

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	<p>Undergraduate programs (<i>housed within the Centre for European, Russian and Eurasian Studies</i>):</p> <ul style="list-style-type: none"> • European Studies, HBA: Major • European Union Studies: Minor • Hungarian Studies, HBA: Major, Minor <p>Undergraduate programs (<i>housed within the Munk School of Global Affairs & Public Policy</i>):</p> <ul style="list-style-type: none"> • American Studies, HBA: Major, Minor (<i>associated with the Centre for the Study of the United States</i>) • Contemporary Asian Studies, HBA: Major, Minor (<i>associated with the Asian Institute</i>) • South Asian Studies: Minor (<i>associated with the Asian Institute</i>) <p>Graduate programs (<i>housed within the Centre for European, Russian and Eurasian Studies</i>):</p> <ul style="list-style-type: none"> • European & Russian Affairs, MA
Unit Reviewed:	Centre for European, Russian, and Eurasian Studies
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Professor Yǎn Lê Espiritu, Ethnic Studies Department, University of California, San Diego • Professor Terri E. Givens, Department of Political Science, McGill University • Professor Roopali Mukherjee, Department of Media Studies, City University of New York
Date of Review Visit:	April 22 & April 29, 2022
Review Report Received by VPAP:	September 9, 2022
Administrative Response(s) Received by VPAP:	September 21, 2023
Date Reported to AP&P:	October 24, 2023

Previous Reviews

Centre for European, Russian and Eurasian Studies (CERES):

Date: February 7, 2011 University review of CERES and its undergraduate and graduate programs

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Rigorous and impressive undergraduate programs with flexible but coherent curriculum
- Impressive external opportunities, providing preferential access to and funding for exchanges, research trips and study abroad programs

The reviewers identified the following areas of concern:

- Programs lack visibility and are not well publicized
- Tension between the interdisciplinary focus of programs and the need for cohesion of a “common narrative”

The reviewers made the following recommendations:

- Review course offerings to ensure better interdisciplinary balance and greater cohesion of courses offered
- Integrate undergraduate program through existing lecture series and undergraduate discussion series

2. Graduate Programs

The reviewers observed the following strengths:

- Faculty and students assessed program quality as very high
- Students praised “interdisciplinarity” of concentrations

The reviewers identified the following areas of concern:

- West is often forgotten such that this can be seen as an Eastern European Studies unit
- “Usual” limitations in language selection

The reviewers made the following recommendations:

- Further enhance CERES interdisciplinarity and the scholarly nature of enterprise through the maintenance of the autonomy and identity of its MA program
- Establish balance between needs to students intending to pursue an academic career and those for whom this will be a terminal degree

Faculty/Research

The reviewers observed the following strengths:

- Faculty represent a wide range of disciplinary specialities and approaches
- Core faculty are senior and highly regarded, many with significant international reputations

The reviewers identified the following areas of concern:

- Sense of a social sciences – humanities divide amongst some faculty; perceived political science dominance
- Cohort replacement within the departments, specifically a loss of Russianists through retirements

The reviewers made the following recommendations:

- Include language departments in research activities
- University should consider impact of departmental hiring priorities on continued strength of CERES

Administration

The reviewers observed the following strengths:

- Enormous time and energy devoted by Director in program
- Strong role in providing research funding and opportunities for working closely with graduate students

The reviewers identified the following areas of concern:

- Governance could be more transparent and consultative
- Core concern was funding for programming, student support, resource space, and an ongoing pressure to economize

The reviewers made the following recommendations:

- Strengthen interdisciplinarity through formal institutional mechanisms
- Reintroduction of regular meetings with faculty from other disciplinary contributors to CERES

Programs associated with the Asian Institute (AI):

Date: October 14, 2011 University review of AI and its undergraduate programs

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Structurally multi-disciplinary and encourages interdisciplinary learning for its students
- Supports the University's mission and exemplifies best practices in combining excellence in research and teaching for undergraduate majors and minors

The reviewers identified the following areas of concern:

- Disagreement amongst faculty on the question of requiring Asian language study for new Contemporary Asian Studies (CAS) majors

The reviewers made the following recommendations:

- New CAS program will need to define the scope and nature of the “Asian knowledge” students will have when they graduate
- The Institute should take further advantage of its connection with the Munk School of Global Affairs and the School of Public Policy and Governance to provide greater opportunities to students to investigate the connection between scholarship and policy

Faculty/Research

The reviewers observed the following strengths:

- Excellence and commitment of Institute faculty
- Institute provides a special place for collaborative and generative research

The reviewers identified the following areas of concern:

- Questions have been raised about the extent to which departmental and Institute criteria and standards for tenure and promotion mesh

The reviewers made the following recommendations:

- Increase connections with scholars in the humanities, sciences, and professional schools

Administration

The reviewers observed the following strengths:

- Energetic, capable, and dedicated administrative staff
- Admirable public programs contribute to mission of Munk School of Global Affairs and character of Toronto as a truly international University

The reviewers made the following recommendations:

- Expand staffing, especially in the area of communications
- Encourage establishment of even closer ties between the Institute and modernists in East Asian Studies

Programs associated with the Centre for the Study of the United States (CSUS): n/a

No previous reviews.

