SFU OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

MEMORANDUM

ATTENTION	Senate	**DATE**	November 18, 2021
FROM	Wade Parkhouse, Associate Vice-President, Academic and Vice-Provost and Chair, SCUP	**PAGES**	1 of 1
RE:	Full Program Proposal for a Minor in Public Policy (SCUP 21-38)		

At its November 17th, 2021 meeting, SCUP reviewed and approved the Full Program Proposal for a Minor in Public Policy in the School of Public Policy within the Faculty of Arts and Social Sciences.

Motion:
That Senate approve and recommend to the Board of Governors the Full Program Proposal for a Minor in Public Policy in the School of Public Policy within the Faculty of Arts and Social Sciences, effective Fall 2022 or later.

C: A. Hira, N. Olewiler

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MEMORANDUM ───────────────────────────────────────

ATTENTION	Senate Committee on University Priorities	**DATE**	November 4, 2021
FROM	Wade Parkhouse, Chair	**PAGES**	1/1
	Senate Committee on Undergraduate Studies		
RE:	Faculty of Arts and Social Sciences (SCUS 21-74)		

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of November 4, 2021, gives rise to the following recommendation:

Motion

That SCUP approves and recommends to Senate the Full Program Proposal for the Minor in Public Policy (PPM) in the School of Public Policy within the Faculty of Arts and Social Sciences.

The relevant documentation for review by SCUP is attached.

![SFU logo — SIMON FRASER UNIVERSITY ENGAGING THE WORLD]

Minor in Public Policy (PPM)

Full Program Proposal

4 October 2021

School of Public Policy

1   Executive Summary

a) An overview of the institution's history, mission, and academic goals:

As Canada's engaged university, Simon Fraser University (SFU) is defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement. SFU was founded in 1965 with a mission to bring an interdisciplinary approach to learning, embrace bold initiatives, and engage with communities near and far. Today SFU is consistently ranked amongst Canada's top comprehensive universities and is one of the world's leading teaching and research institutions.

The Minor in Public Policy (PPM) brings together a wide-ranging set of courses across the Faculty of Arts and Social Sciences (FASS) related to public policy and places them into a coherent package around a core set of courses. All students in the PPM will take 3 core courses that teach the interdisciplinary concepts and applied and transferable skills that are core to policy analysis and provide a foundation for potential careers. Students will learn to think critically, collaborate on teams, and write and speak clearly and concisely. In addition to this core curriculum, the PPM offers a wide-ranging set of electives that are easy to access and already exist across numerous departments in FASS. The PPM features two tracks that emphasize SFU's unique competencies. The first track will highlight technology and innovation policy, resonating with SFU's long-standing research theme of innovation. The second track focuses on applied public policy analysis applied to a wide range of societal issues and incorporates an engagement component central to SFU's strategy. Both tracks culminate with a capstone course that creates experiential group projects with input from a wide-ranging advisory board of public, private, and non-profit organisations.

b) Credential to be awarded:

Minor in Public Policy

c) Location of program:

Burnaby and Vancouver campuses: the first to link to the array of FASS departments contributing electives to the program; the second to link to the home campus of the School of Public Policy.

d) Faculty offering the proposed new program:

Non-departmentalized interdisciplinary Minor offered in the FASS, and administratively housed in the School of Public Policy.

e) Anticipated program start date:

Fall 2022

f) Anticipated completion time:

Three terms or 1.5 years.

g) Summary of the proposed program

- **Aims, goals, and objectives:**

Creates an interdisciplinary undergraduate minor in public policy. Offers students in any discipline exposure to applied public policy skills and practical analysis. Builds a lens of interdisciplinary learning in a range of approaches to public policy by creating a coherent Minor with two clearly defined concentrations: Technology and Innovation in Public Policy and Applied Public Policy. The minor incorporates a capstone project (PLCY 400 or POL 457) that engages with an advisory board (including faculty, community members, and employers) to develop project topics that offer experiential learning examining current policy problems and challenges. The PPM creates a desired credential that is interdisciplinary, analytical and applied that prepares students for policy positions in the public, private, and not-for-profit sectors. Builds a core of three required undergraduate courses taught in Public Policy as a framework for a wide range of existing electives in public policy courses across ten FASS departments (POL, ECON, PHIL, GSWS, SA, CRIM, INDG, LBST, GERO, HIST) and offers a ladder to various graduate programs, including SFU's Master's in Public Policy.

- **Contribution to the mandate and strategic plan of the institution:**

The proposed public policy minor fits well within the five themes of the SFU 2019-24 strategic plan (p.2) and the FASS 2018-23 strategic plan (pp.6-14).

- It contributes to student life, learning and success, by offering a new set of experiential learning experiences and a new credential that offers students a ladder to public policy employment in the public, private, and not-for-profit sectors.

- It offers improvement in academic curriculum through the creation of a coherent public policy curriculum at the undergraduate level for the first time and creates a new set of core course offerings in applied public policy analysis.
- The minor will engage faculty and students with community partners through the capstone courses and the advisory board by developing projects and applied research with real life implications.
- Interdisciplinarity is built into the structure of the minor, which traverses 10 FASS departments as well as business, computer science, and interactive arts and technology. As future directors consult with other faculties and add other relevant courses, the breadth of interdisciplinary course offerings will continue to develop.
- The PPM is part of the strategic sustainability plan in the School of Public Policy, which will include undergraduate level teaching. The incoming new director will be part of the planning process for the PPM.

- **Linkages between program outcomes and curriculum design:**
  The program goals are to create a coherent set of interdisciplinary courses around applied public policy analysis and technology and innovation policy. The minor can be paired with a major or minor from a range of departments, allowing students to acquire an additional credential and to learn about public policy from diverse and interdisciplinary perspectives. Application is taught through course content emphasizing core concepts and skills and emphasis on applying them to real life policy situations. The curriculum is specifically designed to ensure that electives are chosen from a range of disciplinary perspectives, thus widening the perspective of students. The 4th year capstone course is centred on a project that addresses a current public policy issue and is developed in conjunction with an advisory board of prospective employers from the public, private, and non-profit sectors. A co-op will be strongly encouraged, but not required.

- **Potential areas/sectors of employment for graduates or opportunities for further study:**
  The PPM provides skills that are applicable and valued by the public, private, and not-for-profit sectors. Graduates will be exposed to transferable skills in problem solving that include defining policy problems and assessing gaps in current policies, developing research designs and frameworks, interpreting data, relating theory to practice, applying research findings to polices,

evaluating proposed policy solutions, project management, and writing for busy decision makers.

The PPM can also serve as a gateway for graduate programs in Public Policy, Political Science, and other disciplines (depending on the student's major), including those at SFU.

- **Delivery methods:**

  Delivered primarily in person as lecture for LD (lower division) courses and seminar for UD (upper division) courses (assuming covid restrictions continue to be lifted).

- **Program strengths:**

  The program realizes SFU's long-stated principles of supporting inter- and multi-disciplinary teaching and learning. It creates a core undergraduate curriculum in public policy that can act as a gateway for students from around the university interested in public policy. It offers a more coherent and rational curriculum pathway of already existing courses as electives for those interested in applied public policy. The tech and innovation policy track adds a unique approach not found elsewhere, preparing students who would like to use the latest internet tools in policy practice, such as designing web pages for the public sector to improve citizen participation in decision-making and/or who are interested the diverse and emerging set of policy issues around technology, ranging from digital privacy concerns to cyberhacking to promoting digital or renewable energy economic clusters.

- **Level of support and recognition:**

Participating Departments in the PPM have been consulted and support the minor. These include: the School of Public Policy, Economics, Political Science, Criminology, Sociology, Philosophy, Labour Studies, Beedie School of Business, and the School for Interactive Arts and Technology.

The NOI for the PPM was approved by the FASS UCC and the SCUP in Feb and April 2021, respectively.

- **Related programs:**

There are no other existing undergraduate public policy minors at SFU. It is important to point out that almost all formal public policy programs presently

exist at the graduate level; there are very few undergraduate programs. The existing public policy minors at other universities in Canada include:

- Mount Allison University, focusing on Canadian Public Policy (also a major), https://www.mta.ca/programs/cpp/

- Wilfrid Laurier University, Public Policy minor, https://academic-calendar.wlUniversityca/program.php?cal=1&d=1555&p=3537&s=763&y=69

- University of Toronto, Scarborough, major in Public Policy, https://utsc.calendar.utoronto.ca/major-program-public-policy-arts

- Ryerson, University, Minor in Public Administration, https://www.ryerson.ca/calendar/2020-2021/minors/public_admin_minor/

- University of Ottawa, Minor in Public Administration, https://www.uottawa.ca/academic/info/regist/1415/calendars/programs/930.html

- University of Victoria, Minor in Public Administration, https://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/

We are not aware of any other programs related in any way to public policy in BC besides the Public Administration Minor at the University of Victoria. That program has some overlap with the proposed PPM but it is focused on public administration/public sector management rather than public policy analysis. The programs noted above all have 1-2 core courses and then a list of electives of varying lengths.

In regard to technology and innovation, there are a number of programs, mostly at the graduate level around the world related to the subject. The most well-known are the University of Sussex in the UK's SPRU unit, Arizona State University's multidisciplinary program, and Georgia Tech University's technology and society offerings. In Canada, there are a few technology and innovation programs at the undergraduate level, but none are connected to a program in public policy.

- Wilfred Laurier offers a minor in the history and philosophy of science, https://www.wlUniversityca/future-students/undergraduate/programs/options-and-minors.html?ref=future-students%2Facademic-programs%2Foptions-and-minors.html
- St. Paul University in Ottawa offers a full-fledged programme in social innovation, including a certificate, a Bachelor of Arts with honours, a graduate diploma, and a Master's in Social Innovation (https://ustpaul.ca/social-innovation.php)
- There are several other less developed programmes worth mentioning. Mount Royal University offers a social innovation extension certificate (https://www.mtroyal.ca/ProgramsCourses/ContinuingEducation/SocialEnvironmentalProsperity/SocialInnovation/index.htm#program-details).

- The University of Ottawa offers an entrepreneurship, creativity and social innovation option (https://catalogue.uottawa.ca/en/undergrad/option-entrepreneurship-creativity-social-innovation/#programrequirementstext). The programme appears to operate within the Faculty of Arts. It requires 4 courses: the entrepreneurial society, introduction to community engagement, new venture creation, and creativity and innovation and then offers 3 optional courses, incl. an entrepreneurship and social innovation lab.
- Royal Roads offers a graduate certificate in corporate social innovation as part of its professional and continuing studies unit (http://www.royalroads.ca/prospective-students/graduate-certificate-corporate-social-innovation).
- York University has a Dept. of Science & Technology Studies (http://sts.info.yorkUniversityca/) which falls into the critical STS approach towards the role of science in society.
- The University of Victoria offers a minor in technology and society (https://www.uvic.ca/interdisciplinary/technology/program/index.php). It appears to be an updated STS (science, technology and society) approach, with 2 required courses: networking, new media, and social practices, and technologies of the future. The rest are electives from across the social sciences and humanities.

From our review, we cannot find any existing programs in Canada or elsewhere that offer a technology and innovation track as part of a public policy minor, with an emphasis on applied public policy.

h) Contact information:

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Dr. Nancy Olewiler, School of Public Policy, olewiler@sfu.ca

2   Credential Recognition and Nomenclature

2.1   Post-secondary recognition

Public Policy is a well-recognized field, and, as noted above, while it is primarily taught at the graduate level, there are instances of it being offered both as a major and a minor through North American and Europe. This program feeds directly into our MPP (Master's in Public Policy) or graduate programs in Political Science, and other disciplines (depending on the student's major) as well as prepare graduates for jobs in the public sector.

Extensive external consultation was undertaken as well. The NOI was sent to several other Canadian universities who offer public policy programmes. All who were approached wrote a letter of support, including Ryerson University, University of Toronto at Scarborough, Wilfred Laurier University, and the University of Victoria (support letters are found in the appendices). The University of Victoria offers a minor and Bachelor's in Public Administration. The program there is set up around a few core courses and electives, like the PPM proposed here. However, our core courses are distinct in offering more of a practical, problem-solving and experiential learning format. Unlike University of Victoria, SFU's program will offer a capstone course guided by these principles. Perhaps the greatest distinction, one not found elsewhere to our knowledge, is the option of a technology/innovation policy track.

Please see attached letters of support from other Canadian universities.

2.2   Industry/employer recognition

Extensive external consultation also occurred with other local public and private organisations. Hira spent the summer of 2019 interviewing over 20 employers and recruiters across sectors to better understand whether they see and how they define the skills gap; how they deal with it; and what kinds of academic programs would help them to hire more or more easily hire liberal arts students. The employers across the board, including in the public and non-profit sectors, relate the skills gap for SSH (social sciences and humanities) graduates to a lack of technical skills that can be trained. While they appreciate the skills taught by liberal arts, including critical reading, writing, analytical/creative and communications skills, they have to retrain their new employees for skills sets needed to succeed on the job. The PPM will help to bridge that gap.

In fact, employers from the public sector, general recruitment agencies and the Vancouver technology industry associations see the proposed program as extremely valuable and thus several offered to serve on an advisory board to it. As well-trained students learn the skills and complete relevant experiential learning from guidance by the advisory board, their success rate for professional employment will increase. The employer advisory board will furthermore be involved in guiding students through the capstone course, including helping to set up challenges for the group projects; offering feedback and data to students; and serving as informal judges in a group project demonstration event. The advisory board will offer a touchstone to students and the program on career opportunities. As we are responding to employer needs, they will be more likely to hire our students. This will then create a demonstration effect, attracting

more students who can then shape the program. As such, it is important to create a cohort experience as part of the program.

Letters of support were received from the B.C. Government and the Vancouver Economic Commission and are attached in the appendices.

3 Curriculum/Program Content

3.1 Program structure

The PPM requires the completion of 30 units and is split into two tracks, an applied public policy track and a technology and innovation track. Students must complete the core courses as well as the electives.

Students choose from a list of electives related to each track. The elective structure is designed to ensure that students do not take any more than 1 elective from a particular discipline in order to ensure a breadth of knowledge. They are also advised to take only 1 Lower Division course among their electives. Electives have been selected for relevancy and minimal (generally only 1 course or less) prerequisites to ensure access to public policy minor students.

Students are evaluated through their course work and the capstone project.

3.2 Core courses

The two tracks share the same required core courses: Introduction to Public Policy (POL 253/PLCY 200); Principles of Microeconomics (ECON 103); Applied Public Policy Analysis (PLCY 300); and Public Policy Capstone Seminar (PLCY 400). The tech and innovation track additionally requires courses to help with basic tech literacy, giving students a choice of CMPT 120, IAT 100, IAT 102, or IAT 103W. The tech track also offers an alternative project capstone course via the course Technology and Innovation Policy (POL 457W). Students can take either capstone course to fulfil the requirements.

3.3 Existing and new courses

NB: New courses marked by *

Mandatory (Core) Courses (both tracks, 7 LD; 8 UD units)

- Econ 103-4: Principles of Microeconomics

- POL253-3/PLCY 200-3*: Introduction to Public Policy

OR POL 253F (French course version, taught as part of the French Cohort Program)

- PLCY 300-4*: Applied Public Policy Analysis

  and

- PLCY 400-4*: Public Policy Capstone Seminar (requires PLCY 300-4)

  OR POL 457W-4 Technology and Innovation Policy

Additional Mandatory Course (Tech/Innovation Concentration only; + 3 LD units)

- CMPT 102-3: Introduction to Scientific Computer Programming

  OR CMPT 120-3: Introduction to Computing Science and Programming I

  OR IAT 100-3: Digital Image Design

  OR IAT 102-3: Graphic Design

  OR IAT 103W-3: Design Communication and Collaboration

Electives for Applied Public Policy Concentration (Students are taking 7 LD and 8 UD mandatory units; in addition, they have to take at least 7 additional UD units for total of 30 units)

Lower Division

- Crim 135-3: Introduction to Canadian Law and Legal Institutions

- Econ 102-3: World Economy

  OR Econ 104-3: Economics and Government

  OR Econ 105-4: Principles of Macroeconomics

  OR Econ 260-3 Environmental Economics

  OR Econ 280-3: Introduction to Labour Economics

  OR Econ 290-3 Canadian Microeconomic Policy

- GSWS 204-3: Sex and the City

- Phil 120-3W: Moral and Legal Problems

OR Phil 121-3: Global Justice

- Pol 221-3: Introduction to Canadian Government

- SA 150: Introduction to Sociology
  Upper Division (Students in both tracks already take 8 UD mandatory units and will have to choose at least an additional 7 UD units from the following courses.)

- Crim 335-3: Human Rights and Civil Liberties

  OR Crim 338-3: Philosophy of Law

  OR Crim 332-3: Sociology of Law

  OR Crim 464-3: Street gang patterns and policies

- Gero 450-4: Evaluation of Health Programs for Older Adults

- GSWS 350-4: Public Policy for Women

  OR GSWS 315-4: Critical Disability Studies

  OR GSWS 312-4: Immigrants, Women, and Transnational Migration OR

  GSWS 305-4: Gendering Economy: Paid and Unpaid Labour

  OR GSWS 433-4: Gender, Violence, and Resistance

- INDIG 419-3: Aboriginal/Indigenous Justice

  OR INDG 401-3: Aboriginal Peoples and Public Policy

- LBST 309: Labour and Collective Bargaining

  OR LBST 310-3: The Politics of Labour

  OR LBST 313-3: Introduction to Canadian Law

  OR LBST 311-3: Labour and the Environment

- Phil 320-3: Social and Political Philosophy

  OR Phil 329-3: Law and Justice

  OR Phil 326-3: Topics in Law and Philosophy

- Pol 321-4: The Canadian Federal System

OR Pol 324-4: The Canadian Constitution

OR Pol 351: Immigration, Integration, and Public Policy in Canada

OR Pol 454-4: Urban Public Policy Making

OR Pol 451W: Public Policy Analysis

- SA 325-4: Political Sociology

OR SA 331-4: Politics of the Family

OR SA 340-4: Social Issues and Social Policy Analysis

OR SA 345-4 Race, Immigration, and the Canadian State

Electives for Tech/Innovation Policy Concentration (10 LD mandatory units; plus 8 UD mandatory units; students in this concentration have to take at least 7 additional UD units to complete a total of 30 units.)

Lower Division

- Bus 238-3: Intro. to Entrepreneurship and Innovation

- Hist 111-3: Histories of Technology

- Phil 110-3: Introduction to Logic and Reasoning

  OR Phil 144-3: Introduction to Philosophy of Science

- Pol 150-3: Science, Policy, and Innovation

Upper Division

- Crim 380-3: Introduction to Cybercrime

  OR Crim 480-3: Computer Forensics and Cyber Crime

  OR Crim 481-3: Advanced Issues in Cybercrime

- Gero 412-3: Special Topics in Gerontology III (Aging and Innovation)

- LBST 308-3: The Labour Process: Technological Change and the Future of Work

  OR LBST 311-3: Labour and the Environment

- Phil 310-3: Logic, Proofs and Set Theory

OR Phil/Cogs 315-3: Formal Methods

- Pol 452W-3: Energy Policy

- SA 315-4: New Information Technology and Society

OR SA 371-4: The Environment and Society

3.4   Curriculum and program goals

In keeping with the orientation of the graduate program of the SFU School of Public Policy, the PPM is focused on offering a core set of courses that introduce students from around the university to basic concepts, theories, and methods for public policy analysis. Recognizing that students will be receiving methodological training elsewhere as part of their major, the introductory course POL253/PLCY 200 will identify basic principles for public policy, deepen students' understanding of what public policy is, why it is important, and how public policy is made. It will also introduce students to competing perspectives for explaining the relationship between power, knowledge, advocacy and policy making. PLCY 300 covers applied techniques of policy analysis and examines a series of current public policy issues, focusing on practical aspects of policy analysis while building on core social science theoretical foundations in economics, political science, and research methods. PLCY 400 is a research and writing-intensive, project-based seminar course where students work in groups to examine a public policy issue that has been identified by a policy practitioner– a government agency, municipality, crown corporation or other entity undertaking policy analysis and making policy decisions.

The PPM concentrates on ensuring that students who wish to enter the public service, private or non-profit sectors as policy analysts have a strong familiarity with the Canadian policy context. The lower division courses offer an introduction to core concepts, framework and methods from the field of public policy, with an emphasis on applied exercises. The capstone course brings together the lessons in a series of exercises around a project, working with an advisory board to simulate real life policy issues. Students will work together as groups towards developing proposed policy solutions for specific issues, and will develop skills in project management, research, writing, qualitative and quantitative analysis. In all PLCY core courses, students will undertake the fundamental skills and methods of policy analysis, defining the policy problem/gaps in current policies, writing a policy brief and other forms of communication used in the public sector, conducting a stakeholder and jurisdictional analysis, using primary and/or secondary data to test contending policy claims. Those who take the innovation and tech policy track will develop additional skills and knowledge related to IT design and policy issues that are of growing interest for employers, such as understanding how to communicate policies through web/information portal design; and analysing and understanding digital privacy.

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3.5   Work experience/field/practicum placement

There is no mandatory work requirement, however, students are encouraged to complete at least one term of work coop placement. The capstone course simulates a real life problem solving experience in a collaborative group setting, and offers an opportunity to prepare for future work placement. The capstone course includes a component that familiarizes students with project management skills.

By offering an extended core set of courses and partnering with the School of Public Policy to include undergraduate students in its speaker's series and jobs and skills seminars, the PPM seeks to create a basic cohort effect, so that students will come into the capstone with some familiarity with their peers. The PPM has made contact and will work with SFU Career Services and SFU Alumni services to enhance these events. Further enhancement comes from working with an advisory board with representatives of the public, private, and non-profit sector as well as prominent SFU and future PPM alumni to enhance learning and future employment opportunities.

4   Program Resources

4.1   Target audience and enrolment plan

We anticipate a cohort of 20 students initially, coming from the base of the large FASS majors participating in the minor (such as Political Science, Economics, Criminology, and numerous other departments). We expect the number to rise over time as knowledge about the minor spreads, along with positive employment outcomes by alumni. We anticipate the minor to rise to 40-50 within 5 years after the launch of the program. More broadly, the new 200 and 300 level PLCY courses should be attractive to a large number of students across the university interested in public policy, including those who are not part of the minor. The lower division course does not have specific course pre-requisites and will therefore be open to a diverse group of students.

4.2   Resources

All the listed electives are courses are already regularly taught by regular faculty. The School of Public Policy will offer 3 new courses (PLCY 200, the counterpart of POL 253; PLCY 300, and PLCY 400) that are tied to existing faculty and expected replacements. The 200 and 300-level courses require teaching assistants if enrollments warrant.

The PPM requires a one course release for the Director per year and additional part-time resources for student advising and administration, to be administratively housed in the School of Public Policy. A Director is needed because of the complexity of the curriculum, with two tracks, cohort events, and experiential learning built into the

student experience. The program also coordinates across a number of departments, with Career Services, and an external advisory board.

In addition, the program requires modest operating expenses for cohort and advisory board events, as well as advertising. The operating budget for the program (outside of the course release) is initially estimated at $10,000/year.

5   Program Review and Academic/Administrative Oversight

The program will be assessed every 7 years in normal external academic review cycle, but mid-term assessment will include the advisory committee of the FASS Employer Council, and qualitative review of student facility in competencies achieved and alumni information as it accrues. The program assessment should be aligned with external reviews of the School of Public Policy.

5.1   Governance Structure

The PPM is a non-departmentalized program that is administratively housed in the School of Public Policy.

The program will be governed by a Director and a Steering Committee (SC) and advised by a standing Advisory Committee (AC).

A steering committee will be formed with representatives from the major contributing FASS Departments/School: Economics, Political Science, Philosophy, Criminology, and the School of Public Policy. The Director of the School of Public Policy will additionally hold a voting position on the Steering Committee. The Director of the Minor program will chair the committee. Other participating Departments and Programs can request membership on the committee.

Directorship and Steering Committee: Membership

The PPM has a Director, Steering Committee (SC), and Advisory Committee.

The Steering Committee normally consists of 7 voting members—5 faculty representatives drawn from the School of Public Policy and the departments of Criminology, Economics, Philosophy, and Political Science (or alternates drawn from the list of participating departments); the Director, School of Public Policy; and the Director, PPM. Committee members will normally be Undergraduate Chairs from participating departments and will serve a three-year term. The Steering Committee elects the Director, subject to majority support via a ratification vote organized by the Dean's Office. The Director serves a three-year term and must be a continuing Simon Fraser University faculty member. The director may apply for renewal (one additional term). The Director

will usually come from one of the participating FASS departments and is ineligible to participate in the ratification vote.

Directorship and Steering Committee: Roles and Responsibilities

The PPM Program will be governed by its own Steering Committee, comprised solely of SFU faculty, and will take advice from its Advisory Committee, comprised of mainly of members of community and industry organizations. The Director of the PPM will participate in SPP faculty meetings as a non-voting member when issues related to the PPM are on the agenda and the Director of SPP will participate as a member of the Steering Committee.

The Steering Committee and Director consults and collaborates with the Director, School of Public Policy and faculty in the School of Public Policy, but as a non-departmentalized program has autonomy in matters pertaining to requests for PPM-related instructional positions, secondments, and future teaching appointments explicitly affiliated or housed within the PPM, whether part- or full time.

