *Building and Implementing Phoenix*. The letter includes the Treasury Board of Canada Secretariat's (TBS) management response to the one recommendation aimed at TBS (tab 2). In order for this response to appear in the Auditor General's report to Parliament, expected to be tabled on **May 28, 2018**, the Office of the Auditor General has requested that you indicate your agreement with this draft and the management response by **April 10, 2018**.

Background

This is the Auditor General's second audit of the Phoenix pay system. The first, tabled in November 2017, focused on efforts to stabilize the pay system. The spring 2018 audit examines the historical development of Phoenix starting in 2009, and whether Public Services and Procurement Canada provided adequate management and oversight of the system's implementation.

Considerations

This chapter is largely concerned with Public Services and Procurement Canada and, with respect to TBS, remains substantively unchanged from the previous draft, for which access had been provided to you. TBS officials have reviewed the draft and have no outstanding concerns.

There is one recommendation for TBS, as follows:

The Treasury Board of Canada Secretariat should for all government-wide information technology projects:

- carry out mandatory independent reviews of the project's key decisions to proceed or not, and
- inform the projects' responsible Deputy Minister and senior executives of the reviews' conclusions.

TBS/SCT 305-0030 (Rev. 01/2017) WORD

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2. Improve testing procedures;
3. Conduct necessary assessments to identify potential security risks and vulnerabilities in Phoenix;
4. Mitigate the risk of real harm by addressing potential call centre vulnerability;
5. Inform individuals affected by the breaches; and,
6. Complete review of pages with row-level security.

July 2017   Page 1 of 2

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Module 7: Policy Implementation

7% COMPLETE

- Overview

▼ LEARNING MATERIALS

- Introduction
- Changes in Policy Implementation
- Implementation Strategies
- Wicked Problems and Policy Implementation
- Decision-making and Policy Implementation
- Summary
- References and Supplementary Resources

▼ CASE STUDY IN FOCUS

- Indigenous Issues and the Saskatoon Police Service ✓
- The Phoenix Pay System

▼ POLICY ANALYSIS WRITING TIP

Figure 7-7: Source: http://www.thestarphoenix.com/Photos+leads+Saskatoon+police+wild+chase/10719083/story.html Permission: Courtesy of the StarPhoenix Educational Services.

In the following interview with Chief Clive Weighill we discuss some of the challenges of policy implementation with the Saskatoon Police Service. Chief Weighill has been successful in implementing a challenging set of policies within the Saskatoon Police Service. The Institute of Public Administration of Canada credited Weighill with transforming the Saskatoon Police Service "from a demoralized organization to one with high morale, despite the inherent stresses of police work" (IPAC, 2016). He has also received the Lieutenant Governor's Gold Medal for Excellence in Public Administration for his work as Police Chief. In our discussion, I try to unpack why he was a successful practitioner in policy implementation. Of particular interest, we discuss the issues faced with the Neil Stonechild inquiry in Saskatoon and the response of implementing a series of dramatic policy reforms within the Saskatoon Police Service. We also discuss the implementation strategy of Bill C224, the Good Samaritan Drug Overdose Act. While watching the video recall Figure 7.1 on a practitioner-based policy cycle by Camillo. How does this connect with the implementation strategies used by Chief Weighill to overhaul the Saskatoon Police Service? Why is it important to work directly with practitioners as a policy analyst?

7-7 implementation case study_comp

Chief Clive Weighill
City of Saskatoon Police Service

▶ ↺ 🔊 00:19 / 18:18 ⬇ ↗ 1x ⛶

JSGS 805 Module 8 - Policy Case Analysis III: Carbon Tax

START MODULE   DETAILS ⌄

The purpose of this course is to provide an economic framework for the analysis of public policy. The course uses microeconomic concepts to examine when and how the government should intervene in the economy. Using the starting point of policy as intervention, the course examines the circumstances under which government involvement is most likely to be desirable. The course then moves to

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JSGS 805 Module 3 - Policy Case Analysis I: Trans Mountain Pipeline

20% COMPLETE

Overview

▼ LEARNING MATERIAL

Introduction ✓

Economic Analysis

Challenging your Perceptions of the Trans Mountain Pipeli...