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Dean, & Acting Vice-Dean, Academic Planning, Faculty of Arts & Science; Director, Munk School of Global Affairs and Public Policy; senior administrators; program academic leads; programs faculty; undergraduate and graduate students; administrative staff; and chairs of cognate units: Department of Political Science; Department of Geography & Planning; Department of Slavic Languages and Literatures; Department of Anthropology.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ CERES is a leading institute for the study of member countries of the EU, the countries of the former Soviet Union, and Eurasia in North America
 - ▶ Reviewers remarked on CERES' broad focus, allowing for strong interdisciplinary connections between scholars, and its "long-standing tradition of excellence"
 - ▶ The Asian Institute is Canada's largest Asia research and teaching institute, and its emphasis on interdisciplinarity, critical theory, its pan-Asian focus "enable AI to be a cohesive and cutting-edge program of study...with its focus not only on Asian countries from an area studies perspective but also on their diasporas from a critical transnational perspective"
 - ▶ The Centre for the Study of the United States (CSUS) is commended for its approach to American Studies, centered on the complex relationships between groups of people within the US, and relations between the US and other nations and peoples.
 - ▶ "It is important to note that area studies programs like those at the Munk School act as a bulwark against forces that would undermine area studies given the need to preserve regional and linguistic knowledge"
- Objectives
 - ▶ The objectives and goals of CERES are in alignment with the overall mission of the University and the Munk School of Global Affairs & Public Policy
 - ▶ Faculty and students praised programs associated with the Asian Institute for their intellectual vision
 - ▶ CSUS shares key elements of its mission with that of the Munk School

- Curriculum and program delivery
 - ▶ CERES has many areas of strength including study abroad, field studies and internship opportunities, language competency
 - ▶ CERES' Hungarian Studies program is "one of the best funded programs and provides many opportunities for language and study abroad"
 - ▶ CERES is responsive to international issues and able to act quickly in response to international events, such as the war in Ukraine
 - ▶ The Asian Institute provides a "vibrant intellectual space for faculty and students to share their common interest, research projects, and expertise in Asian Studies"
 - ▶ The Asian Institute's thematic approach teaches students "to recognize connections, similarities, and linkages across time and space, to understand the workings of major processes through an entire region, and to develop a sophisticated perspective on modernity, colonial legacies, and diasporas. Overall, the CAS undergraduate program is thriving"
 - ▶ CSUS-associated programs exhibit a strong disciplinary range and dexterity, distinguishing it from comparable American Studies programs in North America
 - ▶ The American Studies program offers timely, topic-focused electives, and reviewers praised the Center's rich and multi-faceted approach to issues such as gun violence, incarceration, populism and demagoguery, civil liberties and protest politics
 - ▶ Reviewers encouraged by the development of a new, mandatory course for all students in Munk undergraduate programs, "Understanding Global Controversies" (Munk 200), that may lead to an increase in enrolments and greater unity across the centres at the Munk School
- Student engagement, experience and program support services
 - ▶ Students are enthusiastic about the Asian Institute and their interdisciplinary learning experiences that both complements and enhances coursework completed in other academic programs
 - ▶ Students praised the Asian Institute as a "dynamic" place with "constant programs and events"
 - ▶ Students value the Asian Institute's small size, characterizing it as a "boutique" program and a "hidden gem" with ample research and professional development opportunities
 - ▶ CSUS reimaged F. Ross Johnson Distinguished Speaker series fosters meaningful exchange and cross-pollination across the social sciences and humanities
- Quality indicators – faculty
 - ▶ Students praised faculty associated with the Asian Institute for their engagement and support, singling out one sessional lecturer in particular as the "heart and soul of the program"
- Student funding
 - ▶ CERES has a strong fundraising capacity and large endowment, which supports student and faculty research funding

The reviewers identified the following **areas of concern**:

- Overall quality
 - ▶ Reviewers flag the undergraduate programs as an area of concern as academics are “currently living in an environment where area studies are under attack by politicians and others outside of academia”
- Admissions requirements
 - ▶ Reviewers observed tensions within CERES concerning enrolments and whether or not to grow the European Studies major
- Curriculum and program delivery
 - ▶ CERES undergraduate programs do not have the same faculty support as the MA program, and relies heavily on one faculty member for the majority of its undergraduate teaching
 - ▶ Faculty noted that the “undergrad program is not integrated into the structure of CERES”
 - ▶ Some CERES students experience difficulties completing a senior thesis because of lack of faculty
 - ▶ Students expressed concern over the Asian Institute’s limited course offerings, particularly on Southeast Asia and South Asia
 - ▶ Faculty and students associated with the Asian Institute mentioned the need for greater language instruction, especially South and Southeast Asian languages
 - ▶ Faculty availability at the Asian Institute “appears to be the biggest challenge related to offering a more robust curriculum”
- Student engagement, experience and program support services
 - ▶ Student enrolment is a challenge for CERES, and it remains unclear if the recent increase in interest following the invasion of Ukraine can be sustained
 - ▶ Programs associated with the Asian Institute are often discovered through word of mouth or “by accident”
 - ▶ Programs associated with CSUS have limited visibility

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ Increase investment in undergraduate programs at each of the three centres to address concerns surrounding teaching, mentoring and curriculum development responsibilities
- Admissions requirements
 - ▶ Reconsider CERES admission requirements, particularly language requirements, if there is a desire to grow European Studies
- Curriculum and program delivery
 - ▶ Reviewers support the Munk School’s plan to grow and enhance its undergraduate offerings and recommend a thematic approach to introduce the range of topics under the Munk banner

- ▶ The Munk 200 introductory course should be structured along a yearly resonant theme so that students can engage with similarities and differences between the programs
- ▶ The Munk School should incentivize co-teaching opportunities to recruit additional instructors for Munk 200 and build sustainable relationships between the centres
- ▶ CERES should explore digital resources and technologies around language training to encourage students to consider more language training and boost enrolment in the major versus the minor
- ▶ Reviewers encourage CERES to review curricular offerings on an ongoing basis to ensure it is updated as faculty interests develop, with old courses retired
- ▶ CERES' Hungarian Studies program should continue to be a part of European Studies
- ▶ The Asian Institute should consider offering one special topics course for the Contemporary Asian Studies program per year that is focused on a single place and its international connections, with priority given to courses on Southeast Asian and South Asian country contexts
- ▶ The Asian Institute should check for pan-Asian representativeness in course syllabi
- ▶ The CSUS Program Committee should develop and integrate themes of engagement into the Centre's curricular offerings and programming to create pathways for co-work, mentoring, collaboration between graduate and undergraduate students
- Accessibility and diversity
 - ▶ The Asian Institute is encouraged to be attentive to international students in their associated programs in terms of course offerings and assignments
- Student engagement, experience and program support services
 - ▶ The Munk School, in consultation with the centres, should make a more focused investment in marketing and advertising the centres' teaching programs to encourage increased enrolments, provide communications support, reach out to students earlier in their undergraduate careers
 - ▶ The Asian Institute should create a marketing strategy to reach out to potential U of T students in their first year of study
 - ▶ CSUS' F. Ross Johnson Distinguished Speaker series should have its annual theme clearly linked to Munk School programming, and one or more Munk events should directly tie-in with elements of the theme
 - ▶ CSUS should consider outreach and recruitment events consisting of open office hours and one-on-one advising to assist students in mapping out individualized career trajectories

2. Graduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ CERES' "60 years of history is full of highlights that define the excellence of its programs"

- ▶ Reviewers describe CERES' MA program as the "gold-standard for interdisciplinary centers"
- Objectives
 - ▶ The objects and goals of CERES appear in alignment with the overall mission of the University and the Munk School
- Curriculum and program delivery
 - ▶ CERES has done well in responding to recommendations from its previous review
 - ▶ As with the undergraduate programs, CERES has strong study abroad, field studies and internship opportunities, and all MA students are required to spend a minimum of 10 weeks in the region
 - ▶ CERES programs are responsive to international issues, "able to act more quickly on events like the war in Ukraine compared to the cognate disciplines"
 - ▶ The CERES MA program is "good for students who need time to develop their language skills and prepare for PhD programs"
- Student engagement, experience and program support services
 - ▶ Students appreciate the opportunities for international experiences with the special field work courses and internships considered "the best part of the MA degree"
 - ▶ "CERES covers an incredibly important part of the world and student interest is likely to increase as world events and global focus shifts to Russia and Eastern Europe"
- Quality indicators – graduate students
 - ▶ CERES students are often great research assistants and make strong contributions to the courses they enrol in
- Student funding
 - ▶ CERES has a strong fundraising capacity and large endowment, which supports student and faculty research funding