The Director is responsible for the everyday running of the minor, including course scheduling, program curriculum review, representation on the FASS Curriculum Committee, budget, and other administrative responsibilities. The director sits on the monthly DAC in the Faculty of Arts and Social Sciences. The Director works collaboratively with the Department Manager in the School of PP regarding course scheduling. The School of Public Policy will be the administrative authority for PPM matters.

The Steering Committee is the primary governing body. It selects the Director, approves changes to the program requirements, and approves the budget. Steering Committee members are also expected to assist in the effective administration and promotion of the minor. Responsibilities include representing the program's concerns on their respective undergraduate curriculum committees, ensuring that courses in support of the program are offered regularly and in a way that allows students to complete the program in a timely way, periodically reviewing the program to ensure that it continues to realize its objectives, and bringing together faculty teaching public policy courses. The Steering Committee will meet at least twice per year (once in fall and spring terms).

Advisory Committee
The Academic Advisory Committee consists of 10-15 representatives drawn from the public, non-profit and private sector who advise the Director on curriculum planning, experiential learning, and planned capstone projects. Committee members will be nominated by the sitting advisory board at a strategic planning meeting and will be affirmed by the advisory committee by a simple majority. Term limits will be 5 years. The Advisory Committee will meet at least twice per year (once in fall and spring terms).

6 Program Consultation

Extensive consultations with contributing departments and programs in FASS began in Summer 2020 and were completed in Fall 2020. The Associate Dean, Undergraduate Programs (Catherine Murray) began the process of consultation by meeting with the Director of the School of Public Policy (Dr Nancy Olewiler) and the presumptive Director of the PPM (Dr Andy Hira) in Summer 2020. Dr Murray subsequently met several times over the summer term with Department and Undergraduate Chairs in Economics, Political Science, Philosophy, and Criminology to develop a framework for the development of core courses and the elective structure. Dr Murray and Dr Hira developed a first draft of the Notice of Intent for review and reflection, and circulated the NOI with the afore mentioned departments, as well as the Dean of FASS, for further comment and feedback.

When Dr Murray's term as Associate Dean concluded, the incoming Associate Dean, Undergraduate Programs (Dr Lara Campbell) began an additional consultation process which included Dr Bettina Cenerelli (Director, Strategic Academic Planning and Student Affairs, FASS) and Dr Hira. All three met with Undergraduate and/or Department Chairs in 10 FASS departments between September-December 2020 to seek feedback and suggestions on the core and elective course framework for an Interdisciplinary Minor. All participating departments examined the content and pre-requisite structure of their policy courses and suggested a range of options to contribute the most relevant courses to the new program.

After substantially rewriting the draft NOI with this additional feedback, the NOI was submitted to the FASS Undergraduate Curriculum Committee in February 2021. All members of the committee received the NOI in advance of the meeting and were provided opportunity to provide verbal and/or written feedback. The motion to approve the NOI in Interdisciplinary Public Policy passed unanimously. The NOI subsequently received unanimous approval at the Senate Committee on Undergraduate Studies on Mar. 4, 2021. The NOI was approved unanimously by SCUP on Apr. 21, 2021.

7 Evidence of Student Interest and Labour Market Demand

Student Interest
We expect student demand for this program to be high amongst undergraduate students in FASS and will build over time with students from other faculties as well as FASS. Currently, public policy courses exist in numerous departments in FASS but have no coordination or connection. A review of existing policy related courses in FASS was undertaken by Dr Murray in Spring 2020. It found 66 public policy themed courses in FASS in the 2019-202 academic year, with a total of 6715 seats.

In Jan. 2021, we conducted a survey of graduate students in the Masters of Public Policy in the School of Public Policy (January 2021). Students were asked several questions about their views on the proposed minor. The response rate was 50% of the current 70 students enrolled in the program. 71% of respondents stated that such a minor would have helped them prepare for graduate school, and 79% stated that a minor would have helped prepare them for a career in public policy. When asked if they believed that there would be current demand for a minor at SFU, 63% answered affirmatively, while 97% suggested that there would be broad student interest in 200/300 level public policy courses.

Fig. 1: Would you have declared a Minor in Public Policy When You Were an Undergraduate? Survey of Current MPP Students
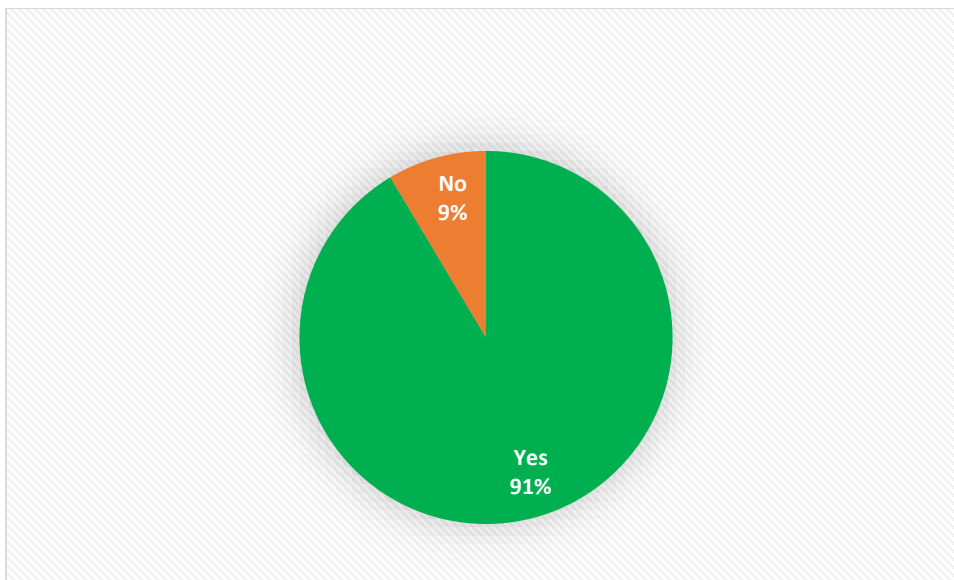
Note: conducted by SFU School of Public Policy of current MPP students, Jan. 2021.

An additional survey of SFU undergraduates was conducted in April 2021. There were 735 responses; 89% of respondents were from FASS. Of these, 144 were criminology majors, 132 psychology, 113 political science, and 67 were from economics. See appendix for a summary of the study, including two pages of affirmative comments.

Fig. 2: Would You Be Interested in a Public Policy Minor? Survey of Current SFU Undergraduates
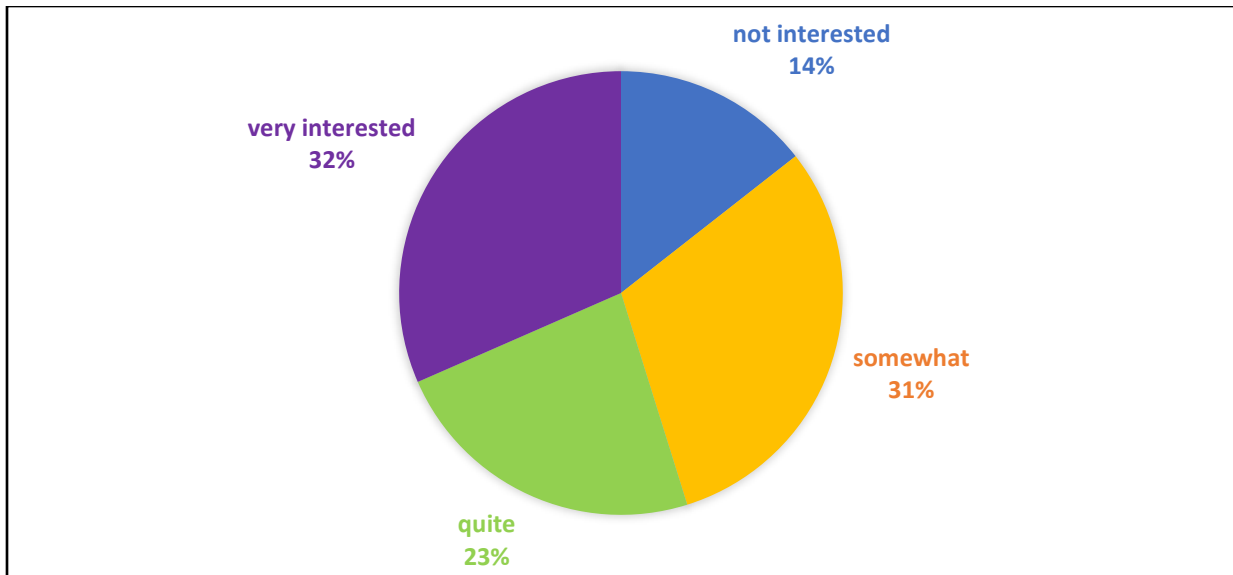
Note: Survey by SFU Communications, April 2021

Labour Market Demand

There is robust evidence for a large number of openings in the public policy sphere, and there is evidence that employment in the public policy sector will increase over the next decade. The Human Resources and Development Canada National Occupational Classification code for government officials is NOC 4168.[1] It lists median wages as $41/hour nationwide. As of 2018, it estimates 17,800 jobs in the sector. With a median employee age of 45 and an expected retirement age of 63, one can anticipate growth in employment. The report suggests that over the next 9 years, there will be an estimated 6,400 openings and over 7,900 job seekers in fields related to public policy. Required skills of job seekers include planning, projecting outcomes, analyzing information, professional communications, and required specialist knowledge including law, government, and jurisprudence.

Further evidence comes from examining the Canadian Occupational Projections database,[2] which allows us to include policy classifications for economists (N4162); social policy (N4164), education (N4166), which together with program officers, N4168, estimates total employment in 2018 to be 175,900 and projects it for 2028 to be 203,100. If we take the more expansive category of occupations in education, law and social, community and government services (ST 4), the total for 2018 is 2,208,700 and rises to 2,461,500 in 2028. Statistics Canada's annual employment table demonstrates similar growth,[3] finding 1,043,559 jobs in public administration in 2015, rising to 1,147,242 jobs in 2019.

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[1] https://www.jobbank.gc.ca/marketreport/summary-occupation/5015/ca, Accessed Dec. 23, 2020.
[2] https://open.canada.ca/data/en/dataset/e80851b8-de68-43bd-a85c-c72e1b3a3890, Accessed Dec. 23, 2020.
[3] https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1410020201, Accessed Dec. 23, 2020.

The proposed PPM responds to labour market needs which require a range of problem-solving skills and horizontal thinking, as technology and labour market needs are so dynamic. The interdisciplinary and applied nature of the Minor responds to these requirements on the basis of a series of interviews conducted by Andy Hira in Spring 2019. These include the increasingly important role of technology, from communications through web design to policy questions around intellectual property and digital privacy. The program is thus designed to maximize students' opportunities for gainful employment, a clear worry for liberal arts students.

8 Appendices

8.1 Calendar entry

A complete proposed Calendar entry must be attached.

Public Policy Minor

The minor in Public Policy is an interdisciplinary program that offers students the opportunity to learn applied public policy skills and practical analysis. The program provides diverse, interdisciplinary, analytical and applied approaches that prepare students for policy positions in the public, private, and not-for-profit sectors. Students will complete a concentration in Technology and Innovation in Public Policy or in Applied Public Policy.

Admission Requirements

Students may apply for admission into the minor once they have completed the core lower division courses for their concentration, and have achieved a CGPA of at least 2.0.

Course Information

For a course to be accepted in the minor, a grade of C- or higher must be obtained.

Area of Concentration

Students choose one of the following areas of concentration and complete all the requirements as specified below, which must include a minimum of 30 units.

Concentration in Technology and Innovation in Public Policy

Students complete the following core courses:

ECON 103 - Principles of Microeconomics (4)

and one of

POL 253 - Introduction to Public Policy (3)
PLCY 200 - Introduction to Public Policy (3)

and one of

CMPT 102 - Introduction to Scientific Computer Programming (3)
CMPT 120 - Introduction to Computer Science and Programming I (3)
IAT 100 - Digital Image Design (3)
IAT 102 - Graphic Design (3)
IAT 103W - Design Communication and Collaboration (3)

and

PLCY 300 - Applied Public Policy Analysis (4)

and one of

PLCY 400 - Public Policy Capstone Seminar (4)
POL 457W - Technology and Innovation Policy (4)

The remaining units are chosen from the following list of courses, and must include at least 8 upper division units.

Students may complete no more than one course in each discipline, unless formal approval has been granted by the Public Policy advisor.

BUS 238 - Introduction to Entrepreneurship and Innovation (3)

COGS 315 - Formal Methods (3)

CRIM 380 - Introduction to Cybercrime (3)

CRIM 480 - Computer Forensics and Cybercrime (3)

CRIM 481 - Advanced Issues in Cybercrime (3)

GERO 412 - Special Topics in Gerontology III (3)

HIST 111 - Histories of Technology (3)

LBST 308 - The Labour Process: Technological Change and the Future of Work (3)

LBST 310 - The Politics of Labour (3)

LBST 311 - Labour and the Environment (3)

PHIL 110 - Introduction to Logic and Reasoning (3)

PHIL 144 - Introduction to Philosophy of Science (3)

PHIL 310 - Logic, Proofs and Set Theory (3)

PHIL 315 – Formal Methods (3)

POL 150 - Science, Policy, and Innovation (3)

POL 452W - Energy Policy (4)

SA 315 - New Information Technology and Society (SA) (4)

SA 371 - The Environment and Society (SA) (4)

Concentration in Applied Public Policy

Students complete the following core courses:

ECON 103 - Principles of Microeconomics (4)

and one of

POL 253 - Introduction to Public Policy (3)
PLCY 200 - Introduction to Public Policy (3)

and
PLCY 300 - Applied Public Policy Analysis (4)

and one of

PLCY 400 - Public Policy Capstone Seminar (4)
POL 457W - Technology and Innovation Policy (4)

The remaining units are chosen from the following list of courses, and must include at least 8 upper division units.

Students may complete no more than one course in each discipline, unless formal approval has been granted by the Public Policy advisor.

CRIM 135 - Introduction to Canadian Law and Legal Institutions: A Criminal Justice Perspective (3)

CRIM 332 - Sociology of Law (3)

CRIM 335 - Human Rights and Civil Liberties (3)

CRIM 338 - Philosophy of Law (3)

CRIM 340 - Criminal Justice Policy Making and Policy Analysis (3)

CRIM 464 - Street Gang Patterns and Policies (3)

ECON 102 - The World Economy (3)

ECON 104 - Economics and Government (3)

ECON 105 - Principles of Macroeconomics (4)

ECON 260 - Environmental Economics (3)

ECON 280 - Introduction to Labour Economics (3)

ECON 290 - Microeconomic Policy (3)

ECON 390 - Public Policy (3)

GERO 450 - Evaluation of Health Programs for Older Adults (4)

GSWS 204 - Sex and the City (3)

GSWS 305 - Gendering Economy: Paid and Unpaid Labour (4)

GSWS 312 - Immigrants, Women, and Transnational Migration (4)

GSWS 315 - Critical Disability Studies (4)

GSWS 350 - Public Policy for Women (4)

GSWS 433 - Gender, Violence, Resistance (4)

INDG 401 - Aboriginal Peoples and Public Policy (3)

INDG 419 - Aboriginal/Indigenous Justice (3)

LBST 309 - Labour and Collective Bargaining (3)

LBST 311 - Labour and the Environment (3)

LBST 313 - Introduction to Canadian Labour Law (3)

PHIL 120W - Moral and Legal Problems (3)

PHIL 121 - Global Justice (3)

PHIL 320 - Social and Political Philosophy (3)

PHIL 326 - Topics in Law and Philosophy (3)

PHIL 329 - Law and Justice (3)

POL 221 - Introduction to Canadian Government (3)

POL 321 - The Canadian Federal System (4)

POL 324 - The Canadian Constitution (4)

POL 350 - Public Policy for Women (4)

POL 351 - Immigration, Integration, and Public Policy in Canada (4)

POL 452W - Energy Policy (4)

POL 454 - Urban Public Policy Making (4)

POL 451W - Public Policy Analysis (4)

SA 150 - Introduction to Sociology (S) (4)

SA 325 - Political Sociology (S) (4)

SA 331 - Politics of the Family (S) (4)

SA 340 - Social Issues and Social Policy Analysis (SA) (4)

Faculty of Arts and Social Sciences Degree Requirements

For all bachelor of arts (BA) programs, students complete 120 units, which includes

- at least 60 units that must be completed at Simon Fraser University

- at least 45 upper division units, of which at least 30 upper division units must be completed at Simon Fraser University

- at least 60 units (including 21 upper division units) in Faculty of Arts and Social Sciences courses

- satisfaction of the writing, quantitative, and breadth requirements

- an overall cumulative grade point average (CGPA) and upper division CGPA of at least 2.0, and minimum CGPA and upper division CGPA of at least 2.0 across all units attempted in each subject that is a major, a joint major, a minor, or an extended minor. FASS Departments may define specific requirements for their respective programs.

For students in other Faculties, please check your Faculty's overall degree requirements:
https://www.sfu.ca/students/calendar/faculties-research.html

Writing, Quantitative and Breadth Requirements

Students admitted to Simon Fraser University beginning in the fall 2006 term must meet writing, quantitative and breadth requirements as part of any degree program they may undertake. See Writing, Quantitative, and Breadth Requirements for university-wide information.

WQB Graduation Requirements

A GRADE OF C- OR BETTER IS REQUIRED TO EARN W, Q OR B CREDIT

Requirement	Units	Notes	
W - Writing	6	Must include at least one upper division course, taken at Simon Fraser University within the student's major subject	
Q - Quantitative	6	Q courses may be lower or upper division	
B - Breadth	18	Designated Breadth	Must be outside the student's major subject, and may be lower or upper division 6 units Social Sciences: B-Soc 6 units Humanities: B-Hum 6 units Sciences: B-Sci
	6	Additional Breadth	6 units outside the student's major subject (may or may not be B-designated courses, and will likely help fulfil individual degree program requirements) Students choosing to complete a joint major, joint honours, double major, two extended minors, an extended minor and a minor, or two minors may satisfy the breadth requirements (designated or not designated) with courses completed in either one or both program areas.

8.2   New Courses

Attach new course approval forms, sample course outlines, and library reviews for each course.

8.3   Market analysis – student interest and labour market demand

Include any data, student surveys, and letters of support from industry, employers, or accrediting bodies, that provide evidence of student and labour demand.

8.4   Consultation comments and letters of support

Attach any written endorsements or comments, from both internal and external sources.

8.5   Resources

Include any supportive memos indicating that sufficient space and other resources (such as confirmation from the Dean's Office, library reports, etc.) are available for the program.

The FASS Dean has agreed to allocate a 0.5 FTE for Undergraduate Advising.

8.6   Financial plan (only if additional resources required)

Outline the initial start-up costs, such as curriculum development and online design, as well as anticipated costs in offering the program (instructional salaries and benefits, administrative overhead, student services, and online support).

There are no new instructional resources required. The FASS Dean has agreed to a $10,000 annual operating budget for steering and board committee and recruitment, including advertising, experiential learning, cohort events and other business arising for the PPM.

8.7   Abbreviated curriculum vitae for faculty

Course Syllabi: Existing Courses (POL 253 and POL 457)

Simon Fraser University
Political Science Departments
INTRO. TO PUBLIC POLICY
(POL 253) REMOTE edition
Updated: June 1, 2020

Fall 2020
Prof. Hira
Tues 10:30-12:20   tel. 778
782-3286
Remote Delivery   e-
mail:ahira@sfUniversityca
Office: AQ6048   website:
www.sfUniversityca/~ahira
Tutorials: tutor
Tutorial times

Objectives

This course is designed to introduce students to the key concepts of public policy, to help them to move beyond the notion that the only political action is voting, and to see the wide variety of ways in which citizens can influence policy. The learning objectives are to:

1. Become familiar with classic theories of public policy that yield insights into examining public policy in a deeper way.
2. Apply the concepts and key actors of public policy learned in step 1 to a variety of situations, such as economic, health, education, and environmental policy, including understanding your own ability to influence the policy process.
3. Understand the basic perspectives of public policy, particularly the policy cycle, and begin to develop your own perspective.
4. Develop skills in academic research, reading, writing, and critical thinking and application of theory.

Required Books

There is no textbook for this course. I am including all reading and other course materials on the course Canvas page under files. These are downloaded through our library resources, and you can find more extended versions through out library website.

Adjustments for Remote Delivery (Fall 2020)

Based on the extraordinary circumstances of the covid virus, this course will be delivered remotely. Here are the adjustments I have made:

Lectures and Discussion on Canvas and via Zoom

-All **lectures** are pre-taped and available **on Canvas**, under modules; click this button on the Canvas course page, on the left side towards the bottom. You can get separate copies of the slides under Files in Canvas. The lectures are designed to give you the basic conceptual background to reinforce the readings, and to tie them to the larger themes of the course. They work in conjunction with you doing the readings, and memorizing and understanding the key concepts from the Study Guide, which you will find on Canvas, under files. You should watch them before the date on the syllabus.

-On the date of the syllabus and during the **designated class meeting time**, we will use **Zoom** for **discussion**. **The link for the Zoom meeting will be posted on the morning of our class, under announcements**. The discussions will be recorded and archived in modules. You should come into the meeting having watched the related lectures. I will review the slides and ask for questions en route. You can send me questions you wish me to address on Canvas via discussions or by e-mail as well. You should use the chat feature to ask any questions during the lecture time. I will address any questions on chat. You can also signal to me in chat if you would like to present a question orally, and I will pause to let you do that**.** I will record participation based on you being active on the chat, either by posing a question or engaging in discussion.

-After going through the lecture slides and addressing any questions, we will use the rest of our time to allow students to give and discuss papers, and to engage in various learning activities. I will put materials for the activities in advance of the class on Canvas under files. You should examine the materials before our class, so that the activities can go smoothly.

-We will adjust our class time to account for the time you spend watching the lecture. We will discuss adjustments in the first class.

Assignments
The keys to success in any course for both the professor and student are thorough preparation and active participation. **Students must not only attend every session, but also be prepared to participate in each meeting**. In order to accomplish this, students should prepare an outline of the readings and memorize the key concepts for each meeting and work ahead of time on all assignments. In addition, there is a heavy emphasis on classroom and tutorial exercises. These will include: quick writes, Q&A, individual and group exercises, review of homework, simulations, practice exam questions, and practice applications. Even though you may not write about every question for homework, you should try to work through all of them.

All assignments are due at the beginning of class. Late work will suffer a cumulative penalty over time, unless a valid doctor's note is presented that provides evidence of a debilitating condition. The note may be verified.

The assignments are the following:

1- Thorough preparation and active participation in every class. Students should make notes from the readings and come prepared to discuss them in class. The powerpoint slides, available on Canvas under files will be a good guide to the topics of the lecture and discussion for each class. On Canvas-files, there is a brief study guide that highlights the key concepts, themes, and cases from each week.

2- Two short essay questions, based on the chapter readings, approximately 3-5 pages/question. You should do every homework question to prepare for class, but plan to hand in 2 over the term. Hand in the essay on the week of the discussion. **The first essay is due by class 5 at the latest**. Homework will be graded upon both content and quality of writing. It may be helpful for you to do a little research (3-4 academic sources). Examples will be given. Use the feedback to improve your writing and analysis for the 2nd essay. An optional grammar and writing module to help you improve your writing is due by class 4 and is worth a bonus 1% extra grade. Similarly, a verified visit to the Student Learning Commons to discuss your essay for this class, to be handed in with your essay assignment, is worth another 2%.

3- Quizzes based on the homework, readings, and lectures. You should have an intuitive knowledge of the concepts before the class (if not, ask). Quizzes occur every week at the start of class. **For Fall 2020, they will be unlocked on Canvas 1 hour before the class for a 15 minute period. They are multiple choice questions based on the readings.**

4- Mid-term and Final Examinations. Both are based on the material covered; the final exam will include essay questions allowing you to reflect upon key questions from your own perspective. **For 2020, there will be several multiple choice questions unlocked on Canvas during the exam period. These will be followed by several short ids and a short essay that must be handed in by word document in an e-mail to the instructor.**

All students are expected to follow the honour code of working on their own. Plagiarism checks for stealing essays from the internet and collaboration by students will be conducted.

Grading
The assignments will be graded proportionally as follows:

Participation in lecture	10%
Participation in tutorials	10%
Quizzes (in lecture)	10%
Grammar tutorial and quizzes, SLC Writing Centre	1% (optional, bonus marks)
Two Short Essays	25% (1st is 10%, 2nd 15%)
Mid-term	20%
Final	25%

Office Hours I am generally available 9-3 M-F for you to e-mail me, except for teaching and meeting times. We can set up a zoom call to follow up if need be. You should check Canvas under announcements for class news. I do not check e-mail on weekends.

<div align="center">Schedule</div>

The schedule is planned by weeks. Check the tutorial plan document for details on that.

