PPLA 1551F Policy Analysis and Implementation
Course Outline 2021
Instructor John Farrow: email jfarrow@lea.ca Tel. mobile 416 557 6842
Thursday 10.00 to 12.00pm.
Course will be delivered online unless regulations change.
One on one discussions on course material between 9am and 5pm. are welcomed, appointments should be made and confirmed by email using jfarrow@lea.ca.

The focus of course is how to develop and implement public policy achieve results that have a tangible impact. This course serves as a gateway to social, economic, environmental, and urban policy courses in the planning program. The emphasis is on preparing those seeking a career that will involve the development and implementation of public policies.
The course goals are to:

1) Introduce the tools used to analyzed policy and explore the application of these tools to real policy making situations. The emphasis will be on, but not limited to matters relevant urban issues.
2) Develop an understanding of the policy environment including the less obvious organizational, process and behavioral factors that influence policy outcomes.
3) Introduce strategies for influencing policy formulation and implementation.
4) Develop each student’s analytical and problem-solving skills.
5) Increase the effectiveness of each student’s interpersonal skills so these can be employed effectively to argue for policy proposals and thereby build a successful career in a policy discipline. In this regard course participants will role play and practice the effective use of electronic platforms to communicate their opinions and conclusions.

The approach will be to apply concepts drawn from theoretical research to real life situations where the practical limitations of resources, time and data must be addressed. Also, on situations where the challenges of organizational structure, organizational culture and individual personalities must be negotiated.

Guest speakers from the Provincial and Municipal governments will be invited to share their experiences and perspectives on policy making. They will also provide their perspective on how to build a successful career in different policy making fields.

The requirement at present is that this course be taught online. Communication using group electronic platforms tends to be slower so to ensure that students have a suitably rich experience the outline of the lecture/discussion on slides which will be posted a few days before each class and students will be invited to express electronically and personally during class questions and/or opinions concerning the material. Several the classes will involve real life cases concerning contemporary policy issues. This will allow discussion to accommodate students' key interests. These will also be circulated in advance and together we will analyze cases in order to determine how the theories can be applied in a rapidly changing environment. The cases to be analyzed will respond to the particular interests of the students in the class. Readings will be provide posted on Quercus one week in advance.

1. Introduction; Jan 14th:
The purpose is to outline framework for learning, provide an understanding of what can expected and to obtaining insight into issues that class would like to analyze as basis for exploring theories and techniques
a. Review the course objectives and discuss student’s interests
b. Explain how the course topics relate to each other and meet the learning objectives week by week.
c. Outline the learning models employed. These will include a combination of lectures, seminars, case studies (some with role play) to develop the students: understanding of the key issues, analytical abilities, problem solving and interpersonal skills. Presentations will provide the theoretical framework which will be tested through discussions and participation in case study analysis and simulations.
d. The role of the student in the class
e. How you will be evaluated
f. Logistics and communication
g. Discussion about role of government and creation of public value
h. Readings for week 2:
   - Copenhagen Consensus research on International Policy Initiatives
i. Role playing case for week 2

2) **What is policy? How is it developed? Jan 21**th.
What does the term "policy" mean in the context of government? Objective is to reach sharper understanding of a term that is used in many different ways.
- Definitions of policy
- How different policy fields are evolving
- How are problems identified and selected
- Phases of policy making process
- Review of different types of policy
- Evolving approaches to policy development
- Frameworks for policy analysis
- The roles of the principle players in policy making: - politicians, political parties, bureaucrats, interest groups, lobbyists, the media, pollsters, the general public.
- How do urban problems and urban policy making differ from other policy issues
- Role playing case on how to identify and define potential policy issues.

3) **Testing Feasibility Jan 28**th.
Most jurisdictions have more needs than public institutions have the capacity to address. Which issues can be addressed effectively by public sector institutions?
- Feasibility needs to be considered from a number of perspectives: - political, structural, organizational, financial, jurisdictional, technical, social, environmental.
- Policy and program life cycles will be examined as tools for analyzing feasibility

4) **The Dynamics of Change …Feb 4**th.
All policy is designed to change behavior therefore it is important to understand and work with the factors that influence how change occurs.
- Mission strategy, values
- Organizational, cultural change and social change
- The human element
- Recognizing and overcoming resistance
- Mid- course corrections

5) **Communications strategies and techniques when creating and implementing policy Feb. 11**th.
How to interact with different stakeholder groups during the development and implementation of policy
- Consulting and communicating at different stages in the process
- Identifying and segmenting stakeholders
- Who is the public?
- Which approach for which circumstance?
- Models of persuasion

**READING WEEK. No class Feb 18**th.

**6&7) Winning support through Persuasive Communications & Presentations Feb. 25th. & March 4**th.
These two classes will explore, through role play, the challenge of engaging and persuading different stakeholder groups on a number of public policy topics. This will be done by establishing a variety of simulated real life policy scenarios and having groups in the class apply themselves to the task of obtaining support. Target audiences will range from technical multidisciplinary audiences within government, to stakeholders in other governments, advocacy groups, NGO’s the media and the general public.
- Class participation will involve class forming small groups to prepare and deliver brief presentations online designed to convince a target audience to approve or support a policy initiatives eg new energy from waste facility, emissions tax, budget reform.

