

Public Administration

PPAS 3190 / Section A / 6.0 Y Term

Course Information

Course Instructor: Ian Roberge
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Office Hours: MC 042 (Appointment)

Course Time & Days: F 11:30-14:30
Class Location: DB 1016

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

Course Overview

Course Description

York Courses Website: Examines the theory and practice of policy making and public administration as well as the machinery of government, with particular reference to Canada. It discusses who makes policy, how policy is developed and implemented, and how the system is controlled and evaluated.

This course is cross-listed to AP/POLS 3190 6.0. Course credit exclusion is: GL/POLS 2500 6.0.

This course examines the theory and practice of public administration and the machinery of government with reference predominantly to Canada. The course studies: how governments work with an emphasis on the elected executive, the executive, the legislative, and the courts; policymaking; federalism and multi-level governance; international public administration; public administration trends and

prospects. The interactions between public administration, politics, public policy and governance, accountability, and democracy underpin the many topics that are addressed during the year.

The course analyses the way public administration has developed in Canada over the past century and the key components and concepts of modern public sector administration, including those related to organizations, budgeting, human resources, accountability, citizen engagement, and evaluation.

Public administration is both a field of study and practice. This course is structured to provide students with much of the field's core material and to give them the opportunity to apply their knowledge via the assignments and in-class activities including debates, scenarios, and case studies.

Course Learning Objectives

The course is designed to develop in-depth knowledge about Canadian public administration and public administration in general, stimulate critical thinking, and address fundamental debates in the discipline. The knowledges, competencies, and skills acquired, as well as aptitudes developed, will be useful to those interested in Canadian politics more broadly, to students interested in a possible future career in the public service, and to those considering graduate studies in public administration and policy.

By the end of the course, students will be able to:

- 1) Analyse public administration's conceptual and theoretical foundations and describe the mixes of values, interests, and competing orientations that shape theory and practice in the field.
- 2) Describe the governance and operation of Canadian public institutions and detect trends, challenges, and prospects for public administration.
- 3) Apply comparative strategies for public policy analysis and development.
- 4) Develop the research and analytical skills that are essential for working in the public sector or elsewhere and pursue advanced studies in public administration.
- 5) Reflect on, engage with and express clear and articulate thoughts regarding major issues in Canadian public administration.

Course Format and Organization

This is an in-person course. Presence is mandatory. The class will include lectures, seminar-type discussions, and various in-class assignments. Students are encouraged to participate actively to maximize their learning.

Following the week's introduction, the class will normally begin with a discussion or a debate, a case study or scenario, or another in-class exercise. After a debrief, the lecture usually follows in the second and third hours. Further discussion, group work, student presentation, or individual assignments may be interspaced during the class. There will be a fifteen-twenty minutes break mid-way through the class.

The class organization and timeline below serve only as an example and are subject to change depending on the best way to address the topic of the week.

11:30-11:45 Class Introduction
11:45-12:30 Discussion/Exercise
12:30-12:45 Debrief
12:45-13:15 Lecture 1
13:15-13:30 Break
13:30-13:45 Student Presentation
13:45-14:15 Lecture 2
14:15-14:30 Class Conclusion and Food for Thought

This is an in-person course, and students are expected to attend classes in person. There will be no accommodation and the course cannot be completed remotely.

Technical Requirements

This course has an eClass site that contains PowerPoint presentations of lectures, links to select readings, course announcements, etc. Students are advised to log in to take advantage of easily accessible resources.

[Student Guide to eClass](#)

[Student Guide to eLearning at York University](#)

Course Communication Plan and Office Hours

I am most easily reached by email and normally answer within a 24-hour timeframe during the week. Unless it is an urgent matter, I will not respond during the weekend and will answer your query on the first available workday.

I am happy to meet with students at a time of mutual convenience. Please contact me to arrange an appointment. Meetings will usually take place over Zoom. If you are unable to use a videoconferencing tool, I will be happy to meet with you in my office or somewhere convenient on campus. In all communications, please write your full name and give your student number.

I expect all communications to be respectful.

Course Expectations

The very best way for students to succeed in this course is to fully engage with all aspects of the course. Students are expected to actively participate in class including discussions, exercises, active listening, asking questions, reaching out to the faculty member for support with assignments, etc. As more and more students engage, the better it will be for everyone.

Course Evaluation

Assessment	Due Date	Weight %	Course Learning Outcome
Critical Thinking	November 1	15	1-2-4-5
Mid-Year Quiz	January 12	10	1-2-5
Research	March 6	25	1-2-3-4-5
Final Assessment	April Examination Period	25	1-2-3-5
Student Presentation	Throughout the Year	15	1-2-3-4-5
Participation	Throughout the Year	10	5
		100%	

Assessment Descriptions

For the critical thinking and research assignments, the student presentation and the final assessment, students must choose between one of two options. Students must

confirm their selection by September 22 and will not be able to alter their selection after this date.