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - ▶ While the CERES MA is gold standard, there is need for more diversity in core courses based on student interest
- Accessibility and diversity
 - ▶ As with the undergraduate programs there appears to be tensions within CERES over whether to increase enrolments, faculty lines and the boutique nature of programs that are not well publicized
- Student engagement, experience and program support services
 - ▶ Students like the small "boutique" nature of the program but feel improvements are needed when it comes to marketing
 - ▶ "Graduate students commented that the master's program isn't that attractive and that they would like to see the development of a dual degree, for example, with LSE"

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Similar to CERES' undergraduate programs, there should be an ongoing review of curriculum to ensure it is updated as faculty interests develop and change

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ CERES' large focus allows for strong interdisciplinary connections between scholars focusing on Russia, Eastern Europe, Eurasia and the European Union, and is consistently praised for the community it has created for faculty and students
 - ▶ The Asian Institute is intellectually vibrant, and its associated faculty are nationally and internationally recognized experts on Asia
- Research
 - ▶ CERES' strong fundraising capacity and endowment provide funding support for faculty research
 - ▶ The Asian Institute is an intellectual hub for Asian Studies at U of T, providing faculty with a platform to launch and share their work
- Faculty
 - ▶ Asian Institute associated faculty are from different departments but appear to work well together
 - ▶ CSUS' full-time Bissell-Heyd Lecturer position has provided great benefits to the American Studies program, ensuring a dedicated teaching line

The reviewers identified the following **areas of concern**:

- Faculty
 - ▶ Each of the area studies programs are currently reliant on a sole teaching faculty member, "which raises concerns about having one individual responsible for nearly all of the teaching, mentoring, and curriculum development"
 - ▶ CERES has the only free-standing graduate program of the centres, "yet they have fewer faculty lines"
 - ▶ "The undergrad program is not integrated into the structure of CERES"
 - ▶ There is a lack of stable teaching faculty for Asian Institute associated programs, relying almost entirely on "contingent faculty"
 - ▶ "We were struck by the fact that the majority of the [Asian Institute] faculty we interviewed had little knowledge of the requirements and structure of CAS"

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Reviewers encourage CERES to look into potential joint appointments that benefit cognate departments while providing additional undergrad teaching support

- ▶ Reviewers recommend the Asian Institute secure one full-time faculty member
- ▶ The Asian Institute should create a formal interdepartmental advisory board or steering committee to coordinate course offerings, plan academic and social events, establish a coherent mission and long-range planning for the program
- ▶ Faculty teaching in the Contemporary Asian Studies program should meet at the beginning of each term to exchange syllabi and get a better sense of how their courses fit into the broader program

4. Administration

Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.

The reviewers observed the following **strengths**:

- Relationships
 - ▶ “There is a clear desire to create a ‘Munk experience’ that incorporates the area studies programs in a more collaborative fashion.”
 - ▶ Asian Institute faculty and students report a strong commitment to its associated programs
 - ▶ The Asian Institute’s hosted and co-hosted events are a great example of inter-departmental collaboration and interaction
 - ▶ CSUS has built relationships beyond its more traditional core constituencies with Women and Gender Studies Institute and OISE
 - ▶ CSUS’ endowed graduate student research funding fosters graduate research in American Studies and extends the intellectual life of the Centre
- Organizational and financial structure
 - ▶ The Munk School comprises “an important set of programs that are attractive to students and faculty”
 - ▶ CERES has done well in responding to its previous review, including addressing governance issues by establishing an advisory board that meets biannually
 - ▶ Students praise the Asian Institute’s dedicated staff and excellent administrators
 - ▶ CSUS’ Program Committee membership reflects the range of approaches from both the social sciences and humanities, and has further helped the Centre move closer to its goal of interdisciplinarity
- International comparators
 - ▶ CERES “is one of North America’s leading academic institutes for the study of the member countries of the European Union, the countries of the former Soviet Union, and Eurasia”
 - ▶ The Asian Institute “distinguishes itself from many Asian area studies programs in North America”

- ▶ CSUS is comparable with innovative American Studies programs in the US and elsewhere