8) Implementation through organizations… March 11th. Briefing note 2 Due
- Mobilizing teams and organizations
- Organizational dynamics with professional staff
- What makes a successful implementing agency
- What are the levers
- Principles of organizational design
- Model of strategy development v policy development

9) Resourcing Policy Initiatives…March 18th.
Funding for implementing policy initiatives and programs is essential for success so strategies for obtaining funding is critically important.
- How City planning is tied to Infrastructure funding
- Capital works programing
- Business planning
- Sources of funding traditional and innovative funding sources.
- Public Private Partnerships

Governments make choices: How do they decide the WHAT, WHERE and HOW of moving forward
- Different models
- The time value of money (discounted cash flow)
- The Goals Achievement Matrix
- Analysis of feasibility

Cost Benefit analysis is a common policy evaluation tool. Key concepts and practical implementation methods will be introduced
- What have we learned about evaluation methods and stakeholders?
- What are the limitations?
- Simplified tools for everyday use
- Role Playing Case: Taking down the Gardner Expressway

12) Cities and Urban Policy…April 8th.
- How does urban policy relate to other policies?
- Which policies are most relevant to cities?
- Where does land use planning fit into the policy framework?
- What can planners learn from other policy makers on how to make better plans and policies?
- What can we learn from successful international cities?
- What is special about policy making for cities?
- How should existing programs be reengineered to create a better quality of life.
Grading in this class will be based on the following scheme:-

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<thead>
<tr>
<th>Assignment details</th>
<th>Due Date</th>
<th>Weight %</th>
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<tr>
<td>Written work will be graded using the following criteria:</td>
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<td>- a clear description of the problem that needs addressing</td>
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<td>- a discussion of alternative courses of action</td>
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<td>- an evaluation of the alternative courses of actions (solutions)</td>
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<td>- a well-reasoned recommendation on the proposed course of action and how it should be implemented.</td>
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<td>1) Prepare a “Briefing note 1”, to a senior civil servant e.g. Provincial Deputy Minister or Department Head of Department in a City (Maximum length 3 typed pages double spaced exclusive of references and diagrams). Select a current policy issue from the list provided (or agreed in advance) and present your own succinct analysis of the problem, an evaluation of the options and your recommendation on the best course of action and why.</td>
<td>Feb 4th.</td>
<td>20</td>
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<td>2) Preparation of a “Briefing note 2” to a City Mayor (3 typed pages double spaced is the limit exclusive of references and diagrams). Select a current policy issue from the list provided (or agreed in advance) and present your own succinct analysis of the problem, an evaluation of the options and your recommendation on the best course of action and why.</td>
<td>Feb 25th.</td>
<td>20</td>
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<td>3) Prepare a Policy Report This should be in the form of a report to a senior decision maker/bureaucrat such as a Deputy Minister or City Commissioner responsible for a Ministry or Department. A clear practical recommendation for a new or changed policy initiative should be made based on evidence and well reasoned arguments. This report should focus on a topic related to a specific public policy issue you choose. The objective is to identify and discuss policy consequences using a combination of methods and concepts discussed in class. Maximum length 8 pages double spaced exclusive of diagrams and maps. The emphasis is on conceptual analysis not on the collection of data. In this policy report efforts to develop creative and original solutions will be rewarded.</td>
<td>April 1st</td>
<td>35</td>
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<td>4) Participation in class discussion is strongly encourage through the asking questions, in person and online, sharing of personal points of view, role playing the major actors in the cases and arguing points of view from different perspectives.</td>
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<td>If late submission is anticipated these should be discussed.</td>
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Readings
There are no prescribed readings for the course; instead we shall make use of a selection of readings from a variety of sources that will handed out from week to week. However, Students may find the following reference documents useful

On-line resources: Association for Public Policy Analysis and Management http://www.appam.org
Politics Watch: Canada’s Political Portal http://www.politicswatch.com
Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

Fall 2020
July 30, 2020  Course enrolment opens
September 8, 2020  F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020  Final registration deadline
September 21, 2020  Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020  Deadline to drop Fall courses
October-November 2020  Undergraduate reading week*

Winter 2020
January 4, 2021  S (winter) session graduate courses and seminars begin
January 13, 2021  Grades for F (fall) courses available for viewing on ACORN
January 25, 2021  (Updated) Deadline to add S (winter) session courses
March 1, 2021  (Updated) Deadline to drop S (winter) and Y (fall-winter) session courses

Summer 2021
May 3, 2021  Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021  Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021  Final date to drop F (May-June) session courses without academic penalty
June 7, 2021  Summer S (July-August) session graduate courses and seminars begin
July 14, 2021  Grades for F (May-June) courses available for viewing on ACORN

* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.
Attendance and Participation
Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations
The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity
Academic misconduct by graduate students is taken very seriously. The University’s policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one’s own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The SGS Academic Integrity Resources webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Coursework Extensions
The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:
- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

**Religious Accommodations**
Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

**Course Enrolment and Quercus**
Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course’s Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

**Auditing**
Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

**Reading Courses**
Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The Reading Course Form must be accompanied by a brief course outline.

**Copyright in Instructional Settings**
If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor’s written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor’s consent shall not be unreasonably withheld.