The mid-term quiz and participation apply and are the same for all students.

*Critical Thinking (15%) **Due November 1***

The use of generative AI instruments such as Chat GPT for this assignment is strictly prohibited and evidence of their use will automatically be deemed a breach of academic integrity.

Option A: Book Review

Students must select, read, compare and review two books of their choice that address a similar theme in public administration. While a short list of books is provided, students may choose to select other books that are of particular interest to them as long as they relate to the field of public administration. Books must be pre-approved by the faculty member. The objective is to determine how these books, each in their own way, contribute to the advancement of knowledge in the field. The review essay must not exceed 2500 words. Students will be assessed based on their understanding of the books, and of the material; their analytical skills; the presentation and organization of the material; and, writing skills and format.

Option B: Ethics Case Study

Students are presented with a case study in ethics on which they must reflect. Their written reflection may not exceed 2500 words. Students need to conduct research as appropriate to provide an in-depth response. Students will be assessed based on the breadth and depth of their reasoning; their understanding of the dilemma and of the various issues involved; the credibility and originality of their response; and, writing skills and format.

*Mid-Term Quiz (10%) **January 12 (In-Class)***

The one-hour mid-term quiz is for all students and is to take place in the first half of class on January 12. Using short-answer questions, the quiz will review major concepts seen in the first term. Students will be primarily assessed based on their demonstrated knowledge and understanding of the material covered in the course.

Research (25%) Due March 6

The use of generative AI instruments can support the research process in different ways. In class, we will review what is acceptable use, and what is not, as well as consider more broadly the implications of these tools within the context of public administration.

Option A: Literature Review

Students must complete a literature review of a maximum of 6000 words on a topic of relevance in public administration. The topic must be pre-approved by the faculty member. Students will be assessed on their demonstrated ability to write a literature review; the breadth and depth of their research; their understanding of the material; their analytical skills; the presentation and organization of the material; and, their writing skills as well as format.

Option B: Podcast – Group Project

In teams of two or three, students must prepare and record a 20-minute podcast on a topic of interest in public administration. The topic must be pre-approved by the faculty member. Students must submit the podcast transcript along with the recording. Students will be assessed on the breadth and depth of their research; their understanding of the material; their analytical skills; the presentation and organization of the material including creativity and originality in content and presentation; and, use of the format. Group members will receive the same grade, and it is up to students to determine how best to work together to ensure a fair distribution of the workload.

Presentation (15%)

Presentation dates and viewing are to be determined using a sign-up sheet in class, with dates spread out throughout the year.

The use of generative AI instruments can assist you in preparing your presentation. In class, we will review what is acceptable use, and what is not, as well as consider more broadly the implications of these tools within the context of public administration.

Option A: Great Scholar Presentation

Students select a great scholar in Canadian public administration and present their contributions to the field. What did the scholar research? What did they argue? Where did they have the largest influence? Students will be presented with a list of scholars from whom to select. The presentation is not to exceed 7 minutes. Students will be

assessed based on their understanding of the scholar's positions, and contributions to the field; their analytical skills, and organization of the material; and, presentation format, as well as the overall feel of the presentation.

Option B: YouTube Clip (Group Project)

In teams of two or three, students will develop and prepare a YouTube clip explaining a substantive concept in public administration. Students will be provided with a proposed list of concepts from which to choose. The clip is not to exceed 5 minutes. The clip must be appropriate for class viewing and will, in fact, be shown in class. Students will be assessed based on their demonstrated understanding of the concept; their capacity to explain the concept in a clear, direct, and concise way to a broad public audience; their creativity and originality in the use of the format; and, the overall quality of the clip. Group members will receive the same grade, and it is up to students to determine how best to work together to ensure a fair distribution of the workload. The clip must be sent to the faculty member at least 48 hours before its viewing in class to determine and ensure its suitability.

*Assessment (25%) **During the April Examination Period***

Option A: Sit-Down Examination

This is a traditional in-person three-hour examination at the end of the year. The examination will cover the major themes addressed during the year and include both short answer questions, as well as essay-type questions. Students will be primarily assessed based on their demonstrated knowledge and understanding of the material covered in the course.

Option B: Oral Examination

Students selecting this option will be given three questions to review, and on which to prepare a ten-minute presentation. Upon the day and time of the examination, the faculty member will ask the student one of the three questions and be given an extra fifteen minutes to finalize their presentation. The student will present for ten minutes, and there will be a five-minute follow-up Q&A by the faculty member. The total time of the examination, including the extra preparation time, will not exceed thirty minutes. Students will be primarily assessed based on their demonstrated knowledge and understanding of the material covered in the course.