I. Introduction to Course; Basic Orientations in Public Policy (Sep. 15)
-Pre-test
-Quick Write: How can a person influence policy?
-About the Professor, the TA, the students, and the course;
-Why Take this Course? The importance of public policy
-Lecture on Lasswell, Fischer, and Stone debates about public policy
Readings: -Harold Lasswell, "The Policy Orientation," 3-15 in Daniel Lerner and Harold D. Lasswell, *The Policy Sciences: Recent Developments in Scope and Method* Stanford: Stanford University Press, 1951, H 35 L55 (on reserve)
-Frank Fischer, Policy analysis in critical perspective: The epistemics of discursive practices, *Critical Policy Studies*, 03/2007, Volume 1, Issue 1: 97 – 109, avail. through library website.
-Deborah Stone, c.1, "The Market and the Polis," 19-36 in *Policy Paradox: The Art of Political Decision Making*. NY: W.W. Norton. H 97 S83 2012 (on reserve)
No tutorial in first week

II. Introduction to Theoretical Perspectives in Public Policy, Oil Pipelines (Sep 22)
-Quiz on Lasswell, Fischer, and Stone readings- on Canvas, 1 hour before class
-Lecture on systems and Marxist approaches to public policy
Readings: David Easton, "An Approach to the Analysis of Political Systems," *World Politics*, 9, 3 (Apr. 1957): 383-400.
-Karl Marx and Frederick Engels, "Manifesto of the Communist Party," 14-21; The Principles of Communism, 42-54; and Demands of the Communist Party in Germany, 56-57.
Essay Question: Examine the controversy over oil pipeline approval from a systems or Marxist perspective. Use the internet search and examine the TMX (Transmountain pipeline) controversy here in BC. What does the theory tell us about why are pipelines so controversial and how they might be resolved?

III. Policy Context: Actors, Actions, and Institutions and the Policy Cycle, Occupy (Sep 29)
-Quiz on Systems and Marxist approaches
-Lecture on policy cycle

Readings: -Jann Werner and Kai Wegrich, "Theories of the Policy Cycle" 43-62 in Frank Fischer, *Handbook of Public Policy Analysis: Theory, Politics, and Methods.* Boca Raton: CRC. (available on-line from SFU library catalogue or through https://www.researchgate.net/publication/270876927_4_Theories_of_the_Policy_Cycle)
Essay Question: If you were advising Occupy, what would the policy cycle suggest in terms of how they can move their issues forward? Does the policy cycle really apply here?

IV. Political Economy and Public Policy, Auto Bailout (Oct 6)
-Quiz on the Policy Cycle
-Lecture on Political Economy of the Public Sector, public choice and social welfare perspectives
-Occupy, document will be sent and http://www.occupytogether.org/
Readings: David R. Cameron, The Expansion of the Public Economy: A Comparative Analysis, *The American Political Science Review*, 72,4 (1978): 1243-61.
Mancur Olson, ch. 1 (5-52) of *The Logic of Collective Action: Public Goods and the Theory of Groups.* Cambridge: Harvard University, 20th ed., 2002, HM 131 O55 (on reserve)
- Big 3 auto bail out (on procon.org)
Essay Question: Should government have bailed out the auto companies? Take a stance and defend it. Refer to Cameron and Olson.
Last week for optional grammar quiz

V. Health Policy (Oct 13)
-Lecture on comparative health care systems; principal-agent, transactions costs, insurance pool problems
Readings: Watch Video comparing health care systems:
http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/view/main.html
Essay Question: How can we reduce issues in the Canadian health care system such as escalating costs and waiting times? What could be learned from other health care systems in regard to these issues?
Quick write feedback on class so far.
Last week for first essay

VI. Mid-term (Oct 20)
During class time, multiple choice and short ids/essays on Canvas. Short Ids and essays to be sent as a Word document by e-mail attachment to instructor by end of exam time.
-No tutorials

VII. Policy Agenda Setting, Climate Change (Oct 27)
Review of mid-term, incl. participation marks, feedback on class thus far

-Lecture on policy windows and garbage can models. Review of climate change.
Readings:
-Kingdon, John W. 1995. c. 8, "The Policy Window, and Joining the Streams," 165-95 in
Agendas, alternatives, and public policies. 2nd ed. NY: Longman. JK 274 K61 1995 (on
reserve)
-David M. Hart and David G. Victor. 1993. "Scientific Elites and the Making of US
Policy for Climate Change Research, 1957-74, *Social Studies of Science.*
-IPCC website, http://www.ipcc.ch/
Essay Question: What are the key issues around climate change? How does the garbage
can model explain the lack so far, and the future possibility for, substantive action around
climate change?

VIII. Policy Formulation and Decision-Making, BC Hydro Ownership (Nov 3)
--Lecture on policy decision-making
Readings: - Graham T. Allison, Conceptual Models and the Cuban Missile Crisis, *The
American Political Science Review*, Vol. 63, No. 3 (Sep., 1969), pp. 689-718.
-On BC Hydro, see: http://www.greenenergybc.ca/myths.html and
https://www.policyalternatives.ca/publications/commentary/what-can-be-done-about-bc-
hydro-rates

IX. Policy Implementation, Mass Transportation (Nov 10)
-Lecture on incrementalism and policy instruments
Readings: -Charles E. Lindblom, 1959. The Science of "Muddling Through" *Public
Administration Review.* 19, 2 (Spring): 79-88.
- Pierre Lascoumes, and Patrick Le Gales, 2007. Introduction: Understanding public
policy through its instruments: from the nature of instruments to the sociology of public
policy instrumentation, *Governance,* 20(1): 1-21.
-Review of Translink funding mechanisms, see Translink website
Essay Question: Why is it so hard to get mass transit expansion funded, using Vancouver
as an example? Review what policy instruments are available and their constraints in
explaining

X. Policy Evaluation, Oil Pipelines (Nov 17)
-Lecture on Policy Evaluation
Readings: -Hellmut Wollmann, Policy Evaluation and Evaluation Research 393-402 in
Frank Fischer, *Handbook of Public Policy Analysis: Theory, Politics, and Methods.* Boca
Raton: CRC, available on-line from SFU library catalogue.
-Ian Sanderson, 2002. Evaluation, Policy Learning and Evidence-Based Policy Making.
Public Administration. 80(1): 1–22.
-Northern Gateway Pipeline review process and documents: documents sent and -
Northern Gateway pipeline sites: http://www.gatewayfacts.ca/;

http://pipeupagainstenbridge.ca/; and http://gatewaypanel.review-examen.gc.ca/clf-nsi/dcmnt/rcmndtnsrprt/rcmndtnsrprt-eng.html

Essay Question: How are federal environmental projects reviewed in Canada? What do you recommend to improve the process and reduce conflict? Use the Northern Gateway project as an example.

XI. Policy Change, Climate Change (Nov 24)
-Lecture on advocacy coalition framework
Readings:-Paul A. Sabatier, An advocacy coalition framework of policy change and the role of policy-oriented learning therein. *Policy Sciences* 1988, Volume 21, Issue 2-3, pp 129-168.
Essay Question: Examine climate change policy inaction in Canada using Sabatier's AC framework. What would you suggest to environmental groups to achieve more success?
Last week for 2nd essay

XII. Final Review (Dec 1)
Review of Course, and Final Exam format
Student evaluations

Final Exam Time

Simon Fraser University
Political Science Departments
TECHNOLOGY and INNOVATION POLICY
(POL 457W/855)
Updated: Sept. 6, 2018

Fall 2018   Prof. Hira
Wed., 9:30-13:20   tel. 778 782-3286
AQ 5027   e-
mail:ahira@sfUniversityca

                                                                          website:

www.sfUniversityca/~ahira

Description and Schedule
Description

Objectives
A writing-intensive, project-based course that introduces students to contemporary issues of science, technology, and innovation policy from a comparative international perspective of state and firm interactions. The course is interdisciplinary in its approach, reviewing material from political science, development, economics, and business. Begins with an historical and conceptual introduction to innovations and their role in economic growth and development. The second part introduces classic and contemporary works that seek to explain innovation and when, how, and why it occurs. The third part analyzes cases of technology development and failure from around the world. Students will be guided through a case or issue study throughout the course, giving them experience at creating and presenting original research relevant to business, economics, and policy resulting in a solid research paper writing sample. Guest speakers share their real life career experiences.

Required Books
This is an upper level course, so students should be prepared to work through complex material. Materials are available through the Canvas website.

Assignments
The keys to success in any course for both the professor and student are thorough preparation and active participation. Students must not only attend every session, but also engage in an in depth discussion of the topic.

Students will be graded upon participation, examinations, and writing assignments. The assignments are the following:

5- Thorough preparation and active participation in every class. Students should make notes from the readings and come prepared to discuss them in class. The powerpoint slides and other materials, avail. from Canvas, will be a good guide to the topics of the lecture and discussion for each class. **Only verifiable doctor's notes will excuse absences from class or late penalties for assignments.**

6- At the end of each slide presentation, there will be short exercises that will guide class discussion. Instructions will be given in the prior week, and may require brief preparation outside of class.

7- A research policy brief of approximately 15 pages that examines an issue or case related to innovation policy. With adequate effort, this can become a professional quality writing sample. Students will present their findings to the class at the end of the course. The professor will give instructions for each stage and be available for consultation throughout the process.

Suggested topics: look into the biography of an inventor; investigate how a product was invented and developed; examine a country or region's innovation policies; evaluate a current set of policies around innovation across regions; investigate and evaluate an innovative company. These will be discussed in depth in the first class. Think about choosing a topic in an area where you might want to work in the future, such as clean energy or mass transportation or health care.

Students taking the course for graduate credit will have to add a theoretical framework or prepare a proposal for funding or future research. Details and examples will be given.

Grading
The assignments will be graded proportionally as follows:
-participation, includes timely attendance, discussion, and participation in exercises 10%
-quizzes on readings, beginning of every class, 10%
-peer review exercises, 5%
-debate preparation and participation, 10%
-research paper, 65%, including

detailed proposal plan	10%
literature review	10%
outline of paper	5%
rough draft (polished finished product)	20%
final paper with revisions memo	10%
10 minute presentation to class	10%

Assignments are due promptly at the beginning of class. There will be an increasing penalty for any work that is late. Pls. see my website (listed at the top) for grading philosophy, lecture slides and suggestions on reading and writing that you can download. I am generally willing to read and discuss drafts with at least one week's notice.

Plagiarism
-Plagiarism, or the use or ascription of someone else's work as your own, is a serious offence. For university policies, please see

http://www.sfUniversityca/policies/Students/index.html and
http://students.sfUniversityca/academicintegrity

Tips on the Assignment
For each stage of the assignment, you will have detailed instructions and examples.
However, this is your project and most of the outcome depends upon how much effort
you put into it. You should make sure that you are working well ahead of assignment due
dates so that you can get feedback along the way.

Office Hours I am generally available 8-3 M-F for you to drop in, except for teaching
and meeting times. You are welcome to consult by e-mail or set up an appointment to
ensure you catch me. I will set up a class e-mail list.

Schedule

The schedule is planned by weeks. Readings should be done prior to each class.

I. Introduction to Course (Sep. 5)
-About the Professor, the students, and the course;
-Lecture: Introduction to Technology Policy; Technology and Economic Growth
W Introduction to Research Project Templates and examples of previous papers
W Quick Write and Peer Review- What are your initial thoughts about what would be
some appropriate topics; what is a reasonable scope, and what is your assessment of the
feasibilities of each?
W Structure of Academic Writing
Assignment for next week: Bring a short 1-2 page summary of the topic you intend to
pursue, for peer review and for my feedback. Use the course webpage prepared by
Librarian Mike McIntosh to get started on your research:
https://www.lib.sfUniversityca/help/research-assistance/subject/political-science/pol457

II. Importance of Technology to Economic Growth (Sep. 12)
Lecture- Schumpeter and Vernon on innovations cycles and global location of production
Readings: -Bart Verspagen, "Innovation and Economic Growth," pp.487-513 in Jan
Fagerberg, David C. Mowery and Richard R. Nelson, *The Oxford Handbook of
Innovation*, NY: Oxford U Press, 2005 available on-line through library catalogue and
HD 53 094 2005
-Richard G. Lipsey, Kenneth I. Carlaw and Clifford Bekar. ***Economic transformations:
general purpose technologies and long-term economic growth***, **pp. 1-15 & 25-49** NY:
Oxford University Press, 2005, available on-line through library catalogue and HC 79 T4
L57 2005
-Bring copy of Schumpeter and Vernon to class
W Peer Review Exercise- on Topic Choice, Scope, and Feasibility
W Walkthrough of preliminary proposal plan

In Class Exercise: What empirical evidence is there for a clear relationship between economic growth and technological development? What would you suggest as possible causal relationships?
W Librarian Mike McIntosh on how to conduct primary research for your topic, 1230-1300.

III. Schumpeter and Vernon- Classic Innovation Theory (Sep. 19)
Lecture: Diffusion of Innovation
Readings: Joseph Schumpeter, *Business Cycles*: *A Theoretical, Historical, and Statistical Analysis of the Capitalist Process*, NY: McGraw-Hill, 1964 (written in 1939), pp. 59-83 & 108-115, HB 3711 S392
-Vernon, R., 1966. International investment and international trade in the product cycle. Q J Econ 80, 190–207.
W *In Class Exercise:* Bring a copy of your preliminary proposal plan for in class peer review
W *In Class Exercise:* What are the elements of a good analytical framework? Group exercise using this week's readings.
Site Visit: Finger Food Studios, VR Laboratory, Nick Facey, Director of Business Strategy, 11:15-13:15. *Need to fill out NDA.

IV. Technology Diffusion (Sep. 26)
Lecture: National Innovation Systems, Triple Helix, and Global Fragmentation approaches
Readings: -Richard Lipsey, Technology and Globalization, working paper, will be sent.
-Everett M. Rogers, *Diffusion of Innovations*, 5th ed. Toronto: Free Press, pp.11-31, 210-18, 337-62.
Assignment due: preliminary proposal and annotated bibliography
W What is Required for a Literature Review, with walkthrough examples

V. National Innovation Systems Approach (Oct. 3)
Lecture: Measurements of Science and Technology
Readings:
-Richard R. Nelson, "Capitalism as an Engine of Progress," pp.52-83 in Nelson, *The Sources of Economic Growth*. Cambridge: Harvard U Press, HD 75 N45 1996 (3)
-Elias G. Carayannis and David F. J. Campbell, A "Mode 3" Systems Approach for Knowledge Creation, Diffusion, and Use: Towards a Twenty-First-Century Fractal Innovation Ecosystem," 71-111 in Carayannis and Christopher Ziemnowicz, *Rediscovering Schumpeter,* NY: palgrave macmillan, 2007, HC 79 T4 R4255 2007 (4)
W Discussion of preliminary proposal; group exercise on how to improve proposals
W *In Class Exercise:* Identifying and structuring paradigms for a Literature review, group exercise

Guest Speaker: Ian Neville, City of Vancouver, Green Strategy, 12:30-13:15

VI. Measurements of Science and Technology Performance (Oct. 10)
Lecture: Firm Competitiveness and Clusters
-Lea Velho, "Science and Technology in Latin America and the Caribbean: An Overview," UNU Feb 2004, will be sent
-OECD, *Science, Technology, and Industry Scoreboard*, latest free on-line edition avail. through library database (link will be sent)
-Hira, Learning from the Tigers, article will be sent
In Class Exercise: How can we measure s & t performance- example Mexico. **Excel primer**
Assignment: Bring copy of your literature review for peer review next week
Site Visit: Vivian Chan, Eyexpo Technology, 11:30-12:30

VII. How Firms Succeed (Oct. 17)
Lecture: Innovation in the South
Readings: -Michael E Porter, "The Five Competitive Forces that Shape Strategy" and "The Competitive Advantage of Nations," pp.3-35 & 172- 211 in *On Competition*, Boston: Harvard Business Review, HF 1414 P67 2008 (5)
-Sandor Boyson and Chaodong Han, 2008. "Eras of enterprise globalization: from vertical integration to virtualization and beyond," 26-57 in Juan J. Palacios, *Multinational Corporations and the Emerging Network Economy in Asia and the Pacific*, NY: Routledge, HD 62.4 M838 2008 (6).
-Constantine Markides, "Racing to be Second: Innovation through Imitation," 211-221 in Julian Birkinshaw, et. al, *The Future of the Multinational Company*, West Sussex: Wiley, HD 2755.5 F865 2003 (7).
-Seishi Kimura, Changing Context of Firm-based Late Industrialization in the Global Business Transformation, 33-78 in *The Challenges of Late Industrialization: The Global Economy and the Japanese Commercial Aircraft Industry*, NY: Palgrave macmillan, HF 1414 K515 2007 (8).
W Peer Review of Literature Reviews

VIII. Policy Challenges in a Development Context (Oct. 24)
Lecture: Downsides to Technology, incl. automation
Readings:
-Peter Evans, State Structures, Government-Business Relations, and Economic Transformation, 63-87, Sylvia Maxfield and Ben Ross Schneider, eds. *Business and the State in Developing Countries*. Ithaca: Cornell University Press, HD 3616 D452 B87 1997 (9).
-William F. Maloney, "Missed Opportunities: Innovation and Resource-Based Growth in Latin America," *Economia*, Fall 2002, 111-65, available through library subscription.

-Linsu Kim, "Crisis construction and organizational learning: Capability building and catching up at Hyundai Motor," *Organizational Science* 9 (1998): 506-21 available through library subscription.
Assignment due: Literature review
W How to move from a literature review to an outline
Guest Speaker, Paul Kariya, Coastal First Nations- Great Bear Initiative
Augmenting a traditional resource economy with New ventures: the case of Coastal First Nations in North-central BC

IX. Downsides to and Concerns about Technology and Automation (Oct. 31)
-Debate Instructions
-David Rotman, "How Technology is Destroying Jobs," (Review of work of Erik Brynjolfsson and Andrew McAfee) *MIT Technology Review*, June 12, 3013, freely avail. at http://www.technologyreview.com/featuredstory/515926/how-technology-is-destroying-jobs/
-D. Sarewtiz, 2004. How science makes environmental controversies worse. *Environmental Science & Policy.* 7, 5: 385-403.
-Fernando P. Carvalho. 2006. Agriculture, pesticides, food security and food safety. *Environmental Science & Policy.* 9: 685-92.
W Discussion of literature reviews
Guest Speaker, Dr. Andrew Wright, Founder and Executive Director, Willow Grove Foundation and Adjunct Professor, Pacific Water Research Centre

X. Debate on Technology Policy (Nov. 7)
Debate topic 1: Should the state have an active policy to favour certain firms or industries in cutting edge technologies? If so, what policies? If not, what should be the policy approach? Is the answer different for a developing country? Use concrete examples.
Debate topic 2: Are there significant negative aspects of technological progress? What kinds of policies can and should we use to mitigate or reverse them? Use concrete examples.
Assignment due: Outline for Paper
W Moving from Outline to Drafting the Paper
W Checklists for preparing your final paper
W Tips on Presenting a Research Paper

XI. **Field Trip** (Nov. 14)
W Rough Draft of Final Paper Due
Field Trip, Switch Materials, 11:15-12:30

XII. **Student Presentations I** (Nov. 21)

W Rough Draft with Comments returned

XIII. **Student Presentations II** (Nov. 28)
W Final Paper Due

New PLCY Courses: PLCY 200, 300, 400 – Course Outlines

PLCY 200
Introduction to Public Policy

Instructor: Name:
            ⊠
            🕐 Instructor Office Hours:

Calendar Description:
Today, government policies affect nearly every aspect of daily life, either directly or indirectly. Everyone has a stake in the public policies enacted by federal, provincial, and local governments. The course introduces students to foundational theories and concepts that lead to an understanding of what public policy is, how it is developed and applied, and the roles played by different actors. It will also introduce students to competing perspectives for explaining the relationship between power, knowledge, advocacy and policy making.

Prerequisite:
This course has no prerequisites and is therefore open to a diverse group of students. Students with credit for POL 253 may not take this course for further credit.

Course Description:
Public problems appear to be increasing in both quantity and complexity (e.g., climate change, the COVID pandemic, increasing inequality, political polarization, the opioid crisis, social isolation and deaths of despair, the crisis of housing affordability, global financial crises, rising household debt and student debt, precarious employment and the future of work, surveillance capitalism, affordability/availability of daycare, long-term care crisis, etc.). These challenges and the mounting individual and social anxieties they induce cast serious doubts on the ability of free markets, which have defined policy responses in many jurisdictions, to adequately address them. They have also renewed interest in public policy and the role governments can and should play in developing evidence-based policy to build a more just, equitable, and healthy society with well-informed and engaged citizens.

Public policy is developed by government officials and agencies and emerges at least in part in response to demands made by various actors and stakeholders on the government to address public problems. It is therefore a complex process that involves many actors with different roles, interests, and resources. In this course, we will introduce foundational theories and concepts that enable students to develop an in-depth understanding of what public policy is, how it is developed, what roles different actors play in the process, and the circumstances under which it is justified to use public policy to solve social problems.

We will also learn how to identify the characteristics of effective and ineffective policies by examining the conditions under which government actions may support or stifle social mobility, equity, inclusion, and better social and economic outcomes. We will further examine the environments in which poorly designed public policies may produce unexpected consequences and negative outcomes, such as exclusion or political capture. Throughout the course we will use as examples highly salient topics that animate today's most meaningful public debates, including climate change, housing affordability, homelessness, education, immigration, health care, and welfare policies.

Course Format:
Class sessions include a combination of lectures, discussions, class exercises, student presentations, and interactive work. A high level of student participation is essential for the successful completion of this course.

Course Objectives:
The objectives of this course are:
- to provide a solid understanding of the public policy development process and the relationships between power, knowledge, evidence, advocacy, and policy making;
- to introduce students to public policy theories, ideologies, and contexts;
- to help introduce students to policy analysis skills using current policy issues as examples;
- to provide a better understanding of current government policy in different substantive fields;
- to teach students to effectively communicate policy analysis to decision makers and stakeholders;
- to equip students with analytical frameworks for thinking critically about the policy process, and an enhanced way of thinking about the challenges and politics of public policy.

Learning Outcomes:
By the end of the course, students will be able to:
- Show a solid understanding of the public policy development process;
- Identify and explain the relationship between interests, ideas, and institutions in a policy process;
- Demonstrate a better understanding of current government policy in different substantive fields;
- Identify the implicit assumptions, veiled ideologies, or measurement choices that drive different policies;
- Understand how the concepts of efficiency, effectiveness, and equity apply to policy analysis;
- Understand how to balance (or not) concerns regarding efficiency, effectiveness, and equity;

- Clearly articulate and frame a policy issue in a small team setting in a way that calls attention to it and mobilizes action;
- Develop the competence to identify the key stakeholders on an issue;
- Develop capacity to evaluate and recommend a policy response to a specific policy problem;
- Analyze evidentiary claims using qualitative and quantitative data.

Required Readings:
The required readings for this class consist of book chapters, journal articles, government or policy reports, documentaries, news articles, and case studies. These materials will be posted on the course website.

Course Outline:
The following table provides an outline of topics for the course and comprehensive list of potential readings to provide an indication of the scope of each topic. A detailed syllabus will be distributed each time the course is taught with the number of readings appropriate for the level of the course and to reflect current policy issues.

Week 1:
• **Definitions of public policy & policy analysis**
Kraft, M. E. & Furlong, S. R. (2018). Public Policy: Politics, Analysis, and Alternatives. Sixth edition. Sage and CQ Press. [Chapter 1].
Weimer, D. L. & Vining, A. R. (2017). Policy Analysis: Concepts and Practice. Sixth edition. Routledge. [Chapter 1].
Pushkin Industries & The Rockefeller Foundation (2018). Revisionist History presents: Solvable [Podcast].
Hausman, D. (2016). Economic Analysis, Moral Philosophy, and Public Policy. Third edition. Cambridge University Press. [Chapters 7-9].
Week 2:
• **Writing public policy**
Harvard Kennedy School. How to Write an Op-Ed or Column. Retrieved from here.
Safire, William (2005). How to Read a Column. New York Times. January 24. Retrieved from here.
Stephens, Bret (2007). Tips for Aspiring Op-Ed Writers. New York Times. August 25. Retrieved from here.
Morse, D. & Delbanco, E. (n.d.). Examples of Policy Writing. Retrieved from here.
Herman, L. (n.d.). Policy Memos. Retrieved from here.
Week 3:
• **The 'I's in Policymaking: Interests, institutions, ideas, and individuals**
Cairney, P., Heikkila, T. & Wood, M. (2019). How to Make Sense of Complexity. In Making Policy in a Complex World. Cambridge: Cambridge University Press.
Locke, R. (2013). Can Global Brands Create Just Supply Chains? Boston Review. Retrieved from here.