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ Concerns raised that the area studies programs are “an afterthought for the Munk School, and that the area studies programs ‘nest’ within Munk”
 - ▶ CERES has experienced challenges in developing a stronger relationship to the Munk School, with faculty noting it is “a great piece of real estate, but students don’t feel it is a home base because there are no classes taught there”
 - ▶ Many Asian Institute associated faculty have indicated that the institute does not fit comfortably within the Munk School, citing a “longstanding tension in vision”
 - ▶ Urgent need for CSUS to clarify and strengthen its relationship to the Munk School and cognate units given recent declines in enrolment
- Organizational and financial structure
 - ▶ If CERES wishes to remain small, it may prove difficult to justify increased faculty lines
 - ▶ Faculty availability at the Asian Institute appears to be the biggest challenge to offering a more robust curriculum
 - ▶ The Asian Institute has experienced a massive turnover in directorship, with a third director in just one year
- Long-range planning and overall assessment
 - ▶ Asian Institute associated faculty find the Institute’s EDU:C status limiting
- International comparators
 - ▶ “Compared to the Jackson School for International Studies at the University of Washington, or the University of Pittsburgh’s Graduate School of Public and International Affairs, the area studies programs, including CERES, seem to be less integrated into the Munk School”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ The Munk School, together with the centres, should make a focused investment on marketing and advertising to increase enrolment in all academic programs
 - ▶ Reviewers recommend the Munk School provide internal or external communications support, plan student outreach initiatives, and make regular appearances at new student orientations and broader campus events
 - ▶ All three centres should be granted dedicated technical resources to sustain marketing initiatives
 - ▶ “The relationship between the Munk School and the centres should be clarified, strengthened, and prioritized”
 - ▶ Reviewers encourage the Munk School and CERES to collaborate with language programs in order to provide support and marketing for their offerings and establish stronger relationships with cognate programs

- ▶ The Asian Institute should create a comprehensive marketing strategy to reach out to potential undergraduate students during their first year at U of T
- ▶ Reviewers supportive of CSUS' ambition to establish itself as a home for high-achieving students from historically underrepresented groups
- ▶ CSUS should continue to build and renew contacts with cognate units to improve the centre's visibility
- ▶ CSUS administrators and associated faculty should regularly take part in campus-wide recruitment events
- Organizational and financial structure
 - ▶ Reviewers recommend at least one full-time faculty acquisition housed at the Asian Institute; current combination of overload teaching and sessional instructors is not sustainable
- Long-range planning and overall assessment
 - ▶ Reviewers recommend the Asian Institute be given EDU:B status in order to "hire their own faculty, formalize the undergraduate program, and to staff the directorship position"
 - ▶ CSUS should consider long-term teaching assistantships or instructional fellowships to provide funding for graduate students and further its goal of a sustainable graduate research culture
- International comparators
 - ▶ CSUS should expand its collaboration and create joint initiatives with comparable American Studies programs in Canada and the US to develop a greater public profile

2 Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

September 21, 2023

Professor Susan McCahan
Vice-Provost, Academic Programs
University of Toronto

RE: UTQAP cyclical review of the Munk School of Global Affairs & Public Policy's Area Studies units and their programs

Dear Prof. McCahan,

I write in response to your letter of June 9, 2023, regarding the April 22 and April 29, 2022, UTQAP cyclical review, held remotely, of the Munk School of Global Affairs & Public Policy's Area Studies units and its programs, and requesting our Administrative Responses. This review included:

Asian Institute (AI), Contemporary Asian Studies, HBA (Major, Minor), South Asian Studies (Minor); the Centre for the Study of the United States (CSUS), American Studies, HBA (Major, Minor); and the Centre for European, Russian and Eurasian Studies (CERES), European Studies, HBA (Major), European Union Studies (Minor), Hungarian Studies, HBA (Major, Minor), and European & Russian Affairs, MA.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professors Yǎn Lê Espiritu, University of California, San Diego, Terri E. Givens, McGill University, and Roopali Mukherjee, City University of New York, for their very comprehensive review of the Munk School's Area Studies programs. We would also like to thank Prof. Peter Loewen, Director of the Munk School of Global Affairs & Public Policy, and program directors, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also want to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement and identify areas for improvement.

The review report was finalized on September 9, 2022, after which the Director shared it widely with faculty, staff, and students in the Munk School. We are extremely pleased with the reviewers' positive assessment of the overall strengths of the Munk School's Area Studies units and programs and outstanding, productive faculty. The reviewers commented broadly on the "high level of

quality in both teaching and research” within the Area Studies units and programs. They noted that CERES is “one of North America’s leading academic institutes for the study of the member countries of the European Union, the countries of the former Soviet Union, and Eurasia.” The reviewers observed that the Asian Institute’s “emphasis on interdisciplinarity and critical theory, its attentiveness to both the social sciences and humanities, and its pan-Asian focus enable AI to be a cohesive and cutting-edge program of study.” The reviewers commended CSUS, stating that the “American Studies project at CSUS, in other words, prioritizes a robust, dynamic, and substantively global orientation to critical inquiry focused on the US.” The review report also raised several broad issues and challenges and identified areas for enhancement across the units, including review of program curricula to ensure coherence and coordination, declining enrolments in some programs, the need for a marketing strategy to publicize offerings, and the importance of partnerships within and beyond the institution.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the Program’s response, the Dean’s response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the Director of the Munk School and with senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

As this review was deferred from the 2019-20 review cycle due to the COVID pandemic, the next UTQAP cyclical review of the Munk School of Global Affairs & Public Policy’s Area Studies units and their programs will take place no later than the 2027-28 review cycle, as outlined in the April 8, 2020, letter from your office. My office monitors progress on Implementation Plans through periodic meetings with the Director. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the April 2022 UTQAP cyclical review and the year of the next site visit in 2027-28 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers’ comments and recommendations will help inform the future priorities of the Munk School of Global Affairs & Public Policy’s Area Studies units and their programs and its undergraduate and graduate programs.