Participation (10%)

The participation grade applies to all students. As previously noted, presence is mandatory, and students are expected to actively engage with the course. Students will be assessed on presence; active listening and engagement; and, participation in in-class assignments, exercises, and discussions.

Submitting Assignments

Proper academic performance depends on students doing their work well, and on time. Accordingly, assignments for this course must be received by 23:59 on the due date specified for the assignment. Written assignments should be submitted via eClass; students should provide links on eClass to audio-video material. **Please note that submission dates are not on the same day as the class.** This is to avoid students missing class because an assignment is due.

In pursuing their work, students are encouraged to contact the faculty member for all necessary support, to ask questions and seek guidance, and to do so as early as possible. I will be happy to work with you and make sure that you submit an assignment that reflects the best of your abilities.

Late Work Policy

Late assignments will be assessed with a 5% penalty per day. No assignment will be accepted beyond one week of the due date.

Life happens. If there are circumstances that make it difficult for you to complete an assignment on time, please let me know as early as possible. Accommodation and flexibility are much easier when requests are made early, as opposed to close or after the deadline. Requests made after the due date will generally not be accepted. Communication truly is the easiest way to address a developing issue.

Save your draft assignments and rough notes in case of intellectual property or computer/internet problems and to demonstrate that the work was not done by a generative AI instrument and is your own.

Missed Tests and Exams

Students are expected to be present for the mid-year quiz and the final assessment. In exceptional circumstances, students who miss the mid-year quiz may be provided with the opportunity to write a make-up quiz on January 19 at 10:00am (location TBD). If students miss the final examination for valid reasons (ex. documented illness), they will be given the opportunity to re-write it during the established make-up day as set

up by the Registrar's Office. I reserve the right to refuse a make-up to a student whose justification is not deemed sufficient, or who does not possess proper and full documentation.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

How to Use Citations

Proper citations are an essential part of academic integrity. Students are encouraged to use the Chicago Manual of Style and its referencing guide which are standard in the discipline.

- [SPARK Student Papers & Academic Research Kit](#)
- [Drop-in Research Support \(Library\)](#)
- [Writing Centre](#)
- [ESL Open Learning Centre](#)

Course Schedule: Weekly Readings and Activities

Required Course Materials

The books below are mandatory for this course.

Johnson, David. 2022. *Thinking Government: Public Administration and Politics in Canada*, Fifth Edition. Toronto: University of Toronto Press.

This book has a companion website that students will need to access, <https://www.thinkinggovernment.com/>.

Howlett, Micheal, Ramesh, M. and Perl, Anthony. 2020. *Studying Public Policy: Principles and Processes*, Fourth Edition. Don Mills (ON): Oxford University Press.

The course schedule references select academic articles that are mandatory and available using a link on eClass to the library website.

Optional Materials

Forsey, Eugene A. *How Canadians Govern Themselves*, 10th edition. Library of Parliament.

Further materials to be posted on eClass as relevant to topics addressed in class.

Course Schedule

Week/Module Dates	Readings and Activities	Assessment Due Dates
Week 1 September 8	Introduction Johnson – Chapter 1 / Chapter 2	NA
Week 2 September 15	Governing Johnson – Chapter 3 / Chapter 4	NA
Week 3 September 22	Implementing Johnson – Chapter 3 / Chapter 4	Assignment Selection

Week 4 September 29	Legislating D'Ombrain, Nicholas. 2007. “Ministerial responsibility and the Machinery of Government.” <i>Canadian Public Administration</i> , 50 (2): 195-217. https://doi- org.ezproxy.library.yorku.ca/10.11 11/j.1754-7121.2007.tb02010.x	NA
Week 5 October 6	Court Decision-Making and Administrative Law Johnson – Bonus Chapter: Administrative Law	NA
Week 6 October 20	Organizational Design and Management Decision-Making Johnson – Chapter 5 / Chapter 8	Presentation
Week 7 October 27	Financial Management Johnson – Chapter 6	Presentation Critical Thinking: November 1
Week 8 November 3	Human Resource Management Johnson – Chapter 7	Presentation
Week 9 November 10	Accountability: Responsibility, Responsiveness and Ethics Johnson – Chapter 9 Treasury Board of Canada Secretariat. 2012. Values and Ethics Code for the Public Sector.	Presentation
Week 10 November 17	Leadership Johnson – Chapter 10	Presentation
Week 11 November 24	Technology and Communications TBC	Presentation