	Friedman, M. (1962). Capitalism and Freedom. Chicago: University of Chicago Press (pp. 161-176 and 190-195).
	Harvey, D. (2007). Neoliberalism as Creative Destruction. Annals of the American Academy of Political and Social Science, 610: 22-44.
	Institute for New Economic Thinking (2020). How Local Projects Can Change 'People's Notion of What Is Possible [Podcast] Dec 7
	Hajer, M. (2003). "Policy without Polity? Policy Analysis and the Institutional Void." Policy Sciences 36, 175-195.
	Mudde, C. and Kaltwasser, C.R. (2017). Populism: A Very Short Introduction. Oxford UP. [Chapter 5].
	Stone, D. (2002). Policy paradox: The art of political decision making. New York: W. W. [Chapters 1 and 3]
Week 4 – September 29:	
	• **Actors and institutions in the policy process**
	Birkland, T. A. (2011). An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making. Third edition. Routledge. [Chapters 4 & 5].
	Dente, B. (2014). Understanding Policy Decisions. First edition. Springer. [Chapter 2].
	Acemoglu, D., Robinson, J. A. & Ragnar, T. (2013). Why Do Voters Dismantle Checks and Balances? Review of Economic Studies, 80, (pp. 845-875).
	Food Chains (2014 documentary about agricultural labor in the United States and their fight to improve their circumstances)
	Haselswerdt, J. & Bartels, B. L. (2015). Public Opinion, Policy Tools, and the Status Quo: Evidence from a survey experiment. Political Research Quarterly, 68(3), (pp. 607-621)
	Kraft, M. E. & Furlong, S. R. (2018). Public Policy: Politics, Analysis, and Alternatives. Sixth edition. Sage and CQ Press. [Chapter 2].
Week 5:	
	• **Theories & types of public policy**
	Birkland, T. A. (2011). An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making. Third edition. Routledge. [Chapter 7].
	Kraft, M. E. & Furlong, S. R. (2018). Public Policy: Politics, Analysis, and Alternatives. Sixth edition. Sage and CQ Press. [Chapter 3].
	The Weeds (2017). Weeds in the Wild: Free Money For Everyone! [Podcast] May 12.
	Sefton, T. (2006). Distributive and Redistributive Policy. In R.E. Goodin, (ed.) The Oxford Handbook of Public Policy. Oxford.
	Jones, M. D., & McBeth, M. K. (2010). A narrative policy framework: Clear enough to be wrong?. Policy Studies Journal, 38(2), 329-353.
Week 6:	
	• **Rationales for public policy**
	Mazzucato, M. (2016). From Market Fixing to Market-Creating: A New Framework for Innovation Policy. Industry and Innovation, 23(2), (pp. 140-149).
	Weimer, D. L. & Vining, A. R. (2017). Policy Analysis: Concepts and Practice. Sixth edition. Routledge. [Chapter 5-7].

	Greater London Authority. (2008). The Rationale for Public Sector Intervention in the Economy II. London, UK.
	Inquiring minds (2017). Jerry Taylor – A Paid Climate Change Skeptic Switches Sides [Podcast] October 30.
	Institute for New Economic Thinking (2021). The Return of the State [Podcast] May 27.
	Mazzucato, M. (2013). Introduction: Do Something Different. In The Entrepreneurial State. UK: Anthem Press.
	Wlezien, C. (2017). Public Opinion and Policy Representation: On Conceptualization, Measurement, and Interpretation. Policy Studies Journal, 45(4), (pp. 561-582).
Week 7:	
	• **Market policies**
	Birkland, T. A. (2011). An introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making. Third edition. Routledge. [Chapter 6].
	Weimer, D. L. & Vining, A. R. (2017). Policy Analysis: Concepts and Practice. Sixth edition. Routledge. [Chapter 10].
	Crépon, B. & Van Den Berg, G. J. (2016). Active Labor Market Policies. Annual Review of Economics, 8: 521-546.
	Saez, E., and Zucman, G. 2019. "Progressive Wealth Taxation." Brookings Paper on Economic Activity. BPEA Conference Drafts, Sept 5-6, 2019.
	Rotemberg, M. (2019). Equilibrium Effects of Firm Subsidies. American Economic Review, 109(10), 3475-3513.
Week 8:	
	• **Non-market policies**
	Weimer, D. L., & Vining, A. R. (2017). Policy Analysis: Concepts and Practice. Sixth edition. Routledge. [Chapter 10].
	Ostrom, E. (1990). Governing the Commons: The Evolution of Institution for Collective Action. Cambridge: Cambridge University Press.
Week 9:	
	• **Policy design**
	Birkland, T. A. (2011). An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making. Third edition. Routledge. [Chapter 9].
	Weimer, D. L. (1992). Claiming Races, Broiler Contracts, Heresthetics, and Habits: Ten Concepts for Policy Design. Policy Sciences, 25(2), 135-159.
	French, R., and Oreopoulos, P. (2017). "Applying Behavioural Economics to Public Policy in Canada." Canadian Journal of Economics 50, 3: 599-635.
	McDaniel, S., & Bernard, P. (2011). Life course as a policy lens: Challenges and opportunities. Canadian Public Policy, 37(Supplement 1), S1-S13.
	Stone, D. A. (1997). Policy paradox: The Art of Political Decision Making (Vol. 13). [Chapter 9: Causes]. New York: ww Norton.
	Institute for New Economic Thinking (2020). How Carbon Pricing and Carbon Dividends Address Both Climate Change and Social Justice [Podcast] Aug 27.

	Thaler, R. H., & Sunstein, C. R. (2008) Nudge: Improving decisions about health, wealth, and happiness. New Haven: Yale University Press. [Introduction and Chapters 2, 3, 4, and 5].
	Nisbet, M. C. (2010). Knowledge into Action: Framing the Debates over Climate Change and Poverty. In D'Angelo, P. & Kuypers, J.A. (eds.) Doing News Framing Analysis: Empirical and Theoretical Perspectives (pp. 43- 83). New York, London: Routledge.
	Chisholm, S., & Hulchanski, D. (2019). Chapter 4: Canada's Housing Strategy. In Maclennan, D., Pawson, H., Gibb, K., Chilsholm, S. & Hulchanski, D. (eds). Shaping Futures: Changing the housing story (Final Report). (pp. 21-28). University of Glasgow: Policy Scotland.
Week 10: • **Advocacy strategies**	
	Weible, C.M., & Ingold, K. 2018. "What Are Advocacy Coalitions and Why They Matter." Policy & Politics 46, 2: 325-343.
	Heywood, M. (2009). South Africa's Treatment Action Campaign: Combining Law and Social Mobilization to Realize the Right to Health. Journal of Human Rights Practice, 1(1), 14-36.
	Sabatier, P. A. (1988). An advocacy coalition framework of policy change and the role of policy-oriented learning therein. Policy sciences, 21(2), 129-168.
	Freedman, L. (2015). Strategy: A history. Oxford University Press.
Week 11: • **Policy Application**	
	Weimer, D. L. & Vining, A. R. (2017). Policy Analysis: Concepts and Practice. Sixth edition. Routledge. [Chapter 11 and 12].
	Kraft, M. E. & Furlong, S. R. (2018). Public Policy: Politics, Analysis, and Alternatives. Sixth edition. Sage and CQ Press. [Chapter 6].
	The Impact (2018). Denmark's Paternity Leave Problem [Podcast] December 14.
	Zacka, B. (2017). Bureaucrats to the Rescue: Are Bureaucracies a Public Good?. Boston Reviews. Retrieved from here.
	Hupe, P., & Hill, M. (2007). Street-Level bureaucracy and public accountability. Public administration, 85(2), 279-299.
	Lipsky, M. (2010). Street-level bureaucracy: Dilemmas of the individual in public service. Russell Sage Foundation. [Chapters 1 & 2].
	Nelson, K. L. & Svara, J. H. (2015). The Roles of Local Government Managers in Theory and Practice: A Centennial Perspective. Public Administration Review, 75(1), (pp. 49-61)
	Minkman, E., van Buuren, M. W. & Bekkers, V. J. J. M. (2018). Policy Transfer Routes: An Evidence-based Conceptual Model to Explain Policy Adoption. Policy Studies, 39(2), (pp. 222-250).
	Hupe, P. & Saetren, H. (2015). Comparative Implementation Research: Directions and Dualities. Journal of Comparative Policy Analysis, 17(2), (pp. 93-102).
Week 12 – November 24: • **Policy evaluation**	
	Kraft, M. E. & Furlong, S. R. (2018). Public Policy: Politics, Analysis, and Alternatives. Sixth edition. Sage and CQ Press. Chapter 6, (pp. 192-212).

	Bovens, M. (2006). The Politics of Policy Evaluation. In R.E. Goodin, (ed.) The Oxford Handbook of Public Policy. Oxford, (pp. 323-332).
	Gov Innovator (2016). Determining if Your Program is Having a Positive Impact (i.e., impact evaluation 101): An interview with David Evans, Senior Economist, The World Bank – Episode 122 [Podcast] May 2.
	Yglesias, Matthew (2019). The Push to Break up Big Tech, Explained. Vox. May 3. Retrieved from here.
	Athey, S. & Imbens, G. W. (2017). The State of Applied Econometrics: Causality and Policy evaluation. Journal of Economic Perspectives, 31(2), (pp. 3-32).
	Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B. & Vermeersch, C. M. (2016). Impact Evaluation in Practice. The World Bank.
Week 13 – December 1: • **The limits of policymaking**	
	Weimer, D. L. & Vining, A. R. (2017). Policy Analysis: Concepts and Practice. Sixth edition. Routledge. [Chapter 8].
	Future Perfect (2019). Move Fast and Break Schools [Podcast] July 3.
	Meyer, E. (2014). The Culture Map: Breaking Through the Invisible Boundaries of Global Business. Public Affairs.
	Mazzucato, M. and Kattle, R. (2020). "COVID-19 and Public-Sector Capacity." Oxford Review of Economic Policy, 36, 1: S256–S269.
	McConnell, A. & 't Hart, P. (2019). Inaction and Public Policy: Understanding why Policymakers 'Do Nothing'. Policy Sciences, 52, (pp. 645–661).

Academic Integrity

SFU's Academic Integrity web site http://www.sfu.ca/students/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

Disability Resources

Students with hidden or visible disabilities who believe they may need class or exam accommodations, including in the current context of remote learning, are encouraged to register with the SFU Centre for Accessible Learning (caladmin@sfu.ca or 778-782-3112).

PLCY 300
Applied Public Policy Analysis

Instructor: Name:
⊠
🕐 Instructor Office Hours:

Calendar Description:
An introduction to the basic principles and techniques of policy analysis as applied to current public policy issues. The focus is on practical aspects of policy analysis while building on core social science theoretical foundations in economics, political science, and research methods.

Prerequisite:
Upper division standing with a minimum 45 units completed.

Course Description:
Public Policy affects everyone's daily life and wellbeing, our economy, environment, and society. Policy analysis is "inquiry designed to discover solutions to practical problems". This course provides an introduction to the basic principles and techniques of policy analysis and examines a series of current public policy issues through readings, lectures, group work, projects, and guest speakers. The focus is on practical aspects of policy analysis while building on core social science theoretical foundations in economics, political science, and research methods. The course promotes critical thinking and techniques to analyse current policy issues and develop communication skills in forms useful to decision makers. A rigorous methodology of analysis is development that allows students to tackle policy issues at any government level from local to international.

Course Format:
Class sessions include a combination of lectures, discussions, class exercises, student presentations, and interactive work. A high level of student participation is essential for the successful completion of this course.

Course Objectives:
To prepare students to tackle policy issues using a rigorous methodology that breaks down policy problems into a series of steps that incorporate analytical tools and approaches. Students will learn to recognize situations in which these methods can be applied in a timely way to meet the needs of decision makers and become competent at using methods of analysis to design approaches to policy problems and learn the role of the policy analyst in public policy decision making. The student will learn how to:

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- Communicate the results of analysis to decision makers by enhancing the organization, clarity and precision of their writing and speaking skills
- Apply models and approaches from social science that are appropriate to the policy issue under consideration (e.g., political, economic, sociological, behavioural, ethical) combined with research methods
- Practice the sifting and synthesizing large amounts of data, reports, and memoranda
- Enhance qualitative and quantitative analysis skills
- Understand diverse opinions and how they affect the policy process
- Learn to advocate uncomfortable positions
- Work under time constraints and organize analysis efficiently and effectively
- Enhance management skills and ability to work in and/or direct a team
- Learn to manage when there is uncertainty in a policy context by being flexible and accommodating false starts and dead ends
- Learn to be skeptical of one's solutions and well as those of other analysts
- Accept that one's analysis will not be perfect

Learning Outcomes:
By the end of the course, students will be able to:
- Set out and define a policy problem/issue
- Use qualitative and quantitative data and research methodologies to analyse a problem including its causes
- Identify relevant societal and governmental objectives
- Determine a set of applicable policy options and/or initiatives
- Use qualitative and quantitative research methods to forecast the ability of policy options to achieve specified goals and objectives that address the problem at hand
- Analyse policy options using criteria developed from societal and government objectives to allow ranking and/or assessment of the pros and cons of each option
- Make recommendations of the policy option(s) for government action
- Communicate orally and in writing the results of policy analysis to decision makers and relevant affected parties in ways accessible and appropriate to decision makers and the public

Required Readings:

The required readings for this class consist of book chapters, journal articles, government or policy reports, documentaries, news articles, and case studies. These materials will be posted on the course website.

Evaluation Criteria and Grading:
- Graded, individual work in the form of three assignments that apply the course material to current policy issues (approximately 60% of the term mark)
- Graded group work where the grade represents the document and/or presentation by the group in an "instant analysis". Each group will present a verbal report with

a slide deck on a policy issue chosen democratically by the class the week before the group's presentation (20% of term mark)
* Quick writes done in class or with a short time window that mimic what a busy public decision maker would require (20% of term mark)

<u>Course Outline:</u>
The following table provides an outline of topics for the course and comprehensive list of potential readings to provide an indication of the scope of each topic. A detailed syllabus will be distributed each time the course is taught with the number of readings appropriate for the level of the course and to reflect current policy issues.
The readings below are the core material.

Week 1:
• **Overview of policy analysis and understanding policy problems, the policy process, and role of the policy analyst**
Bardach, Eugene (2019) *A Practical Guide for Policy Analysis:* Sage, 6th edition. Introduction and Chapter 1.
Dunn, William (2008) *Public Policy Analysis: An Introduction,* 4th or 5th edition. Pearson-Prentice-Hall. Chapter 1 and 3.
Patton, Carl, Sawicki, David, and Jennifer Clark (2013) *Basic Methods of Policy Analysis and Planning.* Prentice-Hall. Chapter 1, 2, and 4.
Smith, Catherine (2018) *Writing Public Policy: A Practical Guide.* Oxford University Press.
Week 2:
• **Criteria, their measures, and analytical methods**
Patton, Sawicki and Clark. Chapter 5
MacRae, Duncan and Dale Whittington (1997) *Expert Advice for Policy Choice: Analysis and Discourse*. Georgetown University Press. Chapter 2.
Week 3:
• **Policy instruments and policy options**
Howlett, Michael (2000) "Managing the 'hollow state': Procedural policy instruments and modern governance" *Canadian Public* Administration. Vol 43(4); 412-431.Cairney, P.,
MacRae and Whittington. Chapters 5 and 6.
Patton, Sawicki and Clark. Chapter 6.
Week 4 –
• **Analysis of Policy Options: Theory and Examples**
Patton, Sawicki and Clark. Chapter 8
MacRae and Whittington. Chapters 5 and 6
Week 5:
• **Adoption and implementation of policies: why/how do policies succeed?**
Pal, Leslie (2020) *Beyond Policy Analysis, Public Issue Management in Turbulent Times.* 6th Edition. Nelson. Chapter 5.
Smith: Chapters 2 and 5.

	Nilson, P. (2015). "Making Sense of Implementation Theories, Models and Frameworks" *Implementation Science* 10:33. https://implementationscience.biomedcentral.com/articles/10.1186/s13012-015-0242-0
	Patton, Sawicki and Clark. Chapter 9
Week 6:	
• **Displaying and assessing policy options and making recommendations**	
	Patton, Sawicki and Clark. Chapter 8
	Stanford Law School "Tips for Writing Policy Papers" https://www-cdn.law.stanford.edu/wp-content/uploads/2015/04/White-Papers-Guidelines.pdf
	Privy Council Office (2013) *A Drafter's Guide to Cabinet Documents.* https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/dr-guide-eng.pdf
Week 7:	
• **Using impact evaluation and case approaches in ex ante policy analysis**	
	Yin, Robert (2017) *Case Study Research, Design and Methods,*6th edition. Sage Publications. Chapters 1, 2, 4, and 5
	OECD "Outline of Principles of Impact Evaluation" https://www.oecd.org/dac/evaluation/dcdndep/37671602.pdf
	Gertler O, et, al. (2016) *Impact Evaluation in Practice,* 2nd edition. World Bank. https://openknowledge.worldbank.org/handle/10986/25030
Week 8:	
• **Introduction to risk assessment and management in public policy**	
	Baldwin, Robert, Cave, Martin and Martin Lodge (2012) *Understanding Regulation: Theory, Strategy, and Practice.* Oxford University Press. Chapters 6 and 13.
	Global Affairs Canada *Risk Management.* https://www.international.gc.ca/world-monde/funding-financement/risk_management-gestion_risques.aspx?lang=eng
Week 9:	
• **Decolonization and public policy**	
	Truth and Reconciliation Commission (2015) *What we have Learned. Principles of Truth and Reconciliation.* https://publications.gc.ca/collections/collection_2015/trc/IR4-6-2015-eng.pdf
	Truth and Reconciliation Commission (2015) *Honouring the Truth, Reconciling the Future, Summary of the Final Report of the Truth and Reconciliation Commission.*
	Government of British Columbia. *Declaration on the Rights of Indigenous Peoples Act.* https://www2.gov.bc.ca/gov/content/governments/indigenous-people/new-relationship/united-nations-declaration-on-the-rights-of-indigenous-peoples
Week 10:	
• **Ethical Research: Principles and Practices: presentation by Office of Research Ethics** • **Writing terms of reference: for policy research papers**	
	Deck and material from ORE
	Handouts on Terms of Reference, examples from government agencies
Weeks 11 to 13:	
• **Application of policy analysis methodology to selected policy topics**	

Topics will vary by instructor and semester and include guest speakers Presentations of group projects

Academic Integrity

SFU's Academic Integrity web site http://www.sfu.ca/students/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

Disability Resources

Students with hidden or visible disabilities who believe they may need class or exam accommodations, including in the current context of remote learning, are encouraged to register with the SFU Centre for Accessible Learning (caladmin@sfu.ca or 778-782-3112).

PLCY 400
Public Policy Capstone Seminar

Instructor: Name:
✉
⏰ Instructor Office Hours:

Calendar Description:

A writing-intensive, project-based course where students work in groups to examine a public policy issue that has been identified by a policy practitioner – a government agency, municipality, crown corporation or other entity undertaking policy analysis and making policy decisions. Students define and refine the policy issue, undertake policy analysis of the issue, and prepare a policy brief that is delivered to the practitioner along with a presentation of the findings.

An introduction to the basic principles and techniques of policy analysis as applied to current public policy issues. The focus is on practical aspects of policy analysis while building on core social science theoretical foundations in economics, political science, and research methods.

Prerequisite:
PLCY 300, and upper division standing with 60 units completed.

Course Description:
Working in a group, students will experience the art and practice of doing policy analysis that is relevant and of interest to and identified by an agency engaged in public policy analysis and/or policy making. Students define and refine the policy issue, undertake policy analysis of the issue, and prepare a policy brief that is delivered to the practitioner along with a presentation of the findings. The policy brief will contain a description of the policy problem and why it is an issue – what are the gaps in current policy that give rise to the problem. Each group will prepare a terms of reference to share with their external entity. Research entails a jurisdictional scan and use of qualitative and quantitative research methodologies to analyse the problem, develop policy options to address the problem, assess the options, then make recommendations. Design and implementation of a survey may be incorporated. A policy brief is the major deliverable for the course and will be shared with the external agency along with a verbal presentation of the group's findings.

Course Format:
Class sessions are a seminar with review of policy analysis principles from PLCY 300, group work in class, discussions, class exercises, student presentations, and meetings

with the external agency. A high level of student participation is essential for the successful completion of this course.

Course Objectives:
To engage students in policy analysis that matters to an entity that works in the public policy arena. The course is a culmination of their minor degree that is designed to pull together the elements of their core courses as well as electives they have taken. The student will learn how to:
- Apply models and approaches from a variety of disciplines to apply to their policy problem
- Practice the sifting and synthesizing large amounts of data, reports, and memoranda
- Enhance qualitative and quantitative analysis skills
- Work under time constraints and organize analysis efficiently and effectively
- Enhance management skills and ability to work in and/or direct a team
- Learn to manage when there is uncertainty in a policy context by being flexible and accommodating false starts and dead ends
- Communicate the results of analysis to the relevant decision maker by enhancing the organization, clarity and precision of their writing and speaking skills

Learning Outcomes:
By the end of the course, students will be able to:
- Work with the external policy practitioner to define and refine the policy problem/issue
- Use mixed research methods appropriate to the policy issue to analyse a problem including its causes
- Assess policy options using criteria developed from societal and government objectives to allow a ranking and/or assessment of the pros and cons of each option
- Make recommendations of the policy option(s) relevant to the issue at hand and feasible within the authority of the agency working with the student groups.
- Communicate orally and in writing the results of policy analysis with a final policy brief delivered to their external entity (after assessment by the course instructor).

Required Readings:
The required readings for this class will depend on the specific policy issue each group has. They will include government documents, journal articles, media attention to the topic. consist of book chapters, journal articles, government or policy reports, documentaries, news articles, and case studies. These materials will be posted on the course website.

Evaluation Criteria and Grading:
Each group will prepare a policy brief of approximately 20 to 30 pages and a slide deck to present their findings to the class and their external entity. Deliverables and milestones

will be required in the course to help students prepare their policy briefs and deck as follows: assignments will be graded proportionally as follows:

- Terms of reference for their research and policy problem   10%
- Background to the problem: historical/contemporary context   10%
- Jurisdictional scan that examines precedents to the problem   10%
- Description of their research methodology   5%
- Full draft of their policy brief   30%
- Final paper suitable for delivery to external entity   15%
- Slide deck presented to the class and then to external entity   10%
- Peer evaluation of the contribution of each member of the group 10%

Course Outline:

There are not required readings in the course. Each group will submit to the instructor a planned set of readings and material they will consult for their project. The instructor will invite visiting speakers connected to each of the topics to provide more outreach to policy communities.

Week 1: • **Review of policy analysis methodology that was covered in PLCY 300**
Week 2: • **Introduction of the policy problems to be analysed** • **Determination of groups**
Week 3: • **Each group meets with their external policy entity**
Week 4, 5, 6 and 7: • **Group work in class facilitated and supported by the course instructor** • **Talks by visiting speakers on the topics covered in the groups**
Weeks 8 and 9: • **Workshop on writing policy briefs and presenting to decision makers**
Weeks 10, 11, and 12:   • **Presentations by each group to the class of their policy analysis and findings** • **Full draft of policy brief due from each group – week 10** • **Meetings with course instructor to provide feedback on draft – week 11** • **Final draft for external entity due end of week 12**
Week 13: • **Each group presents briefing with slide deck to their external entity**

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Curriculum vitae: Anil Hira

Anil Hira
CV summary for Public Policy Minor
Professor of Political Science   e-mail: ahira@sfUniversityca
Simon Fraser University   webpage: www.sfUniversityca/~ahira

Academic Appointments

Aug. 2000 – present   Professor of Political Science at Simon Fraser University, Vancouver, Canada

Education

1997 Ph.D.   The Claremont Graduate School, Claremont, CA, United States
                     Political Science. International Political Economy, Comparative Politics,
                     International Development, Latin American Political Economy,

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Summary of Academic Interests

My research is vitally linked to my teaching. My training is in economic development, international economics, political economy, international relations, and Latin American studies. My current emphasis is on good governance as related to industrial, technology, and environmental policy. I would put myself more broadly into the comparative public policy field. I have an ongoing interest in development policies to improve competitiveness through building the capacity of the public sector. I train students who are well-versed in politics and economics, and able to pick up an area of technical specialization with policy relevance such as energy, education, or environment. I therefore seek out collaboration in key issue areas with researchers, policymakers, and the private sector, hoping to help solve policy problems. I use a combination of quantitative and qualitative methods, and have extensive field research experience in the South.

In Summer 2018, I helped to form the Clean Energy Research Group, including academics and practitioners. We work to study and promote transitions in remote communities from diesel to renewable energy. As of Summer 2019, I am working on developing a new interdisciplinary program designed to give students an edge in tech-based competencies, to help them to secure better jobs. I see myself as a public intellectual, and have regular interviews and publications in media outlets. I have prepared a number of policy briefs and technical reports for policymakers.

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Selected Publications (All Refereed works noted by *)

Summary of peer-reviewed work (89): 11 books; 7 special edition journals (Editor); 52 articles; 19 book chapters; Google scholar h-index = 19, with 1728 citations (649 since 2015)

Books (11)

*11. *GLOBAL POLITICAL ECONOMY: THEORY AND PRACTICE.* 2020. Theodore Cohn (lead author) and Hira. 8th ed. NY: Routledge.

*10. *THE GREAT DISRUPTION: Explaining the Forces Behind Trump, Brexit and LePen.* 2019. Peter Lang.

*9. *THE FAILURE OF FINANCIAL REGULATION: WHY A MAJOR CRISIS COULD HAPPEN AGAIN.* 2019. Co-edited with Norbert Gaillard and Ted Cohn, author of 1 chapter, co-author of 2 others; part of IPE series (Tim Shaw, ed.), PalgraveMacmillan. Endorsed by Dr. Benjamin J. Cohen, UCSB; Dr. Timothy Sinclair, University of Warwick; and Dr. John Kirton, University of Toronto

*8. *SHIRT OFF YOUR BACK: GOVERNANCE REFORMS IN THE APPAREL INDUSTRY AFTER RANA PLAZA.* 2017. co-edited with Maureen Benson-Rea (University of Auckland Business School), NY: Palgrave Macmillan.