Conclusion

Introduction

For this module, we will review in detail one policy case example: the Trans Mountain Pipeline. The economic knowledge you have grasped from previous modules – demand, supply, and elasticity – will be applied to analyze the rationale and welfare consequences of the policy program (i.e., impacts of a policy or project on the well-being of different stakeholders in an economy).

The Trans Mountain Pipeline was selected because it exposes key challenges to public policy in Canada. The project has drawn concerns from economists, politicians, Indigenous communities, industry and environmentalists. It was also selected for practical reasons because there exists a plethora of public information available about the program.

Figure 3-2: Source: https://commons.wikimedia.org/wiki/File:Alaska_Oil_Pipeline_141.jpg Permission: CC BY-SA 4.0 Courtesy of Gillfoto.

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JSGS 807 - Module 2: Basic Statistical Measures (part 1)

10% COMPLETE

- Overview ○

▾ LEARNING MATERIALS

- Mean, Median and Mode ○
- Variance ○
- Distributions ○
- Box and Whisker Plots ○
- Aggregate Measures, Dimensions, Attributes, and Measures ○

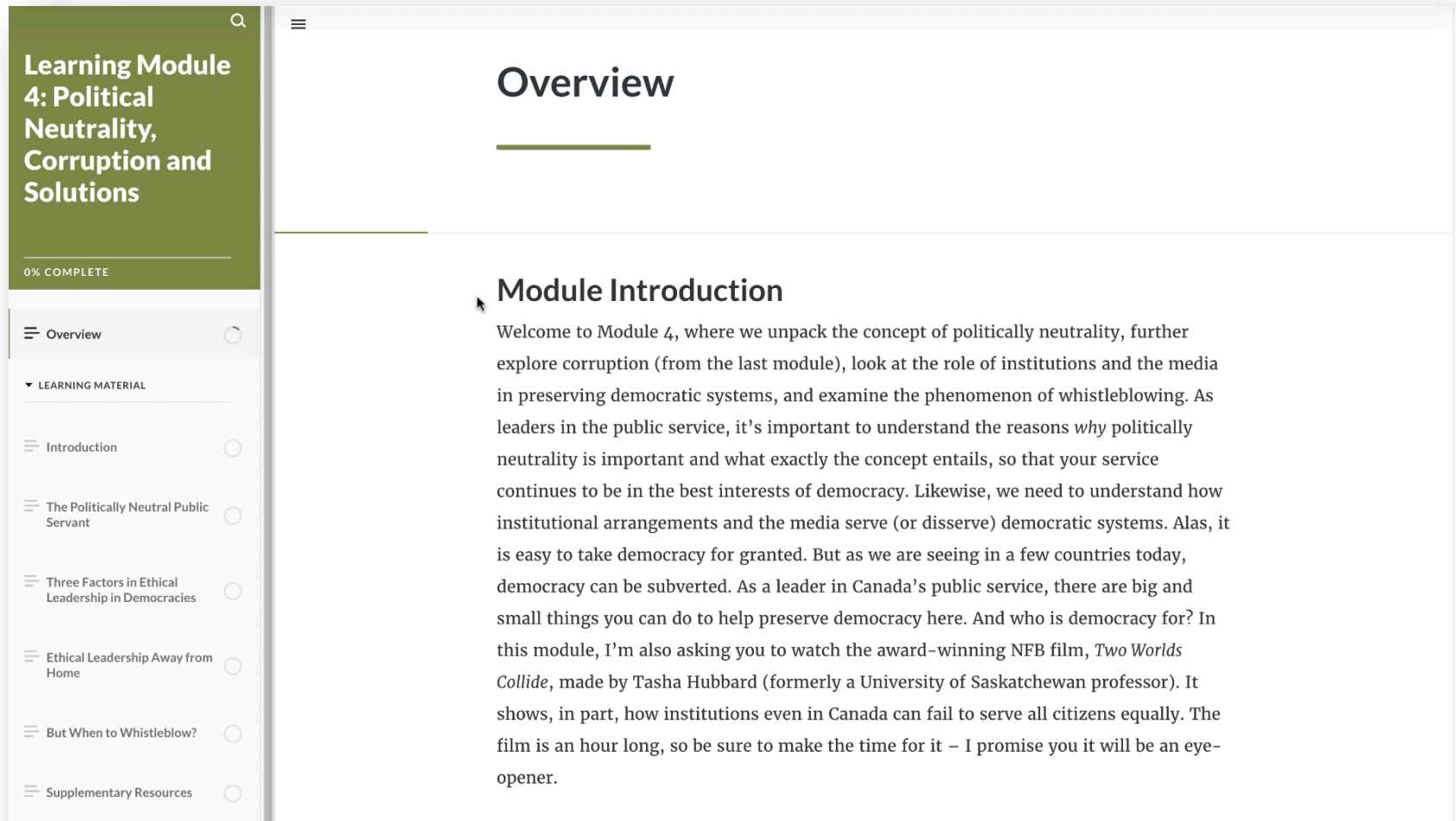▾ CASE STUDY IN FOCUS

- Vehicle Dwellers in Canmore ✓

▾ TASKS

- Key Terms Review ○

Vehicle Dwellers in Canmore

Choosing the right statistic to tell the story

Different statistics will tell different stories. Often the mean and the median of a particular variable are not the same. Presenting one instead of the other changes the message you're conveying. It is up to you to decide whether the mean or the median more accurately describes your data.

Although in your case study the researcher is anonymous, the actual research for the Town of Canmore (ToC) was done by Travis Reynolds (who is also a frequent instructor of this course). In his report to Council, Reynolds often presented only the median for a number of variables. This is because outliers often skewed the data, upwardly biasing the means.