Week 12 December 1	The Broader Public Service TBC	
Week 13 January 12	Studying Public Policy Howlett, Ramesh & Pearl – Chapter 1 / Chapter 2	Mid-Term Quiz
Week 14 January 19	The Policy Context Howlett, Ramesh & Pearl – Chapter 3	Presentation Make-Up Quiz – 10 :00am
Week 15 January 26	Agenda-Setting & Policy Formulation Howlett, Ramesh & Pearl – Chapter 4 / Chapter 5	Presentation
Week 16 February 2	Decision-Making & Policy Implementation Howlett, Ramesh & Pearl – Chapter 6 / Chapter 7	Presentation
Week 17 February 9	Policy and Program Evaluation Howlett, Ramesh & Pearl – Chapter 8	Presentation
Week 18 February 16	Patterns of Policy Change Howlett, Ramesh & Pearl – Chapter 9	Presentation

<p>Week 19 March 1</p>	<p>Federalism & Public Administration / Provincial Governments Simmons Julie A. 2017. "Ontario and Contemporary Intergovernmental Relations: Still a Responsible Partner in Confederation." <i>The Politics of Ontario</i>, edited by Cheryl N. Collier and Jonathan Malloy. North York, Ontario: University of Toronto Press.</p>	<p>Research Assignment: March 6</p>
<p>Week 20 March 8</p>	<p>Local Government Henstra, Daniel. 2017. "Local Government and Politics in Ontario." <i>The Politics of Ontario</i>, edited by Cheryl N. Collier and Jonathan Malloy. North York, Ontario: University of Toronto Press.</p>	<p>Presentation</p>
<p>Week 21 March 15</p>	<p>Public Administration and Gender Cameron, Anna I., and Tedds, Lindsay M. 2023. "Canada's GBA+ Framework in a (post)pandemic World: Issues, Tensions and Paths Forward." <i>Canadian Public Administration</i> 66 (1): 7– 27. https://doi-org.ezproxy.library.yorku.ca/10.1111/capa.12508</p>	<p>Presentation</p>

<p>Week 22 March 22</p>	<p>Indigenous Public Administration Ikolakis, William, Pierre, Sophie. 2019. "The Evolution of Indigenous Self-Governance in Canada." <i>Reclaiming Indigenous Governance: Reflections and Insights from Australia, Canada, New Zealand, and the United States</i>, edited by William Nikolakis, Stephen Cornell, and Harry Nelson. University of Arizona Press, 55-70.</p>	<p>Presentation</p>
<p>Week 23 March 29</p>	<p>International Public Administration Moloney, Kim. 2021. "Deconcentrated Global Governance, Transnational Administration, and the Public Administration Discipline." <i>Global Public Policy and Governance 1 (2)</i>: 175–201.</p>	<p>Presentation</p>
<p>Week 24 April 5</p>	<p>Public Administration and Foresight Policy Horizons Canada</p>	<p>Assessment: April Examination Period</p>

Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of

academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and

submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

Additional Resources

There is considerable information available on the Web on public administration. Some of the resources below may be of assistance in your research and of interest in exploring issues related to public administration and public policy.

Journals

Canadian Public Administration
Canadian Public Policy
Policy Options (magazine-type publication)
The Innovation Journal

Students should also consult the many international journals in the field such as Public Management Review, Global Public Policy or Governance.

Governmental Organizations

Canada School of Public Service: national school of government that offers the latest news and trends in executive education programs, services, and materials

Institute of Public Administration of Canada: national professional association that researches, publishes, and consults on theory, practice, and programming in public policy and management

Parliamentary Internet Parlementaire: national parliamentary facility that accesses House of Commons, Senate, and Library of Parliament databases on debates, committee proceedings, and legislative status

Privy Council Office: national executive council that submits annual reports on coordination of government operations to the Prime Minister

Office of the Auditor General of Canada: national parliamentary audit office that publishes searchable full-text reports on its annual/special audits and independent studies

United Nations Public Administration Network: global forum that shares knowledge, experience, and good practice about sound public policies, effective public administration, and efficient civil services

World Bank Global Governance Practice: international development agency that supports client countries in building capable, efficient, open, inclusive, and accountable institutions.

Organisation for Economic Co-operation and Development – Public governance: international organization that helps member countries design and implement strategic, evidence-based, innovative policies to strengthen public governance; respond effectively to diverse and disruptive economic, social, and environmental challenges; and deliver on government commitments to citizens.

Non-Governmental Organizations

Below, you will find a list of non-governmental organizations and think tank interested in issues of public administration and public policy.

Canadian Centre for Policy Alternatives

Canada West Foundation

Canadian Council on Social Development (CCSD)

CD Howe Institute

Conference Board of Canada

Fraser Institute

International Labour Organization

Institute for Research on Public Policy (IRPP)

Organisation for Economic Development and Cooperation (OECD)

Vanier Institute