*7. *WHAT MAKES CLUSTERS COMPETITIVE? CASES FROM THE GLOBAL WINE INDUSTRY.* 2013. editor, author/co-author of 3/7 chapters, other authors include Elisa Giuliani; Christian Felzenstein; David Aylward; Francisco Javier Mesias; with chapter by SFU colleague Mike Howlett and SFU grad student, McGill-Queen's University Press.

Special Edition Journal Editor (7)

*7. Editor, Special Issue: Corporate Social Responsibility in the South: Why the State is the Central Issue. *Journal of Developing Societies*, 36(3), 2020.

*6. Editor, with Katherine Reilly (SFU Communications), The Emergence of the Sharing Economy: Implications for Development, *Journal of Developing Societies*, July 2017.

*5. Editor, The Culture of Corruption, 2 volumes, *Journal of Developing Societies*, author of 2 of 7 articles, Vol. 32, 1& 2: Spring 2016.

Articles and Technical Reports (52) (+ 3 technical reports)

*49. The hollow core: breakdowns in global governance of CSR. *Global Affairs.* 2020.

Towards a Positive Sum Regulation of Indigenous Utilities in B.C., lead author, CERG, submitted to the BC Utilities Commission for their Inquiry on the subject, found at: https://www.sfUniversityca/fenv/research/cerg.html

Sowing the Seeds of Gold: An Assessment of Community Benefits and Relations Around the Barrick Pueblo Viejo Mine in the Dominican Republic. With Cornelio Nolasco Parra. Vancouver: CIRDI and UBC. Technical Report. 2019. Delivered to Barrick and the DR Government.

Mining Community Benefits in Ghana: A Case of Unrealized Potential. With James Busumtwi-Sam. Vancouver: CIRDI and UBC. Technical Report. 2018.

*45. Renewable Energy in Central America: One step forward, one step back, and one tentative step forward again, *Latin American Policy*, 7(2): 399-430, 2017.

*41. Building a More Efficacious Chilean Bureaucracy: Lessons from the Singapore Case, *Revista de Gestión Pública*, (Chile), III, 2 (Jul-Dec.) 2014.

*34-40. (7 articles) Mapping out the Triple Helix: How Institutional Coordination for Competitiveness is Achieved in the Global Wine Industry; The South African Wine Industry: Bifurcation Undermines Success; co-author: Institutional Stickiness and Coordination Issues in an Idiosyncratic Environment: The Grape and Wine Industry in Ontario Canada; US Wine Industry: Following the Oregon Trail; New Zealand Wine: A Model for Other Small Industries; Australia as a Triple Helix Exemplar: Built Upon a Foundation of Resource and Institutional Coordination and

Strategic Consensus; Institutional Design Matters: Institutional Causes of Brazilian Wine Industry Poor Performance; all in *Prometheus* special edition, 2014.

*32. with Kawa Jabary (SFU MA student), The Kurdish Mirage: A Success Story in Doubt. *Middle East Policy*. Vol 20 No.2 (Summer 2013): 99-112.

*31. Irrational Exuberance: An Evolutionary Perspective on the Underlying Causes of the Financial Crisis, *Intereconomics: Review of European Economic Policy*, March/April 2013, 48,2: 116-23.

*26-30. (5 articles) author of "Introduction to wireless technology and markets," and "Secrets behind the Finnish miracle: the rise of Nokia," and co-author of "Explaining sectoral leapfrogging in countries: comparative studies of the wireless sector," "Evolution of the South Korean wireless industry: from state guidance to global competition," and "Manufacturing telecommunications in Brazil: from leading edge to Maquilas"; all in States and High Tech, special edition, *International Journal of Technology and Globalisation* Nokia article featured on http://www.sciencetext.com/the-nokia-case-no-pulp-fiction.html

BC Wine Industry: Issues and Potential, American Association of Wine Economists (mailing list of 40,000), invited working paper (technical report), Aug. 2011

*25. Sugar Rush: Prospects for an International Ethanol Market, *Energy Policy*, (November 2011), 39 (11), 6925-6935; featured on Energy Portal, reginnovations.com, Feb. 21, 2012, **cited 19 times** as of Sept. 2020 in ssrc

*24. The Bottom Line: Fundamental Weaknesses of Latin American Finance, with Norbert Gaillard (OECD Paris), *Bulletin of Latin American Research*, 30, 2 (Apr. 2011): 163-82.

The Strategic Quagmire: Why we are failing in nation-building in Iraq and Afghanistan. Canadian Defence and Foreign Affairs Institute (CGAI) Working Paper Nov. 2009.

*21. No Substitute for Oil?: How Brazil developed Its Ethanol Industry, with Luiz Guilherme de Oliveira (U of Brasilia) *Energy Policy*, 37, 6 (2009): 2450-6, **cited 83 times as of Sept. 2020 in ssrc**.

*20. Learning from the Tigers: Comparing Institutions of Innovation in East Asia, Europe and Latin America, *Problemas del Desarrollo*, vol. 40, No. 156, 2009: 125:150.

*19. The political economy of the global pharmaceutical industry: Why the poor lack access to medicine and what might be done about it, *International Journal of Development Issues*, 8.2 (2009): 84-101.

*18. with Guilherme de Oliveira, U de Brasilia, Take Off and Crash: Lessons from the Diverging Fates of the Brazilian and Argentine Aircraft Industries, *Competition and Change*, Nov. 2007, vol. 11, no. 4: 329-47

Selected Research/Project Funding – Received

2019-20
    Renewable Energy Solutions for Remote Communities
    Funding: SFU and the Willow Grove Foundation Type: Internal/External **Total: 20,000**
    Involvement: PI Collaboration with engineers, mining experts, and community development
    experts through my Clean Energy Research Group

2017-20

Industry clusters and the location of agriculture: Establishing a theoretical base for economic development practice
Funding: US Dept. of Agriculture Type: External   **Total: 490,029**
Involvement: co-PI   Collaboration: with agricultural economists from Rutgers, Toledo, and Penn State University, will lead to multiple publications

2017-19

Enhancing International Capacity for Benefit Agreement Implementation
Funding: Canadian International Resources Institute   **Total: 231,798**
Involvement: co-PI   Collaboration: with SFU Beedie School of Business, SFU Resources and Environmental Management; Columbia University Center for Sustainable Investment; the Firelight Group; University of Guelph; On Common Ground; Independent Social Performance led to multiple publications and 2 technical reports for the Govt. of Ghana and the Govt. of the Dominican Republic

2009 - 2012

Grape and Wine Genomics
Funding: Genome Canada **Total: 3,440, 481**
Involvement: collaborator   Collaboration: Social Science component of a multi-institutional team of natural scientists and end users studying genetic technologies towards the wine industry, led to 1 book, 1 special edition, and 2 technical reports for provinces

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Graduate Student Supervision

Name	Degree	Project/Thesis Title	Status	Began	Completed
Koo, Jenny	MA	Improving the Adoption of EVs in Canada	Active	2020-3	
Faulks, Luke	Hons.	Comparing the Effects of IPPs on Renewable Energy Outcomes	Active	2020-3	
Di Maio, Ester	MA	Examining Digital Cluster Policy: A comparison of Vancouver and Cambridge	Active	2019-3	
Saeed, Zarrar	MA	Finding what works: A cost and emissions service lifecycle analysis of existing alternative fuel public transport solutions for Translink's Transport 2050 Plan	Complete (course-intensive)	2019-3	2019-3
Martin, Camille	MA	Retraining Labour in the Face of Automation	Complete (course-intensive)	2018-3	2020-3
Schmidt, Kyle	MA	Reforming Governance of Canadian Climate Change Policy	Active	2018-3	
Fajber, Zoe	Honours	Trade Liberalization, Poverty, and Institutional Strength (regression analysis)	Complete	2018-3	2019-1
Nusky, Arkam	MA	Measuring Money Laundering: A Global Analysis	Active	2017-3	2020-3
Kim, Anna	MA	Promoting Energy FDI in Uzbekistan	Complete	2015-3	2018-2
Wziatka, Adrian	MA	FIT Policies for Solar: Comparing Germany to Ontario	Complete	2016-3	2018-3
Islam, Jay	MA	Carbon Tax vs. Cap and Trade	Complete	2016-3	2017-3

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Cooper, Jennifer	MA	Streams of Oil and Barrels of Conflict: An MSF Analysis of Canadian Energy Policy since the Failure of the National Energy Program	Complete	2016-3 (took over)	2017-1
Murata, Brian	MA	The Paradox of Practicality: An Assessment of the Opportunities and Limitations of a Currency Transactions Tax	Complete	2013-2	2016-1
Levesque, Mark	BA Hon	Promoting Prosperity: Designing a Sovereign Wealth Fund in British Columbia	Complete	2014-2	2014-2
Raymond, Aaron	BA Hon	Dealing with Corruption in Canadian Mining Abroad	Complete	2014-1	2014-1
Falk-Varcoe, Kyle	BA Hon	Corruption in Canada	Complete	2012-1	2013-1
Monson, Shea	MA	Regulating High Frequency Trading	Complete	2012-3	2013-3
Jabary, Kawa	MA	The Politics of Low Capacity: The Case of Kurdistan	Complete	2011-3	2012-3
Pelling, Matt	MA	Canadian Industrial Policy (temp. sr. super., helped Matt earn a SSHRC award)	Complete	n/a	n/a
Liberman, Giselle	MA	Study of the Salta, Argentina Wine Industry	Complete	2010-3	2012-1
Ferreira, Elisa	MA	Brazilian education policy: Access to Higher Education	Complete	2010-3	2013-3
Castro, Miriam	MA	The Impact of Government Intervention in Industry: A Case Study of the Electronics Industry in Jalisco, Mexico	Complete	2010-3	2012-3
Bwenge, Alexis	Ph.D.	n/a	Dropped	2009-3	2011-1
Amir, Mohammed	MA	Industrial Policy Options and Tools for the Development of the Alternative Fuel Vehicle Industry in Canada	Complete	2008-3	2012-2
Pinto, Isabela	MA	Sustainable Certification of Labour Practices in Brasilian biodiesel	Complete	2009-3	2011-1
Morfopoulos, James	MA	EU Sustainable Certification Policies: Potential Effects on Brazil (SSHRC recipient, COO Ocean Networks)	Complete	2009-3	2011-1
Gibb, Alexandra	BA Hon	Sustainable Enterprises as an Engine of Development	Complete	2010-3	2010-3
Loshaj, Shpresa	BA Hon	Analysis of Canadian Cellulosic Ethanol Policies	Complete	2010-3	2010-3
Apps, Christopher	BA Hon	Corporate Social Responsibility (Liaison, Aboriginal Group re: mining issues in Canada)	Complete	2010-3	2010-3

Cohen, Darcie	MA	Exploring the Linkages between Proportional Representation, Green Parties, Environmental Quality and the Kyoto Protocol	Complete	2008-3	2010-1
Bradsen, Alicia	MA	A Feasibility Study: Can Paraguay Learn from Brazil?	Complete	2008-3	2010-1
Domareski, Justin	BA Hon	Sustainable Certification- Case of Forest Stewardship Council (Policy Advisor, Environment Canada)	Complete	2010-1	2010-1
Sketchley, Carlos	BA Hon	Canadian Nuclear Waste Policy	Complete	2010-1	2010-1
Berardo, Casey	BA Hon	Fair Trade Strategy in Vancouver	Complete	2009-3	2009-3
Buncic, Ashley	LAS capstone	Sustainable Tourism Development (Human Resources Canada)	Complete	2007-3	2008-3
Calla, Nick	BA Hon	Competitive Advantage in Brazil	Complete	2009-1	2009-2
Steenweg, Rick	MA	Renewable Energy Policies: Comparing Canada and Latin America	Complete	2007-3	2009-1
Castaneda, Lilliana	MA	Improving prospects for Southern Film Industries: the Colombian case	Complete	2005-3	2007-3
Blanchard, Danielle	BA Hon	Intellectual Property Rights	Complete	2005-3	2006-1
Pastrana, Sergio	MA	The Contributions of Participation Toward Efficacy of Community Economic Development Projects in Morelos, Mexico (Completing PhD in Education)	Complete	2001-3 (took over in 2005-2)	2005-3
Boyco, Morgan	BA Hons	A Political Ecology of the MST: Ecology, Liberation and Brazil's *Sem Terra*	Completed	2004-3	2005-1
Bustamante, Ana Maria	MA	Evaluation of Health Communication Projects in Colombia (United Way)	Completed	2003-3	2006-3
Wood, James	MA	Ethical Procurement: Action Research Project in the Lower Mainland	Dropped	2003-3	No
Perdomo, Eve,	MA	Non-governmental organizations' activism in new democracies: the case study of the *proyecto reducción de violencia contra la mujer, sede izabal* (prvm-izabal)	Complete	2001-3	2003-1

| Leger, Alexandre | MA | Hegemony under 'Socialism:' A Case Study of Cuba (Govt. of Canada) | Complete | 2001-3 (took over in 2003-1) | 2003-3 |
| McNamara, Michael | Ph.D. | dissertation: Beyond Belief? An Historical Institutional Analysis Of Contemporary School Reform In Nicaragua (Research Dean, Seneca Colelge) | Complete | 2000-3 | 2007-2 |

Note: Please see my website for a sample of students placed into professional positions

Classes Taught at Simon Fraser University (2011-21)

Semester	Course	Number	Session	Type	Hours	Enrollment
2020-3	Global Political Economy	POL 447/844	Summer	Seminar (remote)	4	15
2020-3	Science, Policy, and Innovation	POL 150	Summer	Lecture (remote)	3	57
2019-3	Energy Policy (writing-intensive)	POL 452W/855	Fall	Seminar	4	14
2019-2	Science, Policy, and Innovation	POL 150	Summer	Lecture	3	35
2019-2	Global Political Economy	POL 447/855	Summer	Seminar	4	10
2018-3	Technology Policy (writing-intensive)	POL 457W/855	Fall	Seminar	4	15
2018-3	Intro. to Public Policy	POL 253	Fall	Lecture	3	50
2018-2	Global Political Economy	POL 447/855	Summer	Seminar	4	10

2018-2	Science, Policy, and Innovation	POL 150	Summer	Lecture	3	60
2017-3	Energy Policy (writing-intensive)	POL 452W	Fall	Seminar	4	22
2017-3	Science, Policy and Innovation	POL 150	Fall	Lecture	3	48
2017-2	Policy Evaluation (Q)	451Q	Summer	Seminar/Lab	4	16
2017-2	Global Political Economy	455/856	Summer	Seminar	4	10
2017-1	Housing Policy in BC (DR with Christian Avendano)	POL 498	Spring	DR	3	1
2017-1	Intro. to Public Policy	POL 253	Spring	Lecture	3	60
2016-3	Technology Policy (writing-intensive)	POL457W/855	Fall	Seminar	4	22
2016-3	Science, Policy and Innovation	POL 150	Fall	Lecture	2	50
2016-1	Intro. to Development Studies	DEVS 401	Spring	Seminar	4	20
2015-3	Energy Policy (writing-intensive)	POL 452	Fall	Seminar	4	20

2015-3	Intro. to Public Policy	POL 253	Fall	Lecture	3	57
2015-1	Policy Evaluation	POL451	Spring	Seminar/Lab	4	20
2015-1	Technology Policy (writing-intensive)	POL457W	Spring	Seminar	4	22
2014-3	Intro. to Public Policy	POL 253	Fall	Lecture	3	20
2014-3	Advanced Global Political Economy (Graduate/4th year UG)	POL 856/455	Fall	Seminar	4	20
2014-1	Political Psychology	POL 358	Spring	Lecture	4	40
2014-1	Energy Policy (writing-intensive)	POL 452W	Spring	Seminar (Writing Intensive)	4	20
2013-3	Policy Evaluation	POL 451Q	Fall	Seminar/lab	4	20
2013-3	Intro. to Public Policy	POL 253	Fall	Lecture/Tutorial	3	15
2013-2	Politics of Iraq (Jabary)	POL 498	Summer	Directed Readings	4	1
2013-1	Behavioural Economics Explanations to the Financial Crisis (Monson)	POL 857	Spring	Directed Readings	4	1
2013-1	Technology Policy	POL 457W	Spring	Seminar	4	15

2013-1	Political Psychology	POL 358	Spring	Seminar	4	31
	(writing-intensive)					
2012-3	Public Policy Evaluation	POL 451	Fall	Seminar/Lab	4	25
2012-3	Intro. to Public Policy	POL 253	Fall	Lecture/tutorials	3	35
2012-1	Energy Policy (writing-intensive)	POL 452W	Spring	Seminar	4	25
2011-3	Governance & Corruption (grad)	POL 857	Fall	Directed Readings	4	1
2011-3	Technology Policy (writing-intensive)	POL 457	Fall	Seminar	4	20
2011-1	LA Devt. (grad)	POL 856/LAS 815	Spring	Seminar	4	10
2011-1	Public Policy Analysis (stats)	POL 451	Spring	Seminar	4	15

School of Public Policy Faculty: Abbreviated Curriculum Vitae

Sophie Borwein   Assistant Professor

Kora DeBeck   Associate Professor

Olena Hankivsky   Professor

Mohsen Javdani   Associate Professor (joint appointment with Urban Studies)

Genevieve LeBaron   Professor (appointment begins January 1, 2022)

Maureen Maloney   Professor

Nancy Olewiler   Professor

Natahnee Winder   Assistant Professor (joint appointment with Indigenous Studies)

Yushu Zhu   Assistant Professor (joint appointment with Urban Studies)

Minor in Public Policy (PPM)

Survey Results

Q1 Are you interested in a Public Policy Minor (designed to prepare students for policy careers, building on and enhancing analytical and pragmatic skills, while addressing a wide range of contemporary policy issues facing society)?
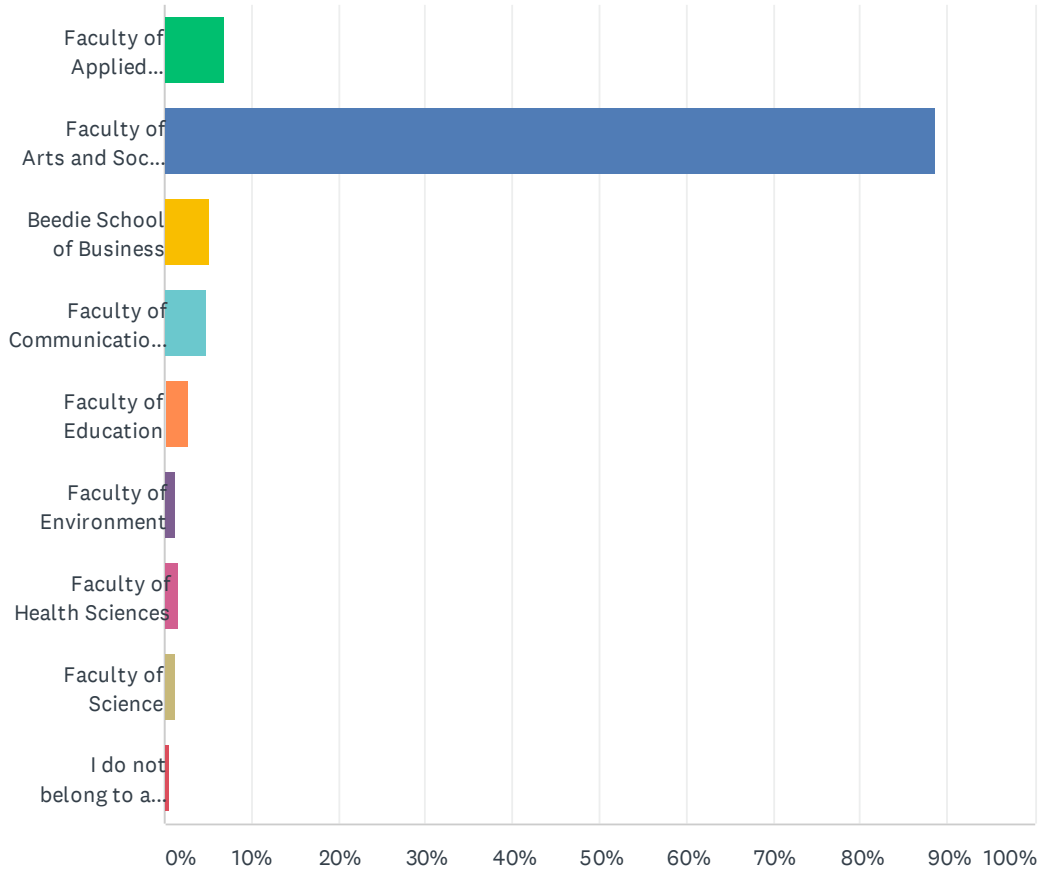
Answered: 735   Skipped: 3
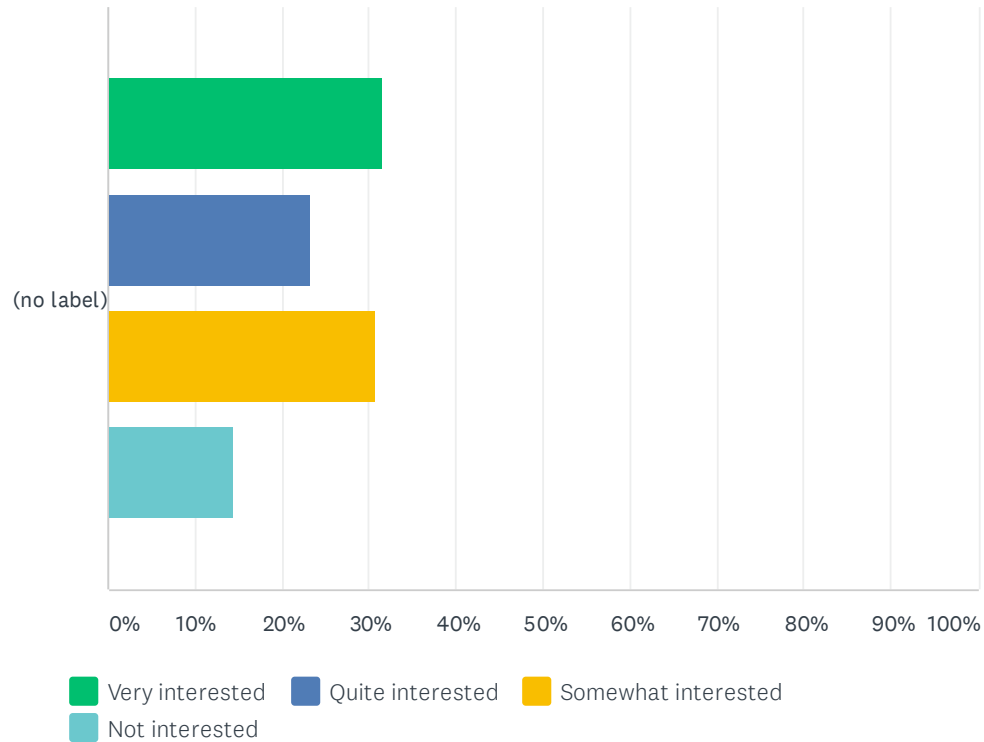
VERY INTERESTED	QUITE INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED	TOTAL
31.56% 232	23.27% 171	30.75% 226	14.42% 106	735

SFU FACULTY OF ARTS AND SOCIAL SCIENCES

Q2 What faculty do you belong to? (multiple allowed)

SFU Public Policy Minor — Undergraduate Survey

ANSWER CHOICES	RESPONSES	
Faculty of Applied Sciences	6.82%	50
Faculty of Arts and Social Sciences	88.68%	650
Beedie School of Business	5.18%	38
Faculty of Communication, Art and Technology	4.91%	36
Faculty of Education	2.73%	20
Faculty of Environment	1.23%	9
Faculty of Health Sciences	1.64%	12
Faculty of Science	1.23%	9
I do not belong to a faculty yet	0.68%	5
Total Respondents: 733		

SFU FACULTY OF ARTS AND SOCIAL SCIENCES

Q3 What is your major or intended area of study?

Answered: 698   Skipped: 40

AREA OF STUDY	RESPONSES
Criminology	144
Psychology	132
Political science	113
Economics	67
English	35
Sociology	34
History	33
International studies	32
French	21
Linguistics	21
Communications	12
Philosophy	12
Business	11
Anthropology	8
Cognitive science	8
GSWS	8
Health sciences	8
Indigenous studies	8
Interactive arts	6
Labour studies	5
Contemporary arts	4
Education	4
Environmental science	4
Humanities	4
Archeology	3
Behavioural Neuroscience	3
Finance	3
Law	3
Legal studies	3
Counseling	2
Global Asia	2
Kinesiology	2
Mathematics	2
Print and digital publishing	2
Sustainable development	2
World Languages and Literatures	2
Accounting	1
Biology	1
Biomedical Physiology	1
Computer science	1
Creative writing	1
Early learning	1
Engineering	1
French cohort	1
Geology	1
Gerontology	1
Medicine	1
Nursing	1
Physics	1
Science	1
Statistics	1
Total respondents	698

4 most popular areas of study
9% or more of the respondants answered with the following:

Criminology
Psychology
Political science
Economics

2nd tier of areas of study
3% or more of respondants answered with the following:

English
Sociology
History
International studies
French
Linguistics

3rd tier of areas of study
2% or less of respondants answered with the following:

Communications	Kinesiology
Philosophy	Mathematics
Business	Print and digital publishing
Anthropology	Sustainable development
Cognitive science	World Languages and Literatures
GSWS	Accounting
Health sciences	Biology
Indigenous studies	Biomedical Physiology
Interactive arts	Computer science
Labour studies	Creative writing
Contemporary arts	Early learning
Education	Engineering
Environmental science	French cohort
Humanities	Geology
Archeology	Gerontology
Behavioural Neuroscience	Medicine
Finance	Nursing
Law	Physics
Legal studies	Science
Counseling	Statistics
Global Asia	

SFU FACULTY OF ARTS AND SOCIAL SCIENCES

Q4 Do you have any additional comments? (optional)

Answered: 368   Skipped: 370

"A better focus on how policy influences crime specifically or the collective psychology at a social level."