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The signature is written in a cursive, flowing style.

Melanie Woodin
Dean, Faculty of Arts & Science
Professor, Department of Cell & Systems Biology

cc.

Peter Loewen, Director, Munk School of Global Affairs & Public, Faculty of Arts & Science

Ariana Bradford, Executive Director, Munk School of Global Affairs & Public, Faculty of Arts &
Science

Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Suzanne Wood, Special Advisor to the Dean on Unit-Level Reviews, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-
Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Academic Planning, Office of the Dean, Faculty of Arts
and Science

2021-22 UTQAP Review of Munk School of Global Affairs & Public Policy Area Studies units and their programs - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit Response	Dean's Response
<p>The reviewers broadly recommended increased investment in the undergraduate programs under review, and made several specific recommendations aimed at improving and expanding these programs:</p> <ul style="list-style-type: none"> • They recommended that the European Studies undergraduate curriculum be continuously reviewed "to ensure that it is updated as faculty interests develop and change." • They recommend that CERES explore the use of digital resources and technologies in their undergraduate programs, with a particular emphasis on language training, noting that this would provide incentives for students to consider additional language training and potentially attract more students to enrol in the European Studies program. • They recommended an expansion of course offerings at the Asian Institute, noting in particular the 	1	<p>"Our first broad recommendation is that there should be more investment in the undergraduate programs at each center. Each of these programs are currently reliant on a single teaching faculty member, which raises concerns about having one individual responsible for nearly all of the teaching, mentoring, and curriculum development."</p>	<p>The Munk School has committed to increasing the number of faculty at the school to ensure teaching, mentoring and curriculum development is delivered by a diversity of budgetary-appointed faculty from a range of disciplines. Faculty will be appointed at the Munk School but their teaching will be distributed across a range of undergraduate and graduate programs and opportunities to cross-list courses across programs will be maximized. An investment by the school in the hiring of new faculty to teach across the school is seen by the leadership as an investment in all programs including those run by area studies. As we have done to date, we will continue to include all faculty, including centre and program directors, in the complement planning process such that program-specific needs are considered, including those that might be addressed through a shared position between a centre and another department.</p>	<p>Short- to medium-term: Following completion of the UTQAP review, the Dean will commission the 5-year Unit-Level Plan (ULP) for the Munk School of Global Affairs & Public Policy. The ULP is a forward-looking document that both articulates a unit's academic plans and highlights progress made on the implementation plan identified in the UTQAP administrative response. The Director will work with the Vice-Dean, Academic Planning, to develop a plan that addresses such key areas as curriculum change, EDI, and complement planning. The development of the ULP involves significant consultation with faculty, staff, and students.</p> <p>All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences, and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes</p>

<p>need for courses on Southeast and South Asia, and increased instruction in the languages of these regions.</p> <ul style="list-style-type: none"> • They recommended increased coordination of Contemporary Asian Studies course offerings, to assist with program cohesion. • They recommended the development and exploration of themes of “engagement” into some of the American Studies offerings and programming to create opportunities for co-work, mentoring, and collaboration between graduate and undergraduate students. 			<p>Short term: 1) Recruit new faculty in global affairs, global China, European history, social science and security/cyber, (searches underway and ongoing), using existing donor funding and commitments from the Faculty of Arts & Science, 2) appointment of Adjunct Professor with expertise in European Affairs who will teach on an annual basis for next few years, 3) since the review occurred, the Munk School has provided CSUS with some additional funds to cover 1.0 courses and has worked with the Dean to move a faculty line from another department over increasing the core faculty from one to three 4) Strategic engagement of Munk School Fellows to enhance mentoring opportunities for Munk undergraduates (~100 honorary appointments of high profile practitioners and international academics who engage in mentoring, guest lectures and bring a diversity of professional and academic experience to the School as a whole.)</p> <p>Medium Term: recruit new faculty in global India, global economics, cybersecurity, security (searches scheduled for 2023-24 and beyond). These faculty positions will enhance course offerings available to Munk undergraduate programs.</p> <p>Lead: Director, Munk School in conjunction with hiring committees drawn from Munk School faculty</p>	<p>recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions. The ULP process, described above, includes complement planning as a key feature, and will facilitate clear articulation of the Department’s complement plan over the next five years.</p>
	2	<p><i>Centre for European, Russian and Eurasian Studies (CERES):</i> “there should be an ongoing review [of European Studies curriculum] to ensure that it is updated as faculty interests develop and change”</p>	<p>Since most courses that count toward our BA major and minor are in fact offered by other units that have faculty lines (whereas CERES only has 1 faculty line), our room for maneuver on this score is limited. That said, CERES has a standing Curriculum Committee, which annually evaluates and updates the</p>	<p>Medium- to longer-term: As noted above, through the ULP process, the Dean’s Office will work with the School on longer term, comprehensive curricular planning. The Vice-Deans Undergraduate and Graduate Education are available to work with the</p>