For instance, the median duration of time spent in Canmore for vehicle dwellers working in town was 156 days. The mean was drastically higher, and so was not given. The reason the mean was so high, was because a few people had been in town for several years. By presenting the median, instead of the mean, Reynolds gave Council information that better reflected what was going on — that vehicle dwellers who worked in Canmore stayed for five months. This makes sense given the town's busy season runs for the entire summer, and is associated with an increased demand for seasonal workers.

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Learning Module 4: Political Neutrality, Corruption and Solutions

0% COMPLETE

≡ Overview

▾ LEARNING MATERIAL

≡ Introduction

≡ The Politically Neutral Public Servant

≡ Three Factors in Ethical Leadership in Democracies

≡ Ethical Leadership Away from Home

≡ But When to Whistleblow?

≡ Supplementary Resources

Overview

Module Introduction

Welcome to Module 4, where we unpack the concept of politically neutrality, further explore corruption (from the last module), look at the role of institutions and the media in preserving democratic systems, and examine the phenomenon of whistleblowing. As leaders in the public service, it's important to understand the reasons *why* politically neutrality is important and what exactly the concept entails, so that your service continues to be in the best interests of democracy. Likewise, we need to understand how institutional arrangements and the media serve (or disserve) democratic systems. Alas, it is easy to take democracy for granted. But as we are seeing in a few countries today, democracy can be subverted. As a leader in Canada's public service, there are big and small things you can do to help preserve democracy here. And who is democracy for? In this module, I'm also asking you to watch the award-winning NFB film, *Two Worlds Collide*, made by Tasha Hubbard (formerly a University of Saskatchewan professor). It shows, in part, how institutions even in Canada can fail to serve all citizens equally. The film is an hour long, so be sure to make the time for it – I promise you it will be an eye-opener.