"As a public servant, having a public policy minor program would be very helpful for those students wanting to take up a degree in public policy and governance post-graduation."

"I am already set to graduate, but would have been very interested in this minor had it been available to me."

"I am currently doing a social data analytics minor because I want to study public policy. So if there is a public policy minor i would definitely consider transitioning to that."

"I am unfortunately too close to graduation to take advantage of this Minor, but it sounds like a great opportunity for future students. The fact that it includes mandatory economics courses is also a big plus for political science students looking to do a Master's program or to work with the public service."

"I still don't understand what the minor is for. If you could explain each part of it, it would be helpful. Also, give examples of what careers it'd lead too may help."

"I think it would be an excellent minor! Especially if the program can incorporate Indigenous policies and practices."

"I think that it would be a very interesting concept. To my knowledge there is nothing too similar to it at SFU and I think it would be appeal to a lot of people."

"Although I am already in my 4th year of Econ, I would think a Public Policy Minor would be a great addition to my major as I have already took a few Poli Sci courses, so I know they are good complements for each other."

"During my co-op work term as a jr policy analyst I've worked on a variety of projects that haven't been mentioned in classes, such as how to create a terms of reference or draft a memorandum of understanding. These are such valuable skills to have once I graduate, so I'm hoping these more technical pieces of writing can be covered in a program like this. It would really set SFU apart to potential students."

"I am intrigued by the idea of having real employers there to help and guide students."

"I am personally not extremely interested in this subject are, but I think that this minor may be a great option for those interested in public policy and political science!"

"I personally am not interested in a public policy minor, but I do know of people who would consider it."

"I suggest a minor in public policy on public health management and information media."

"I think it would be great to promote this minor as complementary to many programs that already exist. For example, I'm a Philosophy major doing a concentration in Law, and I think this would very nicely supplement my interests. As well, I think this kind of minor would tie in very nicely with many of the Arts co-op positions out there (notably, the government ones). As a fourth-year undergraduate student, I won't be pursuing this minor myself, but I think it's a great idea."

"Around how long would the program be?"

"Had this been available in my first year, I likely would've jumped on it. I doubt I would be able to do it now, as I'm entering my fourth year."

"I am accepted into the MPP program at SFU in the fall. This is the last semester of my undergrad. I would have loved an opportunity to Minor in Public Policy."

"I am graduating this semester but would have LOVED to do a minor in public policy. I hope SFU will be able to offer that in the future to its students! It would be a HUGE asset to the institution and to students."

"I am not interested in pursuing this minor because I am already working on a minor and a certificate, in humanities and Hellenic studies respectively. I am also going into my fifth year at SFU and hoping to graduate as soon as possible. However, I think the program is a good idea and other students would benefit from this minor."

"I think if you added an elective course in for first or second year student to ease them into what policy is, people would be interested in taking it as a minor. I would definitely prefer it over policing."

"I think it's a great idea and would hope that there are some courses non-minors could attend to help provide insight on the role public policy plays on the various levels of government. I would also hope something on policy on the municipal level was included as that's the level of government that affects us most directly."

Q4 Do you have any additional comments? (optional)

Answered: 368   Skipped: 370

"I think that this minor would be a great opportunity but it is irrelevant to what I am studying. However, I know others who are interested in business and public relations, and this minor would be very beneficial for their areas of study."

"I would be more interested if I wasn't already graduating soon, but I think it's a good idea. I'm a fan of interdisciplinary programs, and I think there should be more of them."

"I'd be careful to ensure that the public policy minor isn't marketed as a substitute for a solid social science background, or that it is an expectation for those hoping to join government. I completed three co-op terms as a policy analyst with the federal government and currently work as one part-time while finishing my degree, and a lot of insight is gained from everyone's different educational backgrounds. Policy is enhanced by different areas of interest, so emphasizing that students bring a lot with their degrees would be helpful. I'd hate to see the minor become something only political science/economics students enroll in, or be marketed as something essential for those wishing to work in policy."

"It would be a great addition for crim students who are looking to go into government work."

"My major focuses heavily on theory classes, including the political science requirements. I think students would highly appreciate courses that emphasize teaching practical skills. For instance, a (W) class based on policy writing or creating promotional material (communications or public relations based) would be incredibly interesting!"

"I think this minor would be a great addition to SFU! The interdisciplinary approach would help prepare students for policy work in the real world. I am very interested in it and hope the proposal is successful."

"I would be so excited to have a minor like this, I would honestly replace my political science major with it. I also believe that it is incredibly important to have a distinction of public policy from a school like SFU who has offices of community engagement."

"I'm graduating this semester and very sad to have missed this! Now applying to policy analyst jobs and think this would have been a big asset."

"I'm really interested in this minor since I intend to work in the public sector. I'll be in my fourth year soon so I'd appreciate it if this minor could be published soon and senior students can get an opportunity to use courses for both their major and minor given that it was announced late in their degree."

"If you end up creating this make sure you invite the involvement of the Office of French and Francophile Affairs."

"Making this accessible to undergraduates would be amazing and entirely welcome. Making some of the public policy classes as well would be great to make this minor a lot more accessible."

"This sounds like a great opportunity. I think it would help students feel that SFU offers programs that would help them get into a "real world" job with marketable skills."

"Will there be streams for students to consider or which would include disciplines such as Indigenous, Education, Legal, or Children Advocacy? Will Co-op opportunities be available?"

"I think this sounds really cool! I'm almost done my undergrad but would have considered this if it was offered!"

"I would have been interested in minoring in Public Policy, had the option been available. A definite must add."

"I would have loved for this minor to be available when I was still declaring programs. My main post-school goal is to work in public policy, but I found it difficult to piece together a degree that hit all the right notes. I ended up declaring an ECON major with POL and SDA minors; a public policy minor would have afforded me more flexibility/options in my course/degree planning. I think it would be a great addition."

"I've been interested in Public Policy and always wanted to be able to develop the skills needed in the policy career. I'll definitely take this minor if I get the chance to before I graduate! I think it'll be such a great minor to have to give a sense of what public policy is and will probably make me ready for the Master program too!"

"It not necessarily something I think will vastly help my law school journey or I will minor in (to me personally, for others it definitely can and law school accepts all minors and majors), but I think it is amazing opportunity for other students."

"This would be a helpful program to offer as many grad schools offer Public Policy programs. Thus, it would be beneficial for students to understand more about public policy to get a taste of the subject matter before applying to these grad programs."

Minor in Public Policy (PPM)

Letters of Support

May 12, 2021

Andy Hira
Professor of Political Science
AQ 6048
Simon Fraser University
Burnaby, BC

anil_hira@sfu.ca

Dear Dr Andy Hira:

I am pleased to write a letter of support for the creation of a public policy minor at SFU. I understand that one of the intentions of this minor is to better meet the needs of prospective employers, like the BC Government. In addition, I understand that courses included in this minor will provide students with opportunities to engage in applied, real world simulations and problem solving as part of their learning.

I appreciate the focus on understanding and responding to the needs of employers and was pleased to be one of the people that was consulted as part of this process. The recruitment of a talented workforce continues to be a significant focus for the Government of BC and we appreciate minors like this that develop students with a real-world understanding of the public policy process.

Kind regards,

Jennifer Erickson
Director, Corporate Workforce Strategies
Public Service Agency
Government of British Columbia

Department of Politics and Public Administration

Dear Dr. Hira,

I trust you and your Simon Fraser University (SFU) colleagues are keeping well. Thank you for inviting me to review SFUs Notice of Intent (NOI) for a Minor in Public Policy. The description of the proposed minor is comprehensive in documenting interdisciplinary learning across the Faculty of Arts and Social Sciences. Focusing on two strengths: Technology and Innovation in Public Policy and Applied Public Policy has the potential to be of interest to a wide range of students.

The mandate and strategic plan are clear and they fit well within current SFU academic goals. Creating a coherent undergraduate curriculum focused on public policy is important, and the capstone courses offer a real world perspective to this minor. The target audience is clear and the proposed minor includes an attractive credential that students will appreciate.

The mandatory courses provide students with basic training in both qualitative and quantitative skills, which are essential for preparing students to be equipped with the knowledge needed to tackle complex policy questions. The inclusion of economics and a French version of the Introduction to Public Policy will add to the appeal of the proposed minor. The electives are broad enough to draw students from a variety of disciplines because they offer traditional and more current topics in public policy. The linkages between program outcomes and curriculum design are sound and rationale. The uniqueness of the proposed minor in public policy will add to its appeal and set the stage for other departments and schools that may want to introduce minors in the programs.

A cornerstone of Ryerson University's educational mission is the combination of theory and practice, and we have worked to build significant capacity with respect to public policy, both at our undergraduate and graduate levels. Having said that, I am truly impressed with the degree of detail in this NOI, and the exceptional qualifications of faculty, who will be teaching in the proposed minor in public policy.

In summary, the proposal to create a minor in public policy offers a sophisticated awareness of the potential for expanding and supporting student interest in public policy. The proposal demonstrates an understanding of future labour demand in the field of public policy, and the need to focus on interdisciplinary opportunities contained within the proposed Minor in Public Policy, to harness that demand. I have no hesitation in supporting this innovative and much needed opportunity to expand the field of public policy to a greater number of undergraduate students across a range of interdisciplinary fields. If there are follow up questions, related to this letter of support, you are welcome to contact me.
Regards,

Duncan MacLellan

Duncan MacLellan, PhD
Associate Professor
Undergraduate Program Director, Public Administration and Governance
Department of Politics and Public Administration
Ryerson University Toronto, Ontario Canada M5B 2K3
dmaclellan@ryerson.ca

July 19,2021

To Whom It May Concern:

RE: New Minor in Public Policy with concentrations in Technology and Innovation in Public Policy and Applied Public Policy.

The Vancouver Economic Commission (VEC) works to contribute to building a prosperous, inclusive, zero carbon and resilient local economy, competitively positioned in the global market.

As the economic development agency for the City of Vancouver (COV), we work to strengthen Vancouver's evolving economy by conducting and consolidating economic research, promoting and advocating for Vancouver's economy, delivering programs to support local business growth and partnering on targeted high-impact investment. VEC works closely with COV and collaborates with business, academia, and government organizations to position Vancouver as a global destination for innovative, creative, and sustainable business.

We have read through the proposed SFU Minor in Public Policy and find that it offers a valuable pathway for public policy focused undergraduate students seeking opportunities in the field of technology and innovation. The intersection of technology, innovation and public policy is increasingly gaining importance especially with the growth and adoption of technologies like artificial intelligence and embedded digital transformation. It is not only important but an imperative, that our academic institutions graduate students with core concepts and skills in public policy analysis, along with the more specialized knowledge and skills embedded in the traditional technology and innovation focused majors. Furthermore, we believe strongly in the experiential model of learning that is at the core of the new minor.

Our expectation is that this credential will be valued by the public sector and graduate programs in public policy and will provide a valuable pathway for graduates of the program to seek influential roles in the ever-growing technology and innovation sector, with a focus on driving human centred and citizen centred technological advancements. It our intent that this program will translate to direct economic advantage through employment for non-traditional graduates in the technology and innovation sector, which is the fastest growing employment sector in BC.

We are pleased to have been requested to support in an advisory capacity and very much look forward to contributing to the launch and success of this program. We wish SFU the best of luck in this endeavour.

Sincerely,

Eleena Marley
CEO

FROM: Marlowe Morrison, Programs Manager

University of Victoria, School of Public Administration

TO: Dr. Anil (Andy) Hira, Professor

Simon Fraser University, Department of Political Science

RE: SFU Minor in Public Policy, Letter of Support

Dear Dr. Hira;

Thank you for forwarding the Notice of Intent for the proposed Minor in Public Policy (PPM) offered by the School of Public Policy at Simon Fraser University. Our department is supportive of this initiative and has no objections to the introduction of this program.

Please do not hesitate to contact me directly if further information is required.

Regards,

Marlowe Morrison

Marlowe Morrison
Programs Manager, School of Public Administration
Faculty of Human and Social Development
University of Victoria

April 15, 2021

Professor Anil Hira
Department of Political Science
Simon Fraser University

Dear Professor Hira:

The proposed SFU Minor in Public Policy offers a valuable pathway for undergraduate students interested in the topic. It is similar to the major program we offer here, in presenting students with core concepts and skills in public policy analysis, along with a menu of elective possibilities from various departments. I think that a minor program will work well as a compliment to core majors such as Political Science and Economics, and it will foster faculty synergies across programs. Our own Public Policy program attracts some of the stronger students in the Social Sciences and enrollment has been growing, which suggest a need for training in this area.

We wish SFU the best of luck in this endeavour.

Sincerely,

Margaret Kohn
Professor and Chair

Dr. Andrea M. Brown
Associate Professor and Chair
Department of Political Science and North American Studies
Wilfrid Laurier University
Waterloo, Ontario N2L 1P5

April 19, 2021

To Whom It May Concern:

I am pleased to offer my support for the proposed Minor in Public Policy housed in the School of Public Policy at SFU.

At Laurier, Public Policy has become an increasingly important part of the Political Science Department offerings over the past decade. As growing numbers of students are seeking practical and skills based training we made a conscious shift to increasing our public policy offerings, revamping our MA program to a Masters in Applied Politics (MAP), which includes a policy stream, and adding a Public Policy Specialization (2.5 credits) for our majors and a Public Policy Minor (3.0 credits) for non-majors. In response to the overwhelming interest in these classes we hired a tenure track faculty member in Public Policy in 2021.

Minors at Laurier are typically just 3.0 credits (six one-semester classes) and Specializations are a means to recognize concentrations within an discipline, with classes that double-count towards a major and the specialization. What SFU is proposing is closer to what Laurier would deliver as an Option – an interdisciplinary enhanced minor with a higher number of associated credits. Laurier does not yet have an Option in Public Policy, although we do have a very successful Option in International Policy, housed in the School for International Policy and Governance (SIPG), and Policial Science offers a number of their elective courses.

The SFU proposal is very well thought out and will present a meaningful credentialing opportunity to students if approved. The interdisciplinary scope of the proposed Minor will be attractive to students majoring and/or interested a variety of disciplines and programs and provide a broad range of approaches to understanding and applying public policy. The capstone courses will anchor the Minor well, and their community-engaged focus is an added strength. The proposed concentrations make sense within the field of Public Policy and within the context of existing faculty strengths and course offerings at SFU. There is evident existing capacity to successfully launch this minor, within the terms of the modest additional resourcing

needs identified in the proposal. The predicted enrolment growth is consistent with what I would expect, given the steep rise in interest in Public Policy credentialing at my own institution, the absence of similar programming elsewhere in the BC region, and the survey undertaken at SFU to assess student interest.

If I can offer any additional information, please do not hesitate to contact me.

Best wishes,

Andrea Brown

Andrea M. Brown

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Minor in Public Policy (PPM)

Curricula Vitae

SOPHIE BORWEIN

Email: sophie_borwein@sfu.ca

Tel: (647) 960-9502

CURRENT POSITION

Assistant Professor *July 2021 -*
School of Public Policy
Simon Fraser University

EDUCATION

Postdoctoral Fellow *Sept 2020 - July 2021*
The Policy, Elections, and Representation Lab (PEARL)
Department of Political Science, University of Toronto

University of Toronto, Department of Political Science *2014 - 2020*
PhD, Political Science
Thesis: *Distant Neighbours: social distance, mobility prospects and government redistribution*
Fields: Canadian Politics, Comparative Politics

University of Toronto, School of Public Policy and Governance *2011 - 2013*
Master of Arts, Public Policy

Simon Fraser University, Department of Political Science *2007 - 2011*
Bachelor of Arts, Political Science (with distinction)

ACADEMIC PUBLICATIONS

Borwein, Sophie, and Jack Lucas. "Municipal Identity and City Interests." *Political Behavior*: 1-20. https://doi.org/10.1007/s11109-021-09735-5

Cochrane, Chris, Ludovic Rheault, Tanya Whyte, Michael W.C. Wong, J.F. Godbout, and **Sophie Borwein**. 2021. "The Automatic Analysis of Emotion in Political Speech Based on Transcripts." *Political Communication*: 1-24. https://doi.org/10.1080/10584609.2021.1952497

Borwein, Sophie, and Michael J. Donnelly. 2021."Fiscal Burdens and Knowledge of the Immigration Selection Criteria." *Journal of Ethnic and Migration Studies 47* (7): 166-188. https://doi.org/10.1080/1369183X. 2018.1553675

Borwein, Sophie. 2021. "Do Ministers' Occupational and Social Class Backgrounds Influence Social Spending?" *Politics, Groups, and Identities*: 1-23. https://doi.org/10.1080/21565503.2020.1854792

Tuohy, Carolyn Hughes, **Sophie Borwein**, Peter John Loewen, and Andrew Potter, eds. *Policy Transformation in Canada: Is the Past Prologue?* Toronto: University of Toronto Press, April 2019.

Borwein, Sophie, and Carolyn Hughes Tuohy. 2019. "Downstream from the Centennial: Navigating Fifty Years of Policy Change." In *Policy Transformation in Canada: Is the Past Prologue?*, edited by Carolyn Hughes Tuohy, Sophie Borwein, Peter John Loewen, and Andrew Potter, 3-12. Toronto: University of Toronto Press.

WORKS IN PROGRESS

Bonikowski, Bart, **Sophie Borwein**, Peter Loewen, and Blake Lee-Whiting. "Threat of Automation and Vote Choice."

Rheault, Ludovic, and **Sophie Borwein**. "Multimodal Techniques for the Study of Affect in Political Videos."

Borwein, Sophie, Jim Farney, and Linda White. "Keeping Up with the One Percent: Competitive Parenting and Household Education Spending Trends in Canada."

Borwein, Sophie. "Group Memberships and Support for Redistribution."

GOVERNMENT REPORTS

Borwein, Sophie. 2014. "The Great Skills Divide." *Higher Education Quality Council of Ontario*: 1-31.

Borwein, Sophie. 2014. "Bridging the Divide, Part I: what Canadian Job Ads Said." *Higher Education Quality Council of Ontario*: 1-38.

Borwein, Sophie and Erica Refling. 2014. "Bridging the Divide, Part II: what Canadian Job Ads Produced." *Higher Education Quality Council of Ontario*: 1-19.

OTHER WORK EXPERIENCE

Higher Education Quality Council of Ontario (HEQCO) *Sept 2013 - August 2014*
Researcher

Analyzed labour market projections and skills data. Authored three papers on "skills gaps" among Canadian youth, with research featured in Maclean's Magazine.

The Mowat Centre *April 2012 - August 2012*
Research Assistant

Provided foundational researcher for a KPMG-sponsored report on public service transformation, interviewing senior public servants in governments across Canada.

RESEARCH ASSISTANCE

Detecting Anxiety in Speech Using Deep Neural Networks *Sept 2018 - 2020*

Research support for Professor Ludovic Rheault (University of Toronto, political science) and Professor Jonathan Rose (University of Toronto, engineering) on a project working to train deep neural networks to detect anxiety in textual, audio, and visual data.

The Comparative Education Policy Project *June 2017 - 2020*

Research support for Professor Linda White (University of Toronto, political science) and Professor Jim Farney (University of Regina, political science) on a project on inequality and public funding of private education.

GRANTS AND AWARDS

A.W. Johnson Graduate Scholarship for the Study of Canadian Government and Public Administration, 2018-2019, 2019-2020 ($6,000 total)

Doctoral Completion Award, Faculty of Arts & Sciences, 2019-2020 ($6,600)

Ontario Graduate Scholarship, 2018-2019 ($15,000)

Adrienne Clarkson Public Service Laureate, Massey College, 2017

SSHRC Joseph-Armand Bombardier CGS Doctoral Scholarship, 2014-2017 ($105,000)

Massey College Junior Fellow (elected), 2011-2017

International Policy Ideas Challenge Top 10 Finalist, Global Affairs Canada, 2015

Faculty of Arts and Science Award, 2014-2015 ($5,970)

David Malone Bursary, Massey College, 2012 ($1,000)

School of Public Policy and Governance Entrance Scholarship, 2011 ($3,000)

Robert L. Stanfield Book Prize for Excellence in Political Science, 2011 ($150)

CONFERENCE PAPERS AND PRESENTATIONS

Canadian Political Science Association 2021 (virtual)

American Political Science Association 2020, San Francisco (withdrawn due to Covid-19)

Canadian Political Science Association 2020, London, Ontario (cancelled due to Covid-19)

Midwest Political Science Association 2020, Chicago (cancelled due to Covid-19)

American Political Science Association 2019, Washington (poster)

PolMeth 2019, Boston

Canadian Political Science Association 2019, Vancouver

Midwest Political Science Association 2019, Chicago

American Political Science Association 2018, Boston

Midwest Political Science Association 2018, Chicago

Keynote Speaker, Emerge Media Awards 2017, University of Guelph-Humber

Council on University Planning and Analysis Annual Conference 2014, Ryerson University

TEACHING

Instructor, School of Public Policy, Simon Fraser University

- PLCY 803, *The Politics of Policy Analysis I*, Fall 2021

Instructor, Department of Political Science, University of Toronto

- POL 382, *Diversity and the Welfare State: Canada in Comparative Perspective*, Summer 2020

Teaching Assistant, Munk School of Global Affairs and Public Policy, University of Toronto

- PPG 2018, *Role of Government*, 2016-2020
- PPG 2003, *Capstone Course: Integrating Issues in Public Policy*, 2016-2019

Teaching Assistant, Department of Political Science, University of Toronto

- POL 214, *Canadian Government and Politics*, 2014-2018 (Head Teaching Assistant 2015-2018)

Teaching Assistant, Department of Economics, University of Toronto

- ECO 100, *Introduction to Economics*, 2012-2013

Simon Fraser University
CURRICULUM VITAE

NAME: Kora DeBeck

DEPARTMENT/SCHOOL: School of Public Policy / Simon Fraser University

PRESENT RANK: Associate Professor

FACULTY: Arts and Social Sciences

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
McGill University	B.A. (h)	09/2002	Political Science
Simon Fraser University	M.P.P	04/2007	Public Policy
University of British Columbia	Ph.D.	12/2010	Interdisciplinary Studies
University of British Columbia	Postdoctoral	12/2013	Epidemiology
Johns Hopkins Bloomberg School of Public Health	Postdoctoral	12/2013	Epidemiology

Awards/Honours (select)

2006-2007	Graduate Fellowship Award, Dean of Graduate Studies, Simon Fraser University
2007-2010	Doctoral Research Award, Canadian Institutes of Health Research (CIHR)
2008-2011	Senior Graduate Trainee Award, Michael Smith Foundation for Health Research (MSFHR)
2009-2010	Four Year Doctoral Fellowship, University of British Columbia
2011-2012	Postdoctoral Fellowship, Canadian Institutes of Health Research (CIHR)
2014-2019	New Investigator Salary Award, Canadian Institutes of Health Research (CIHR)
2013-2021	Career Investigator Award, Michael Smith Foundation for Health Research (MSFHR, Providence Health Care- St. Paul's Hospital)

Positions and Employment (select)

2006-2007	Research Assistant, VIDUS, BC Centre for Excellence in HIV/AIDS, St. Paul's Hospital, Providence Health Care, Vancouver, Canada
2007-2010	Knowledge Translation Coordinator, VIDUS and ARYS, BC Centre for Excellence in HIV/AIDS
2011-2012	Knowledge Translation Officer, BC Centre for Excellence in HIV/AIDS
2011-2012	Postdoctoral Research Fellow, Division of AIDS, Department of Medicine, UBC
2011-2012	Postdoctoral Research Fellow, Johns Hopkins Bloomberg School of Public Health, Department of Epidemiology
2012-2018	Research Scientist, BC Centre for Excellence in HIV/AIDS
2013-2020	Assistant Professor, School of Public Policy, Simon Fraser University, Vancouver, Canada
2017-2018	Interim Co-Research Director, BC Centre on Substance Use, St. Paul's Hospital, Providence Health Care, Vancouver, Canada
2018-present	Research Scientist, BC Centre on Substance Use, St. Paul's Hospital, Providence Health Care, Vancouver, Canada
2020-present	Observational Research Program Lead, BC Centre on Substance Use, St. Paul's Hospital, Providence Health Care, Vancouver, Canada
2020-present	Associate Professor, School of Public Policy, Simon Fraser University, Vancouver, Canada

Teaching and Supervision (select)

SPP Masters Capstone Supervision at SFU

1. Brittany Barker, "Left Behind: Fostering better outcomes for youth in BC's Child Welfare System," Supervisor, 2013-2014

2. Shannon Riley, SPP Capstone Supervisor, "Opioid overdoses in supportive housing facilities: How to keep people safe," 2015-2016

3. Andreas Pilarinos, SPP Capstone Supervisor, "'Working to live': Economic security through policy innovation in Vancouver's Downtown Eastside," 2015-2016

4. Ana Molina, SPP Capstone Supervisor, "Enhancing municipal support for child care: Policy options for the City of Surrey" 2016-2017

5. Kim McKenzie, SPP Capstone Supervisor, "On assistance, can work: The unrealized employment potential in Vancouver's Downtown Eastside", 2016-2017

6. Michelle Buckman, SPP Capstone Supervisor, "Embedding Indigenous Cultural Safety and Humility as a Culture of Practice in Health Research Institutions", 2014-2018

7. Michelle Buchholz, SPP Capstone Supervisor, Working title: "Developing a Policy to Address Anti-Indigenous Racism in Health Care", June- December 2018

8. Jennifer McDermid, SPP Capstone Supervisor, "Moving Beyond End-Demand Legislation: Understanding the impact of criminalization on client behaviour and sex worker health and safety and policy alternatives to end-demand approaches to sex work". September 2020- April 2021

9. Parsoua Shirzad, SPP Graduation Paper supervisor, "Decimated by Design: Indigenous Food Sovereignty in Canada". April 2021

PhD Student Supervision

1. Brittany Barker, PhD student, Interdisciplinary Studies, University of British Columbia. PhD Co-Supervisor, 2014 –2019. Dissertation title: "Young people who use drugs and the Child Welfare System: Evidence to improve outcomes". Recipient of CIHR Doctoral Research Award 2015-2018. Completed 2019.