			<p>curriculum as faculty interests evolve. We added a new First Year Foundation Course and helped design and launch the new MUN200 – Understanding Global Controversies course which brings together all undergraduate teaching units in Munk for a new half course. In addition, CERES works closely with the BA student association to survey shifts in student priorities and interests from year to year. Here, we note that CERES is phasing out its Hungarian Studies Major and Minor while keeping our offerings in History, Language and Culture. While the course enrolments are satisfactory, there were few students opting for the Major or Minor.</p>	<p>individual programs on specific curricular reviews and changes.</p>
	<p>3</p>	<p><i>CERES:</i> “We would encourage CERES to explore ways to use and to connect with digital resources and technologies around language training in particular, that would provide more incentives for students to consider doing more language training and enrolling in the European Affairs degree, versus the minor.”</p>	<p>Language competency is indeed central to the program, as it allows for students to develop “thick” knowledge rooted in particular places and makes them more attractive on the job market upon graduation. The reviewers’ suggestion that CERES should explore digital resources and technologies around language learning is a good one and we will continue to do so. CERES’s Hellenic Studies program has developed an extraordinary online portal for Greek instruction (https://greeklanguage.ca/en/). While CERES does not generally teach languages (beyond Greek, as well as Hungarian, though Hungarian is being phased out because of limited demand), CERES leadership is happy to liaise with the departments that teach languages to encourage similar resource development.</p> <p>Lead on liaising: Director CERES & Deputy Director, Undergraduate Programs, CERES</p>	<p>Short-term: The Vice-Dean, Academic Planning is available to help facilitate links between CERES and existing language programs.</p>

	4	<p><i>Asian Institute (AI):</i> “We propose the creation of a formal interdepartmental advisory board or steering committee [for AI faculty] that meets twice a year to help coordinate course offerings, to plan academic and social events, and to establish a coherent mission and long-range planning for the program.”</p>	<p>This is already occurring and will continue. We agree it’s critical.</p> <p>Short term: Our interdepartmental advisory board includes faculty from anthropology, political science, and sociology. Our agendas typically include curriculum planning, governance review coordination with the Contemporary Asian Studies Student Union, consultations with affiliated faculty and department chairs regarding plans to cross-list courses with home departments. We will develop an updated mission statement.</p> <p>Lead: Director, Asian Institute</p>	<p>Short- to medium-term: The Dean recognizes the efforts put forth by the Asian Institute to develop a cohesive curriculum and mission for the program. The Vice-Dean, Academic Planning is available to facilitate additional coordination with cognate units within A&S.</p>
	5	<p><i>AI:</i> “to provide more coordination of CAS offerings, we recommend that at the beginning of each term, all those teaching in the CAS program that year meet, exchange syllabi, and get a sense of how their course fits into the broader program.”</p>	<p>Short term: This process was instituted by the current AI director in 2018. There was some disruption to the process in 2020-2021 but it has now resumed. We have collected the syllabi for all CAS courses for the past academic year, and have coordinated a meeting with instructors and professors scheduled to teach this year. The meeting focuses on having each professor understand the other courses offered and include explicit connections to other courses in their introductory lectures.</p> <p>Lead: Director, Asian Institute</p>	<p>Short- to medium-term: The Vice-Dean, Undergraduate would be pleased to work with AI to develop internal processes to support ongoing curricular and syllabi review.</p>
	6	<p><i>AI:</i> “Check for pan-Asian representativeness in the course syllabi.”</p>	<p>Short and medium term: We understand that this pan-Asian representativeness can be challenging given the fact that content on China can take significant attention. We have undertaken a review this year and will work on trying to be inclusive of missing regions or content. The hiring of the new faculty referenced in response to recommendation #1, particularly the Chair in Global India will help address this concern. The program and Asian Institute directors are working with</p>	<p>Short-term: As noted in #5 above, The Vice-Dean, Undergraduate would be pleased to work with AI to develop internal processes to support ongoing curricular and syllabi review.</p>