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Learning Module 9: Managing and Leading Ethical Behaviour

9% COMPLETE

Overview

▼ LEARNING MATERIAL

Introduction

How do you learn to be an effective and ethical leader?

Ethical Leadership and Collaborative Leadership

Indigenous Leadership

What does collaborative leadership achieve?

Supplementary Resources

Glossary

References

▼ CASE STUDY IN FOCUS

Indigenous Self-Government ✓

Indigenous Self-Government

Watch the 2013 video "Setting Our Course: Yukon First Nations Self-Government". Keep M. Julien et al.'s list of seven ingredients of Indigenous leadership in front of you as you watch. Do you recognize components of the Shared Power Principle in this self-government approach? What elements of traditional Indigenous leadership, as described by M. Julien et al., do you recognize in this video – in the words of those interviewed, in the imagery, and in the sounds?

Setting Our Course: Yukon First Nations Self-Government   Watch later   Share

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JSGS 898 Indigenous Nation Building in Canada

43% COMPLETE

≡ **LESSON 1 | INDIGENOUS NATION BUILDING IN CANADA : AN INTR...** ✓

≡ **LESSON 2 | BUILDING SOVEREIGNTY** ✓

≡ **LESSON 3 | BUILDING INSTITUTIONS** ✓

≡ **LESSON 4 | BUILDING AN ECONOMY** ○

▼ **COURSE RESOURCES**

≡ Discussion Thread ○

≡ Participation Journal ○

≡ Case Study ○

LESSON 1 | INDIGENOUS NATION BUILDING IN CANADA : AN INTRODUCTION

Welcome !

The main goal of the course is to develop a case study. With this in mind, the readings below are designed to give you an overview of the "nation building approach", as well as some of the discussion pertaining to its applicability in Canada. After familiarizing yourself with the general idea of the approach, it is recommended you work through the rest of the lessons.

The "Nation Building" Approach

The Harvard Project on American Indian Economic Development was founded in 1987 by Professors Stephen Cornell and Joseph. P. Kalt. Based at Harvard's Kennedy School of Government, the Project operates in association with the Native Nations Institute at the University of Arizona's Udall Center. The Harvard Project's stated aim is to understand and foster the conditions under which sustained, self-determined, social and economic development is achieved among American Indian nations. Please watch this video for a very brief overview.

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Module 1 - What is a Co-operative?

6%

- Wetting Your Appetite: Radishes and Food Delivery

▼ OVERVIEW

- Learning Objectives
- Module instructions
- Required Readings
- Key Terms and Concepts
- Introduction

▼ LEARNING MATERIALS

- Investor-Owned Firms
- What is a Co-operative?

▼ STATEMENT ON CO-OPERATIVE IDENTITY

- The Statement

Recently, KPMG has been at the centre of a number of scandals. Among these were its audit of Seimens in Germany, its audit of Carillion in the UK, an SEC-imposed fine of USD 50 million for fixing audits in the US based on leaked information, and an offshore tax shelter for Canadian KPMG clients.

You can learn more about KPMG international and view a diagram of their governance structure here.

Questions to consider:

1. Legally, KMPG International is registered as a co-operative. However, some of its alleged business practices clash with co-operative principles such as concern for community and values such as honesty and social responsibility. Would you consider KPMG International Co-operative to be a co-op? Why or why not?

2. What should the criteria be for determining whether an organization is a co-operative or not?

3. Should and do co-operatives have different responsibilities to their communities that IOFs?

4. Who gets to decide what is and what isn't a co-operative? Does it really matter? If so, why?

5. As a policymaker, how would you answer the previous (four) questions? Does the policy making perspective make a difference? If so, why and how?

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What are some recommendations for remote classes?

Recommendations for newbies

01 Don't reinvent the wheel	**02** Keep it simple	**03** Don't get hung up on fancy tools	**04** Have fun!

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QUESTIONS

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