2. Tessa Cheng, PhD student, Health Sciences, SFU. PhD Co-Supervisor, 2013-2018. Dissertation title: "Nonmedical Prescription Opioid Initiation, Ongoing Use, and Related Overdose Among People who use Drugs in Vancouver, Canada". Completed 2018.

3. Andreas Pilarinos, PhD student, Interdisciplinary Studies, University of British Columbia. PhD Co-Supervisor, 2016- present

Courses Taught

1. MPP 807 Policy Issues and Analysis II. Winter 2015. 28 students. Co-taught with Professor Doug McArthur

2. MPP 800 Policy Issues and Analysis I. Fall 2015. 27 students. Co-taught with Professor Doug McArthur

3. MPP 807 Policy Issues and Analysis II. Winter 2016. 27 students. Co-taught with Professor Doug McArthur

4. MPP 800 Policy Issues and Analysis I. Fall 2016. 28 students

5. MPP 807 Policy Issues and Analysis II. Winter 2017. 28 students. Co-taught with Professor Doug McArthur

6. MPP 800 Policy Issues and Analysis I. Fall 2017. 36 students

7. MPP 800 Policy Issues and Analysis I. Fall 2018. 34 students. Co-taught with Professor Doug McArthur

8. MPP 807 Policy Issues and Analysis II. Winter 2020. 36 students

9. MPP 800 Policy Issues and Analysis I. Fall 2020. 31 students

10. MPP 800 Policy Issues and Analysis I. Fall 2021. 35 students

Teaching Workshop Participation

1. Teaching development: Your Teaching Dossier/Portfolio: A S.M.A.R.T. (Systematic, Manageable, Articulate, Reviewed, Tangible) Approach for SFU Faculty, SFU (3 afternoons), Jan - Feb 2017

2. Teaching development: Instructional Skills Workshop, SFU (3 days), April 2017

3. Teaching development: Course Design Workshop, SFU (5 days), April 2017

4   Teaching development: SFU's Career Retreat for Assistant Professors (1 day), February 16, 2018

5   Decolonizing Teaching: An Integrated Seminar Series and Grants Program, SFU's Aboriginal Strategic Initiative (ASI), Part 1, (6 Sessions), SFU, Vancouver, BC, February 2018 - June 2018

6   Academic Integrity Workshop, SFU, Harbour Centre, Vancouver, BC, June 25, 2018

7   Decolonizing Teaching: An Integrated Seminar Series and Grants Program, SFU's Aboriginal Strategic Initiative (ASI), Part 2, September 2018 – December 2018 (unable to participate while on leave)

Publications

A full list of my published work can be found here:
https://www.ncbi.nlm.nih.gov/myncbi/10CxoZFqi65Ag/bibliography/public/

Research Grants

Ongoing Research (select)

1   COVID-19 Immunity Task Force PI: Milloy, Reddon, Barker   03/2021 - 03/2022
Evaluating the safety and immunogenicity of SARS-CoV-2 vaccines among underserved urban populations with intersecting risk factors for COVID-19 morbidity and mortality: a pooled analysis three prospective cohort studies in Vancouver, Canada
Role: Co-Investigator

2   CIHR PJT-175162 NPI: **DeBeck**, PI Hayashi   04/2020 - 03/2025
Investigating the unique experiences and needs of youth and young adults who use drugs during the dual crises of overdose and COVID-19
Role: Nominated Principal Investigator

3   NIH-NIDA 2U01DA038886-06 Co-NPI: **DeBeck**, Hayashi   05/2020 - 04/2025
Vancouver drug users study: the impacts of evolving drug use patterns on HIV/AIDS (Renewal)
Role: Nominated Co-Principal Investigator

4   CIHR MS1-173065 NPI: Hayashi, PI **DeBeck**   09/2020 - 03/2021
Evaluation of innovative risk mitigation services in the context of dual crises of COVID-19 and overdose among people who use opioids in Vancouver, BC
Role: Co-Principal Investigator

5   CIHR Project grant PI: **DeBec**k/Ward/Loopie/Shannon/Small   09/2019 - 08/2024
Indigenizing harm reduction in response to the opioid crisis: A scoping review and community-based research projects with First Nations in BC
Role: Co-Principal Investigator

Completed Research (select)

1   CIHR/ SickKids- SKF 149507/U013A038886 PI: **DeBeck**   03/2017 - 03/2020
Addiction treatment engagement among youth: community researcher-practice partnerships
Role: Nominated Principal Investigator

2   NIH/NIDA U01 DA038886 NPI: Kerr, PI: **DeBeck**, Hayashi   03/2015 - 11/2019
Vancouver drug users study: evaluating the natural history of injection drug use
Role: Co-principal investigator

3   CIHR SMN-139-148 PI: Wood   04/2014 -11/2019
The British Columbia Addiction Network
Role: Co-investigator

4   NIH/NIDA 1 R25 DA037756-01 PI: Wood   04/2014 - 03/2019
HIV Researchers Mentoring the Next Generation of Addiction Clinician Scientists
Role: Co-investigator

5   CIHR 286532 MOP-125946 NPI: **DeBeck**   04/2013 - 03/2018
Prescription opioid misuse among at-risk youth: Investigating drug use trajectories and associated risk behaviours to inform policy responses
Role: Nominated Principal investigator

6   NIH/NIDA R01DA028532 NPI: Wood   04/2010 - 02/2015
Initiation of injection drug use and HIV risks among street-involved youth
Role: Co-Principal Investigator

7	<u>CIHR Operating grant PI:</u> Wood, **DeBeck**	04/2010 - 03/2015

Investigating and addressing injection drug use and other harms among street-involved youth; The ARYS Project
Role: Co-Principal Investigator

Presentations to Government and Government Policy-Advisors (select)

1   **DeBeck K. "**Opportunities for supporting vulnerable youth: Evidence from the At-Risk Youth Study (ARYS)". Presentation to the Minister of Justice, Attorney General of Canada, Jody Wilson-Raybould. Vancouver, BC. February 27, 2017

2   **DeBeck K**. "The At-Risk Youth Study (ARYS): Identifying and addressing the needs of street-involved youth". Meeting with Office of the Representatives for Children and Youth." Victoria, BC. May 24, 2017

3   **DeBeck K.** "The At-Risk Youth Study (ARYS): Implications for Addressing the Mental Health Needs of Street-Involved Youth who Use Drugs". Knowledge Exchange Research Round, Ministry of Health, Victoria, BC. May 1, 2018.

4   **DeBeck K.** "ARYS overview", Presentation to Ms. Gina McGowan, Office of Research Translation and Knowledge Mobilization, Ministry of Health, BCCSU, May 29, 2018

5   **DeBeck K**, Van Veen C, Bruce T, Reid L, Hayashi K, Milloy M, Nosovic E., Richardson L. "Estimated Drug Consumption Volumes to Inform Decriminalization Threshold Determinations". Presented to Vancouver Policy Department Drug Decriminalization Working Group Members. Zoom. March 15, 2021

6   **DeBeck K**, Van Veen C, Bruce T, Reid L, Hayashi K, Milloy M, Nosovic E, Richardson L. "Estimated Drug Consumption Volumes to Inform Decriminalization Threshold Determinations". Presented to Mayor of Vancouver. Zoom. March 26, 2021

7   **DeBeck K**, Bruce T, "Threshold Analysis". Presented to City of Vancouver Drug Decriminalization Working Group. Zoom. March 26, 2021

8   **DeBeck K**, Van Veen C, Bruce T, Reid L, Hayashi K, Milloy M, Nosovic E, Richardson L. "Estimated Drug Consumption Volumes to Inform Decriminalization Threshold Determinations". Presented to City of Vancouver Drug Decriminalization Oversight Committee. Zoom. April 6, 2021

9   **DeBeck K**, Van Veen C, Bruce T, Reid L, Hayashi K, Milloy M, Nosovic E, Richardson L. "Estimated Drug Consumption Volumes to Inform Decriminalization Threshold Determinations". Presented to City of Vancouver Representatives. Zoom. April 7, 2021

10 Bruce T, Van Veen C, **DeBeck K**, "City of Vancouver Decriminalization Project". Presented to BC Ministry of Health ADM Group on Decriminalization. Zoom. April 30, 2021

11 **DeBeck K**, Van Veen C, Bruce T, Reid L, Hayashi K, Milloy M, Nosovic E, Richardson L. "Methodology to Estimate Drug Consumption Volumes to Inform Threshold Determinations". Presented to Decriminalization in BC Decriminalization Core Planning Table. Workshop #2. Zoom. September 17, 2021

Presentations to Community Organizations and Public Audiences (select)

12 **DeBeck K**, Van Veen C, Bruce T, Reid L, Hayashi K, Milloy M, Nosovic E, Richardson L. "Estimated Drug Consumption Volumes to Inform Decriminalization Threshold Determinations". Presented to ARYS Peer Research Associates. Zoom. March 29, 2021

13 **DeBeck K**, Van Veen C, Bruce T, Reid L, Hayashi K, Milloy M, Nosovic E, Richardson L. "Estimated Drug Consumption Volumes to Inform Decriminalization Threshold Determinations". Presented to Vancouver Area Network of Drug Users (VANDU) Board. Zoom. April 15, 2021

14 **DeBeck K**. "Preliminary COVID-19 Data & Analyses from the ARYS Cohort Study". Presented to the ARYS Youth Advisory Committee. Vancouver BC (remote). August 18, 2021.

Service (select)

2006-present	Reviewing activity including, but not limited to, the following journals: Lancet HIV; Journal of Acquired Immune Deficiency Syndromes; AIDS and Behavior; Journal of Adolescent Health; Journal of Preventive Medicine; Canadian Medical Association Journal; Addiction; Drug and Alcohol Dependence; International Journal of Drug Policy; Current HIV Research.
2006-present	Abstract reviewer including, but not limited to, the following conference: IAS; International AIDS Conference; International Harm Reduction Association International Conference; Canadian Conference on HIV/AIDS Research
2013	Conference Special Session Organizer: Criminalizing People and Practices: HIV and the Law. 22nd Annual Canadian Conference on HIV/AIDS Research. Vancouver, Canada

2011-present	Grant Reviewing including, but not limited to, the following: CIHR, Knowledge Translation Meetings, Planning and Dissemination Grant; NIH, Support for Conferences and Scientific Meeting R13; CIHR, HIV/AIDS CBR Operating Grants; NIH, Seek, Test, Treat and Retain for Youth and Young Adults Living with or at High Risk for Acquiring HIV (R01); CIHR "Doctoral Research Awards B" Awards Committee; MSFHR Post-Doc Trainee Competition
2016	Member, Public Engagement Task Group for the Provincial Opioid Overdose Prevention and Response Joint Task Force, Government of BC
2016	Expert Contributor, Marijuana Legalization and Regulation Roundtable, Task Force on Marijuana Legalization and Regulation, Health Canada
2017	Member, Secure Care Working Group, BC
2017	Member, Ministry of Health Task Group, Reaching and Engaging People Using Drugs Alone Working Group, BC Ministry of Health
2017-2018	Member, BC Ministry of Health, Sub Committee for Recommendations for Tier 5 Substance Use Residential Treatment, BC Ministry of Health Services Committee
2017	Contributor, BC Coroners Service Death Review Panel, Youth in Transition, Victoria BC
2017	Contributor, A Guideline for the Clinical Management of Opioid Use Disorder –Youth Supplement. British Columbia, Canada.
2018	Scientific Committee Member: The 12th Annual Conference of the International Society of the Study of Drug Policy, May 16-18, 2018.
2021	Member of the City of Vancouver Decriminalization Project Working Group – since February 2021
2021	Member of the Province of British Columbia's Decriminalization: Research and Evaluation Working Group – since September 2021

Broadcast and Media (select)

1   B.C. asks Ottawa for drug decriminalization, but hasn't made provincial reforms. Vancouver Sun. July 22, 2020. [Quotes K DeBeck]

2   B.C. asks Ottawa to decriminalize drug possession after record year for overdose deaths. Vancouver Sun. February 12, 2021. [Quotes K DeBeck]

3   B.C. sees worst year on record for overdose drug deaths. Vancouver Is Awesome. February 12, 2021. [Quotes K DeBeck]

4   Let users carry certain amounts of drugs without criminal sanctions: Vancouver mayor. TriCity News. Canadian Press. April 12, 2021. [Quotes K DeBeck]

5   People caught with three days worth of illicit drugs won't face criminal charges under City of Vancouver proposal. The Globe and Mail. April 12, 2021. [Quotes K DeBeck]

6   City of Vancouver makes final submission seeking federal exemption to decriminalize simple drug possession. The Globe and Mail. May 31, 2021. [Quotes K DeBeck]

PROFESSIONAL EXPERIENCE

2012-present	**Professor, School of Public Policy, Simon Fraser University (SFU); Faculty Associate Department of Gender, Sexuality, and Women's Studies.** Teaching and research areas: health policy, policy analysis, intersectionality and public policy, inequities and public policy, and women's health.
2019-2020	**Director, Centre for Health Equity; Unit Head, Gender and Women's Health; Gender and Equity Chair, University of Melbourne**.
2005-present	**Director, Institute for Intersectionality Research and Policy, SFU.** IIRP anchors a vibrant interdisciplinary community of nationally and internationally recognized researchers, government representatives, activists, and practitioners who are advancing the theory and practical applications of intersectionality in research, policy and praxis.
2017- 2019	**Visiting Professor, Graduate Institute of International and Development Studies.** International Relations/Political Science, Geneva, Switzerland; Collaborator, Gender Centre. Taught special course on gender mainstreaming targeted at international organization analysts.
2014-2015	**Visiting Professor London School of Hygiene and Tropical Medicine** (Centre for Health and Social Change).
2008-2009	**Visiting Professor, Columbia University**, Centre for the Study of Social Inequalities and Health, Mailman School of Public Health. Co-convenor of Gender and Health Group which led to co-edited special volume in Social Science and Medicine on Gender and Health (2012).
2004-2012	**Associate Professor, Public Policy Program & Political Science, SFU.** Teaching and research areas: gender and politics, gender and globalization, feminist theory, gender and social policy, and women's health.
1998 -2003	**Policy Analyst, Centre of Excellence for Women's Health.** Responsibilities included working with researchers, service providers, policy makers, politicians and national and international organizations at all stages of research and knowledge exchange process to improve girls' and women's health.
1994-1998	**Research Associate and Acting Director (1997) Centre for Research on Violence against Women and Children.** The Centre is a collaborative model between community groups, academic and government stakeholders. Responsibilities included building of international partnerships, overseeing research cluster activities, fundraising and grant writing.
EDUCATION	**Post-Doctoral Fellow**, **Department of Political Science** University of British Columbia, 2001
	Ph.D. Political Science University of Western Ontario, 1997

M.A. Political Science
University of Western Ontario, 1992

B.A. Political Science
University of Toronto, 1991

INVITED PRESENTATIONS and CONFERENCES

Invited speaker (over 180 events in total) to a wide range of research, government, policy and community audiences across Canada and in Australia, Austria, Costa Rica, Colombia, Cuba, France, Georgia, Germany, Italy, Kuala Lumpur, Luxembourg, Netherlands, Poland, Portugal, Singapore, South Korea, Spain, Sweden, Switzerland, UAE, Ukraine, the UK and the US. Selections include:

2021   Invited Speaker. "The "+" in SGBA+: The transformative potential of intersectionality for public health research and policy." The Public Health Agency of Canada, June 11, 2021.

2021   Invited Speaker. Intersectionality in Health Research. The Canadian Donation and Transplantation Research Program. May 25, 2021.

2021   "Intersectionality and Public Policy; Timelines, Cautions and Next Steps." with G. Hunting. Canadian Public Policy Network Annual Meeting, February 19, 2021.

2021   Invited Speaker. "Lancet Commission for Gender and Global Health." February 17, 2021.

2020   "Beyond gender to intersectionality in NCD Policy." Workshop Organizer and Presenter. European Public Health Association November 2020.

2020   Invited Expert Presentation "Intersectionality and COVID-19." CIHR and PHAC Virtual Best Brains Exchange Strengthening the Structural Determinants of Health Post-COVID-19 with Dr. Theresa Tam. July 29, 2020.

2020   Invited Speaker. "Intersectionality in Global Health," United Nations University - International Institute for Global Health (UNU-IIGH) Kuala Lumpur, Malaysia. February 14, 2020.

2019   Invited Keynote. "Why Intersectionality Matters for Women's Health" Festat 20 Jahre Wien Programme. Vienna, Austria. October 9, 2019

2019   Invited Presenter. "The relationship between intersectionality and gender mainstreaming: an international examination" The theory and practice of gender mainstreaming international summer school on gender mainstreaming and gender analysis. Concordia University, July 25, 2019.

2019   Invited Speaker. "New Ways of Thinking about Applied Intersectional Analysis – Intersectionality-Based Policy Analysis and Lessons Learned" Intersectional Echoes: Cross-Generation Practices and Knowledge Production. International Conference on Intersectionality, University of Southern California, Los Angeles, California, March 7, 2019.

2019   Invited Speaker. "Bringing Intersectionality to GM in the Caucusus Region" University of Georgia. Tbilisi, Georgia. March 15, 2019.

2019   Invited Keynote. "How Intersectionality has evolved internationally" *Intersectionality: Theories, Policies, Practices / Intersectionalité: théories, politiques, pratiques* Association

for Canadian Studies in German-speaking Countries (GKS) Grainau/Garmisch-Partenkirchen, February 14, 2019.

PUBLICATIONS

I have authored 10 books/edited collections, 58 peer reviewed journal articles, 34 book chapters, and over 32 policy reports. Recent selections include:

PEER REVIEWED BOOKS/CHAPTERS

2019   Intersectionality in Public Policy with Julia Jordan-Zachery (Palgrave Macmillan Press).

2007   Women's Health in Canada: Critical Perspectives on Theory and Policy edited collection with Marina Morrow and Colleen Varcoe (Toronto: University of Toronto Press, July 2007 – second edition forthcoming 2021).

2021   "Understanding Pandemics Through a Sex- and Gender-Based Analysis Plus (SGBA+) Lens" in Sex and Gender Based Analysis in Public Health, J. Gahagan and M. Bryson eds. Springer NY (2021).

2021   "Women's Health in the 21st century: some provocative ideas and future directions," in Marina Morrow, Olena Hankivsky and Colleen Varcoe eds. Women's Health in Canada: Critical Perspectives on Theory and Policy. (Toronto: University of Toronto Press, 2021).

REFEREED JOURNAL ARTICLES

2021   "Responding to inequities in public policy: Is GBA+ the right way to operationalize intersectionality," Canadian Public Administration. (September 2021).

2021   "Evaluating the Intersectionality-Based Policy Analysis Framework," with G. Hunting and A. Scovella International Journal for Equity in Health (revise and resubmit)

2020   "Adopting an intersectionality framework to address power and equity in medicine," with R. Samra. Lancet December 21, 2020.

2020   "Intersectionality offers a radical rethinking of COVID-19" BMJ May 15, 2020 with Anuj Kapilashrami.

2020   "Cautioning Against the Cooptation of Intersectionality in Gender Mainstreaming," with Gemma Hunting. Journal of International Development (https://doi.org/10.1002/jid.3462).

2019   "Equalities 'Devolved': Experiences in Mainstreaming across the UK devolved powers post Equality Act 2010," British Politics 14: 141–161.

2018   Invited Commentary. "Intersectionality and Why it Matters for Global Health," with Anuj Kapilashrami. Lancet. 391(1014) June 2018.

2018   "Beyond Sex and Gender Difference in Funding and Reporting of Health Research," with Kristen Springer and Gemma Hunting. Research Integrity and Peer Review (3:6 https://doi.org/10.1186/s41073-018-0050-6).

2018   "Gender Based Analysis Plus in Canada: Problems and Possibilities of Integrating Intersectionality" with Linda Mussell. Canadian Public Policy 44(4) 303-316.

POLICY REPORTS

2020	Beyond sex and gender analysis: an intersectional view of the COVID-19 pandemic outbreak and response with A. Kapilashrami. Policy Brief. https://mspgh.unimelb.edu.au/__data/assets/pdf_file/0011/3334889/Policy-brief_v3.pdf

2019	Practical Approaches to Gender Mainstreaming with an Intersectionality Perspective Workshop Summary Report UN Women, New York, December 2019.

SELECT EXPERT INVITATIONS

2020-present	Commissioner, LANCET COMMISSION ON GENDER AND GLOBAL HEALTH *only Canadian appointed to Commission

2019-	Expert Advisory Group on Intersectionality and Public Policy. George Washington University.

2019	Senior Public Policy Expert. Ukraine Expert Deployment for Governance and Growth. Development of intersectionality informed policy guide for Ministry of Social Policy, Ukraine.

2018	Invited Expert. The Health Policy and Systems Research Agenda on Gender and Intersectionality: Where are the gaps? What can we learn?," Alliance for Health Policy and Systems Research, World Health Organization, Dubai, United Arab Emirates, April 25-26, 2018.

2018	Invited Panelist. Government of Ontario GBA Engagement Sessions. Chestnut House, Toronto, Ontario, March 26-27, 2018.

2018	Scientific Advisory Panel. Advancing gender-sensitive health reporting to improve prevention: methods for a gender-sensitive research process of population studies. German Ministry of Research. Berlin, Germany, February 15-16, 2018.

Mohsen Javdani

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School of Public Policy
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Homepage: http://mohsenjavdani.com/
Last Update: 2021/09/27

Current Position

Associate Professor of Economics (09/2020 – present)
Simon Fraser University
School of Public Policy & Urban Studies Program (Joint Appointment)

Past Positions

Associate Professor of Economics (07/2019 – 09/2020)
University of British Columbia – Okanagan Campus
Department of Economics, Philosophy and Political Science

Assistant Professor of Economics (07/2012 – 07/2019)
University of British Columbia – Okanagan Campus
Department of Economics, Philosophy and Political Science

Education

Ph.D. Economics, Simon Fraser University, Vancouver, BC (2006 – 2012)
Committee: Simon Woodcock (co-chair), Jane Friesen (co-chair), Krishna Pendakur
Thesis title: Three Essays in Labour Economics and the Economics of Education

M.A. Economics, University of British Columbia, Vancouver, BC (2005 – 2006)

B.A. Economics, Shahid Beheshti University, Tehran, Iran (2000 – 2005)

Fields of Interest

Applied Econometrics, Labour Economics, Economic Inequality, Economics of Gender, Economics of Immigration, Economics and Ideology.

Publications in Refereed Journals

- "Visible Minorities and Job Mobility: Evidence from a Workplace Panel Survey," **forthcoming**, *Jornal of Economic Inequality*.

- "Not for the profit, but for the training? Gender differences in training in the for-profit and non-profit sectors," with Benoit Dostie (HEC Montréal), **2020**, *British Journal of Industrial Relations*, 58(3):644-689.

- "Canadian Immigrants and Training Opportunities: Evidence from Canadian Linked Employer Employee Data," with Benoit Dostie (HEC Montréal), **2020**, *Industrial Relations:: A Journal of Economy and Society*, 59(2):275-315.

- "Public Attitudes Toward Immigration — Determinants and Unknowns," **2020**, *IZA World of Labor*, : 473 doi: 10.15185/izawol.473.

- "Job Satisfaction and Coworker Pay in Canadian Firms," with Brian Krauth (SFU), **2020**, *Canadian Journal of Economics*, 53(1), 212-248..

- "Moving Up or Falling Behind? Gender, Promotions, and Wages in Canada," with Andrew McGee (U of Alberta), **2019**, *Industrial Relations: A Journal of Economy and Society*, 58(2):189-228.

- "Labour Market Mobility and Early-Career Outcomes of Young Immigrant Men," With Andrew McGee (U of Alberta), **2018**, *IZA Journal of Development and Migration*, 8(1):20.

- "Noise or News? Learning About the Content of Test-Based School Achievement Measures," **2015**, *B.E. Journal of Economic Analysis & Policy*, 15(3): 1417-1453.

- "Glass Ceilings or Glass Doors? The Role of Firms in Male-Female Wage Disparities," **2015**, *Canadian Journal of Economics*, 48(2): 529-560.

- "Fiscal Transfers to Immigrants in Canada," with Krishna Pendakur (SFU), **2014**, *Journal of International Migration and Integration*, 15(4):777-797.

- "How do school 'report cards' affect school choice decisions?" with Jane Friesen, Justin Smith and Simon Woodcock, **2012**, *Canadian Journal of Economics*, 45(2): 784-807.

Working Papers

- "Who Said or What Said? Estimating Ideological Bias in Views Among Economists," with Ha-Joon Chang (Cambridge). **under review**.

Courses Taught

Instructor, SFU
- Economic Inequality (PLCY 812)
  Fall 2020.

- Economic Foundations of Public Policy II (Macroeconomics for Public Policy, PLCY 802)
  Spring 2021.

- Urban Inequality and Just City (URB 635)
  Spring 2021, Fall 2021.

Instructor, UBC Okanagan
- Economic Inequality
  Summer 2020.
- Labour Economics (Econ 360)
  Spring 2020, Fall 2017, Fall 2016, Fall 2015, Spring 2015, Spring 2014, Fall 2013, Spring 2013, Fall 2012.
- Econometrics (Econ427)
  Spring 2020, Spring 2018, Spring 2017, Spring 2016.
- Introduction to Strategic Thinking (Game Theory, Econ221)
  Fall 2018, Fall 2017, Fall 2016, Fall 2015, Fall 2014.
- Intermediate Microeconomics (Econ204)
  Spring 2019, Spring 2018, Spring 2017, Spring 2016, Spring 2015.
- Methods of Empirical Research (Econ328)
  Spring 2020, Spring 2019.
- Advanced Econometrics (IGS509C), Graduate Course
  Spring 2015.

Mini Graduate Course in Advanced Applied Econometrics
- Allame Tabatabaee University, Tehran, Iran, **April 30th 2014**.
  This was an 8-hour mini-course with around 40 graduate MA and PhD students in attendance. The department of economics at Allame Tababatabee University is considered the best department of economics in the country.

Regression with Panel Data – Theory and Application
- Canadian Mortgage and Housing Corporation (CMHC), Ottawa, ON, **August 10, 2018**.
  This was a 2-hour mini-course with around 40 researchers attending, mainly with MA and PhD in economics.

Professor Maureen Maloney, Q.C.

Simon Fraser University
School of Public Policy
Work Telephone: 778.782.9066

EDUCATION

Faculty of Law, University of Toronto, LL.M. (1980-1981)

School of Law, Guildford, Surrey, All Part 11, Professional Examinations (1977-1978)

School of Law, University of Warwick, LL.B (1974-1977)

EMPLOYMENT HISTORY

Professor, Graduate School of Public Policy, Simon Fraser University, Vancouver Campus (July 2010-present),

 Acting Director of the School of Public Policy, 2016 -2017

David and Dorothy Lam Chair of Law and Public Policy and Director, Institute for Dispute Resolution, University of Victoria. Courses taught: International Human Rights Law and Dispute Resolution; Administration of Justice and Dispute Resolution; Law, Public Policy and Dispute Resolution (January 2000 - 2010)

Deputy Attorney General, Ministry of Attorney General, Government of British Columbia (February 1997 - January 2000)

Deputy Minister, Ministry of Attorney General and Ministry Responsible for Multiculturalism, Human Rights and Immigration (May 1993 - January 2000)

Dean and Full Professor (1993), Faculty of Law, University of Victoria (July 1990 - May 1993)

Associate and Assistant Professor, Faculty of Law, University of Victoria (1981-1990)

Solicitor & Articling Student, Pinsent & Co, Birmingham and London, England (February 1978 - September 1980)

SELECTED CANADIAN RESEARCH PROJECTS

Chair, Expert Panel, Combatting Money Laundering in British Columbia Real Estate Report for the Government of British Columbia (2018-2019) (with panellists, Professor

Brigitte Unger, Utrecht University and Professor Tsur Somerville, Sauder Faculty of Business, UBC)

The panel undertook the first estimation of the extent of money laundering in Canada, BC and six regions of Canada. We met with many professional organisations and government representatives from the Federal and British Columbia Government.

The report of the panel was given enormous publicity and many recommendations have been implemented by the Federal and British Columbia Governments.

Family Group Conferencing and Family Dispute Resolution Processes in British Columbia, 2007-2014 (Funded by the Law Foundation of British Columbia, $190,000); Principal Investigator

Traditional Aboriginal Decision-Making Processes in Child Apprehension, 2011-2013 (BC Law Foundation Grant: $75,000)

Dancing at the Crossroads: Using Movement and Narrative to Resolve Intercultural Conflict, 2010 – 2013 **(SSHRC Grant: $60,000)**

An Assessment of the Interrelationship between Economic and Justice Strategies in Urban Aboriginal Communities – 2004 – 2007

Funded by the Canadian Department of Justice and Western Economic Diversification (WED) Canada, $175,000

SELECTED INTERNATIONAL PROJECTS

Global Affairs and the Canadian Bar Association, Expert on Governance, Legislation and Strategic Planning, National Legislative Development Project in Vietnam, 2016-2018

Professor Maloney worked with the Vietnamese Government, primarily through the Department of Justice, but also including central agencies and the government representatives, to implement improvements to the rule of law and legislative and policy analysis.

United Nations (Office of Drugs and Anti-Corruption), Access to Justice in Ethiopia Project, Principal Director and United Nations Expert, 2013-2015

UN Expert, assisting the Ethiopian Government to make access to justice more accessible for vulnerable victims and offenders especially women and youth.

China-Canada Legislative Development Project for Community Corrections in China Community Corrections, CIDA Funded, $200,000, 2011-2013.

Co-Director (with Dr. Yvon Dandurand, University of Fraser Valley). This project in partnership with the University of Beijing Normal assisted in the development of legislation on community corrections in China.

Canadian-Iraq Marshlands Initiative, CIDA funded, $4.8 million, 2007-2010

Maloney was one of three co-directors of this complex project and also the gender adviser. This project involved assisting the Iraqi Government and important stakeholders to resolve the conflicts revolving around the Iraqi Marshes in Southern Iraq. The objective was to provide technical assistance and advice to a large group of stakeholders in the Iraqi Marshes to allow them to produce a comprehensive sustainable environmental and development plan for the Marshes that met the concerns of all the residents of Iraq but particularly of the Marsh peoples.

TEACHING RESPONSIBILITIES

SFU (2010-2019), (on study leave 2012-2013)

MPP 812: Law, Public Policy and Conflict Resolution

MPP 808: Advanced Public Policy I

MPP 809: Advanced Public Policy II

Nancy D. Olewiler

CURRICULUM VITAE: Abbreviated

EDUCATION: Ph.D. Economics, University of British Columbia
M.A.   Economics, Simon Fraser University
B.A.   Economics (Honors), Barnard College, Columbia University

ACADEMIC AND PROFESSIONAL EXPERIENCE:

Present Academic Position:
Professor of Public Policy, School of Public Policy 2003 – present
Director of School: 2003- 2014; Acting Director, Fall 2016, Spring – Summer 2018,
Director: Fall 2018 -- 2021

Previous Academic Positions:
Professor, 1995-2009, Associate Professor, 1990-1995, Department of Economics
Simon Fraser University
Assistant, Associate Professor, Queen's University, 1976-1990
Assistant Professor, Michigan State University, 1975-76
Visiting Positions: University of California, Berkeley, MIT, UBC, University of Colorado,
University of New South Wales, University of Western Australia

Professional Experience:
Economic Policy Researcher, Hudson River Valley Conservation Authority, 1970
Financial Analyst, First Boston Corporation, 1970 - 1971

Courses taught: Natural Resource Economics - grad and undergraduate,   Environmental
Economics - grad and undergraduate, Bio-Economics – grad/undergraduate, Cost
Benefit Analysis – graduate, Sustainable Development – graduate, Public Finance - grad
and undergraduate, Micro and Macroeconomic Theory – undergraduate, Introductory
Economics, Mineral Economics – graduate, Economic and Ecological Systems - grad/
undergrad, Introductory/Advanced Public Policy Analysis – graduate, Economic
Foundations for Policy Analysis – graduate, Regulation and Public Policy – graduate

Graduate Students Supervised: approximately 100 Masters students and 15 PhDs

BOOKS PUBLISHED (peer reviewed):
Olewiler, N., Francisco, H. and A. Ferrar, eds. (2016). *Marine and Coastal Ecosystem
Valuation, Institutions, and Policy in Southeast Asia.* New York: Springer, 368pp.

Hartwick, J. and N. Olewiler. *The Economics of Natural Resource Use*, 2nd Ed., Reading, MA: Addison Wesley, 1998 with John Hartwick. (First edition, 1986).

Field, B. and N. Olewiler *Environmental Economics*, *4th Canadian Edition,* Toronto: McGraw-Hill Ryerson, 2015. (three previous editions all with McGraw-Hill Ryerson). Canadian edition is solely written by me.

Report of the Technical Committee on Business Taxation, Government of Canada, 1998. (One of authors of report).

RESEARCH (peer reviewed, examples since 1990):

"Environmental Policy when Market Structure and Plant Locations are Endogenous" (with J. Markusen and E. Morey), *Journal of Environmental Economics and Management* 24, 1993, pp. 69-86.
"Competition in Regional Environmental Policies when Plant Locations are Endogenous" with J. Markusen and E. Morey, *Journal of Public Economics* 56(1) January 1995, pp. 55-77.
Olewiler, N. (1998) "Let's Use Benefit Taxes More" *Policy Options* 19, No. 10 , December 1998.
Olewiler, N. (2006) "Environmental Sustainability for Urban Areas" The Role of Natural Capital Indicators" *Cities* 23, No. 3: 184-195.
Olewiler, N. (2006) "Canada's Capital Challenge" *Policy Options* 27, No. 04: 23-27.
Olewiler, N. (2009) "Advice to Michael Ignatieff: 'Green the Liberals: Yes you Can" *Inroads* 25, Summer/Fall 2009: 44-47.
Dow, G., Reed, C., and N. Olewiler (2009) "The Transition to Agriculture: Climate Reversals, Population Density, and Technological Change" *Journal of Economic Growth* 14(1).
Olewiler, N. (2013) "Think Twice about all that Spending on Transportation Infrastructure" *Policy Options* 34(4): March.
Olewiler, N. "Address the Climate Policy Deficit". *Policy Options* 36(2). March/April 2015.
Adamowicz, V. and N. Olewiler (2016)"Getting Prices Right – Natural Capital, Ecosystem Services, and Sustainability", *Canadian Public Policy* 42(s1): S32-38.
Olewiler, N. (2017) "Canada's Dependence on Natural Capital Wealth: Was Innis Wrong?" *Canadian Journal of Economics* 50(4); 927-964.

Edited Books:
Olewiler, N. "The Case for Pollution Taxes" in G. Bruce Doern, ed., *Getting it Green, Case Studies in Canadian Environmental Regulation*, C.D. Howe Institute, Policy Study No. 12, 1990.
Olewiler, N. "Environmental Quality and Policy in a Global Economy", *Bell Papers on Economic Activity*, Queen's University, 1993.
Olewiler, N. "The Impact of Environmental Regulation on Investment in Canada" in Benedickson, J., Doern, G.B. and N. Olewiler, *Getting the Green Light, Environmental Regulation and Investment in Canada,* C.D. Howe Institute, Policy Study No. 22, 1994.

Olewiler, N. "National Tax Policy for an International Economy: Divergence in a Converging World?" Bell Canada Papers on Economic and Public Policy, *Room to Manoeuvre? Globalization and Policy Changes*, John Deutsch Institute for the Study of Economic Policy, Queen's University, 1999.

Olewiler, N. "Natural Capital, Sustainability and Productivity: An Exploration of the Linkages" in IRPP-CSLS, *The Review of Economic Performance and Social Progress,* 2002.

Olewiler, N. "Environmental Policy in Canada: Harmonized at the Bottom?" in K. Harrison, ed. *Races to the Bottom? Provincial Interdependence in the Canadian Federation,* UBC Press, 2006.

Olewiler, N. "Securing Natural Capital and Ecological Goods and Services for Canada" in J. Leonard, C. Ragan, and F. St-Hilaire, eds., *A Canadian Priorities Agenda, Policy Choices to Improve Economic and Social Well-Being.* Montreal: Institute for Research on Public Policy, 2007.

Olewiler, N. and S. Bowman. "Environmental Taxation" in Kerr, H., McKenzie, K, and J. Mintz, eds., *Tax Policy in Canada*. Toronto: Canadian Tax Foundation, 2012.

Olewiler, N. "We Can't Get There from Here: Ecofiscal Policies to Address Traffic Congestion in Canadian Cities" in Walker, John, ed. *Road Pricing Technologies, Examples, and Acceptability*, UK: IET, 2018.

Policy Papers

Olewiler, N. (2012). "Smart Environmental Policy with Full Cost Pricing", The School of Public Policy, University of Calgary, Research Paper, Volume 5, Issue 6, March 2012.

Mintz, J. and N. Olewiler. *A Simple Approach for Bettering the Environment and the Economy: Restructuring the Federal Fuel Excise Tax*. University of Ottawa: Sustainable Prosperity, 2008.

Olewiler, N. "The Value of Natural Capital in Settled Areas of Canada" monograph published by Ducks Unlimited Canada and the Nature Conservancy of Canada, November 2004.

Ecofiscal Commission Publications (with multiple co-authors)

"Supporting Carbon Pricing: How to Identify Policies that Genuinely Complement an Economy-Wide Carbon Price", June 2017, 77pp.

"Only the Pipes should be Hidden: Best Practices for Pricing and Improving Municipal Water and Wastewater Services", September 2017, 76pp.

"Clearing the Air: How Carbon Pricing Helps Canada Fight Climate Change", April 2018, 35pp.

"Responsible Risk: How Putting a Price on Environmental Risk Makes Disasters Less Likely to Happen", July 2018, 82 pp.

"Cutting the Waste: How to Save Money While Improving Solid Waste Systems", October 2018, 61pp.

Other: Numerous op-eds in the *Vancouver Sun, Globe and Mail, National Post* as well as blogs for Ecofiscal Commission, interviews on TV and radio.
Numerous conference presentations and as a plenary speaker

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EMPLOYMENT

Simon Fraser University

2021- present	Assistant Professor, Department of Indigenous Studies and School of Public Policy
2018-2020	Instructor, Department of Indigenous Studies and School of Public Policy

EDUCATION

2021	Ph.D. Sociology, University of Western Ontario (UWO), Ontario, Canada Dissertation: *Post-Secondary Indigenous students' perspectives: Sharing Our Voices on How We Fit into the Residential School History of Canada and the United States using Photo-Voice* Committee: Jerry White and Tracey Adams
2008	B.A. Native American Studies, University of New Mexico (UNM) Emphasis: Nation Building and Leadership, Cum Laude
2007	B.A. Sociology, UNM Emphasis: Social Welfare, Cum Laude

RESEARCH INTERESTS
Health & Well-being; Indigenous Education; Ethnic & Race Relations; Cross-cultural Indigenous Relations; Decolonizing Research Methodologies

PUBLICATIONS

2020	Winder, N. Colliding Heartwork: The space where our hearts meet and collide to process the boarding school experience. In Minton, S. J. (Ed.), *Residential schools and indigenous peoples: From genocide via education to the possibilities for processes of truth, restitution, reconciliation, and reclamation (pp. 141-162)*. (Routledge research in international and comparative education).
2020	Vane, J., Minton, S.J., Ka'Ai, T., Norman-Hill, R., & **Winder, N**. Reflections. In Minton, S. (Ed.), *Residential schools and indigenous peoples: From genocide via*

education to the possibilities for processes of truth, restitution, reconciliation, and reclamation (pp. 191-219). (Routledge research in international and comparative education).

2010   Jojola, T; Lee, T; Alcántara, A; Belgarde, M; Bird, C; Lopez, N; Singer, B; Jasmin-Belisle, M; Burshia, J; Giaccardo, G; Gilmore, N; McCorkey, B; Ortiz, S; Romero, M; Tsinnajinnie, L; Whitman, C; ***Winder, N***. "Indian Education in New Mexico, 2025." Report. A Study Contract by: New Mexico Public Education Department, Indian Education Division. Conducted by: Eight Northern Indian Pueblos Council, Inc., Indigenous Education Study Group.

Winder, N. "Blending Western Medicine with Traditional Medicine." University of New Mexico Ronald E. McNair and Research Opportunity Program Journal. (Aug. 2005).

TEACHING INTERESTS
Community Engagement, Comparative International or Cross-cultural; Education; Ethnicity; Health and Well-being; Indigenous Research Methods; Qualitative Methods

Courses

INDG 101: Introduction to Indigenous Studies
INDG 111: Introduction to Participatory Indigenous Research Methods
INDG 401: Aboriginal Peoples and Public Policy
INDG 447: Directed Studies, Aboriginal Peoples and Public Policy
PLCY 821: Indigenous Policy

YUSHU ZHU

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Simon Fraser University
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EDUCATION

09/2009-08/2014	**Ph.D. in Architecture with a concentration on urbanism, and environment and behavior** University of Illinois, Urbana-Champaign, USA
09/2005-06/2007	**M.S. in Human Geography** Sun Yat-sen University, Guangzhou, China
09/2001-06/2005	**B.S. in Geography (Graduated with Honor)** Sun Yat-sen University, Guangzhou, China

WORK EXPERIENCE

08/2019 –	**Assistant Professor** **Urban Studies Program and School of Public Policy** Simon Fraser University
06/2017 –	**Honorary Research Associate, Institute of Asian Research** The University of British Columbia
06/2017 – 08/2019	**Survey Research Manager** Asia Pacific Foundation of Canada (APF Canada)
08/2015 – 06/2017	**Sessional Lecturer, Department of Geography** **Postdoctoral Fellow, Institute of Asian Research (IAR)** The University of British Columbia
08/2014 - 08/2015	**Postdoctoral Fellow** **Spatial Structures in the Social Sciences** Brown University

RESEARCH AREAS

Urban housing policy, Community housing, Home and belonging, Civic engagement

CURRENT PROJECTS

2020-2025   SSHRC Partnership Grant (Co-applicant)   *C$1,371,200*
Project title: "*Community Housing Canada: Partners in Resilience*"

2021-2023   SSHRC Insight Development Grant (Principal Investigator)   *C$57,200*
Project Title: "*The Uneven Impact of Neoliberalization and Housing Financialization: A Multilevel Analysis of Housing Inequality in Canada: 1981-2016*"

2021-2024   SSHRC Insight Grant (Co-applicant)   *C$94,990*
Project title: "*How to Build a Nation for all Nations? A Mixed Big-data Approach to Social Integration of Immigrants in Canada, 1970 – 2020*"

2020-2021   SSHRC Partnership Engage Grant (Principal Investigator)   *C$24,680*
Project title: *"Housing Vulnerability in the Pandemic: An Evaluation of the COVID-19 Impact on Community Housing Tenant Well-being in B.C."*

2020-2021   Lincoln Institute China Program International Fellowship (Principal investigator)
Project title: "*The Restructuring of Home and Sense of Home: Examining the Socio-Spatial Outcomes of Urban Redevelopment in Urban China since 2000*"   *C$42,000*

TEACHING EXPERIENCE SFU

Urban Housing Policy (Spring 2020; Spring 2021; Fall 2021)
Quantitative Methods for Policy Analysts (Fall 2020; Fall 2021)
The Great Urban Transformation of China (Fall 2019)

ACADEMIC PUBLICATIONS

> **Refereed publications**

Yue Yuan, Jiaxin Gu, Xin Guo, **Yushu Zhu**, Qiang Fu, In press, "Detecting Temporal Anomalies with Pseudo Age Groups: Homeownership in Canada, 1981 to 2016", *Population, Space, and Place*.

Yushu Zhu, Qiang Fu, Jiaxin Gu, In press, "All boats rise with a rising tide? Marketization, rural migrants and housing inequality in urban China", in Y. Li & Y. Bian (eds.), *Social Inequalities in China*, Imperial College Press.

Yushu Zhu, 2020, "Interests driven or socially mobilized? Place attachment, social capital and neighborhood participation in urban China," *Journal of Urban Affairs.* DOI: 10.1080/07352166.2020.1773837.

Gu, Xin Guo, Gerry Veenstra, **Yushu Zhu**, Qiang Fu, 2020, "Adolescent marijuana use in the United States and structural breaks: An age-period-cohort analysis, 1991 to 2018." *American Journal of Epidemiology*. DOI: 10.1093/aje/kwaa269.

Qiang Fu, Yanlong Zhang, **Yushu Zhu**, Ting Li, 2020, "Network centralities, demographic disparities and voluntary participation." *Mathematical Foundations of Computing*. 3(4): 249-262.

Qiang Fu, Yufan Zhuang, Jiaxin Gu, **Yushu Zhu**, Huihui Qin and Xin Guo, 2019, "Search for K: Assessing Five Topic-Modeling Approaches to 120,000 Canadian Articles," *2019 IEEE International Conference on Big Data (Big Data)*, Los Angeles, CA, USA, pp. 3640-3647. doi: 10.1109/BigData47090.2019.9006160.

Changdong Ye, **Yushu Zhu (corresponding author)**, Jiangxue Yang, Qiang Fu, 2018, "Spatial equity in accessing secondary education: Evidence from a gravity-based model", *The Canadian Geographer*, 62(4), 452-469.

Yushu Zhu, Qiang Fu, 2017, "Deciphering the civic virtue of communal space: Neighborhood attachment, social capital, and neighborhood participation in urban China", *Environment and Behavior*, 49(2), 161-191.

Qiang Fu, **Yushu Zhu**, Qiang Ren, 2015, "The downsides of market transformation: Housing tenure and types in reform-era urban China", *Social Science Research,* 49, 126-140.

Yushu Zhu, 2015, "Toward community engagement: Can the built environment help? Grassroots participation and communal space in Chinese urban communities", *Habitat International*, 46, 44-53.

Qiang Fu, Shenjing He, **Yushu Zhu**, Si-ming Li, Yanling He, Huoning Zhou, and Nan Lin, 2015, "Toward a relational account of neighborhood governance: Territory-based networks and residential outcomes in urban China", *American Behavioral Scientist*, 59(8), 992-1006.

Yushu Zhu, Qiang Fu, Qiang Ren, 2014, "Cross-city variations in housing outcomes in post-reform China: An analysis of 2005 micro census Data", *Chinese Sociological Review*, 46(3), 26-54.

Si-Ming Li, **Yushu Zhu (corresponding author)**, 2014, "Intra-urban residential mobility in Guangzhou, China, 1990-2010: Local residents versus migrants", *Eurasian Geography and Economics*, 55(4), 313-332.

Yushu Zhu, 2014, "Spatiality of China's market-oriented urbanism: The unequal right of rural migrants to city space in urban China", *Territory, Space, Governance*, 2(2), 194-217.

Yushu Zhu, Werner Breitung, Si-Ming Li, 2012, "The changing meaning of neighborhood attachment in Chinese commodity housing estates: Evidence from Guangzhou", *Urban Studies*, 49(11), 2439-2457.

Si-Ming Li, **Yushu Zhu**, Limei Li, 2012, "Neighborhood type, gatedness and neighborhood experiences in Chinese cities: A study of Guangzhou", *Urban Geography,* 33(2), 237-255.

Qiang Ren, Qiang Fu, **Yushu Zhu**, 2008, "Returns to education based on household registration system: A re-examination to wage disparity" (in Chinese), *Population and Development*, 14(3).

➢ **Policy reports**

Yushu Zhu, Meg Holden, Piao Han, Steve Kim, 2021, Toward a better understanding of housing vulnerability (Year- End Rep. No. 1). Community Housing Canada.

Yushu Zhu, Changdong Ye, 2021, The restructuring of home and sense of home: Examining the socio-spatial outcomes of urban redevelopment in urban China since 2000. Lincoln Institute of Land Policy Working Paper. Refereed.

➢ **Invited publications & conference proceedings**

John Logan, **Yushu Zhu,** 2015, Interpreting the challenges of China's rapid urbanization, *Landscape Architecture Frontiers*, 3(5), 12-25.

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Yushu Zhu, Si-Ming Li, 2014, A time-series analysis of residential mobility in Guangzhou, 1990-2010 (in Chinese), in *Urban transformation, development, restructuring and planning education*, edited by Xueqiang Xu, Anthony Li, Chunshan Zhou and Shenjing He, pp. 340-348.

Yushu Zhu, 2014, "The physical and social contexts of community participation: A study of neighborhood public space and civic participation in urban China", *Proceedings of the 45th Annual Conference of the Environmental Design Research Association*.

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