			<p>faculty to address this in the syllabi and course offerings for the coming year and we expect there to be significantly greater regional coverage by 2024-25.</p> <p>Leads: Director, CAS Program & Director, Asian Institute</p>	
7	<p><i>AI:</i> “consider offering one CAS special topics course per year that provides deep knowledge of a single place and its international connections. Priority should be given to courses on Southeast Asian and South Asian country contexts”</p>	<p>Short & medium term: We agree that this is a good idea and we are currently undertaking a review. We are planning to mount a special topics course on South Asia for the Fall 2024. We will search for the instructor for this course in Spring 2024.</p> <p>Lead: Director, CAS Program</p>	<p>Short- medium-term: The Vice-Dean, Undergraduate, will work with the School on new course proposals and curricular changes to the CAS program.</p>	
8	<p><i>Centre for the Study of the United States (CSUS):</i> “The annual theme for the reimagined colloquium model for the F. Ross Johnson Distinguished Speaker series should be clearly linked to Munk programming and one or more Munk events should directly tie-in with elements of the CSUS theme.”</p>	<p>Short term: The recently arrived Interim Director of CSUS is committed to greater integration of CSUS with the larger Munk School. He plans to use funds available as a catalyst to pull together colleagues across cognate disciplines and to further internal partnerships at the Munk School and across U of T. In addition, the School leadership will work in concert to establish these more direct tie-ins and agrees that this is a good idea.</p> <p>Leads: Interim Director, CSUS and Director, Munk School</p>	<p>Short-term: The Vice-Dean, Academic Planning is available to facilitate discussions with other units regarding programming synergies.</p>	
9	<p><i>CSUS:</i> “the CSUS Program Committee should develop and integrate themes of ‘engagement’ into some of the Center’s curricular offerings and programming. Prioritizing public and applied humanities approaches, these offerings would create avenues for co-work, mentoring, and collaboration between graduate and undergraduate students invested in American Studies.”</p>	<p>Short term & medium term: In keeping with recommendations 9 and 10, the Interim Director along with the Program Committee intend to work on re-establishing CSUS’s relationship with the US Consulate in Toronto, the Embassy in Ottawa, Fulbright Canada, exchange partners in Canada and abroad, as well as forging relationships with cultural institutions such as the Image Centre at TMU, AKG Buffalo and the Franklin Furnace Archives in NY particularly with an eye for opportunities for students and early-</p>	<p>Short-term: The Dean’s Office recognizes the leadership of CSUS in bolstering ties with international organizations for the benefit of the students and the longevity of the program. The A&S International Projects Officer is available for consultation regarding international pathways and agreements.</p>	

	10	<i>CSUS:</i> “Recent declines in CSUS enrollments add urgency to the need to clarify, strengthen, and shore up these relationships to ensure the stability, growth, and, indeed, expansion of a uniquely positioned, nimble, and forward-thinking program.”	career colleagues. Our belief is that re-energizing these existing relationships and building a number of new ones will, as the reviewers suggest, help stabilize and grow the program. Lead: Interim Director, CSUS	
The reviewers noted the need for more diversity in core courses in the European & Russian Affairs MA program.	11	<i>CERES:</i> “there is a need for more diversity in core courses [in the MA program] based on student interest.”	CERES indeed has limited required core offerings (ERE2000 and ERE2001), courses that serve pedagogical and cohort-building purposes but cannot cover the wide range of student interests. Here, the room to maneuver is limited. Currently only one faculty member has CERES as a budgetary home, meaning limited capacity to go beyond a few core courses. At present, students take courses in dozens of units across the university, thus allowing them to pursue their specific interests, as long as they do so with a focus on Europe/Eurasia. With a larger complement of Munk faculty assigned to CERES, CERES students would not have to compete for limited spots in other units and the core courses could be more diverse.	The Dean’s Office recognizes the unique, interdisciplinary position of the CERES program and supports the collaboration across departments. Please see response 1 for details regarding future faculty hires.
The reviewers recommended that the Munk School consider a more focused marketing and advertising approach for the various Area Studies programs to raise awareness among students and encourage increased enrolments; this could include dedicated technical and communications support, planned outreach initiatives, and regular appearances at student orientations and campus events.	12	“the Munk School should, in consultation with each of the centers, make a more focused investment in marketing and advertising the centers’ teaching programs to encourage increased enrollment.”	One of the top 5 goals set by the Director of the Munk School in 2022 is to roughly double undergraduate enrollment over five years. To achieve this goal the following plan is in place.	Medium- to long-term: Questions surrounding enrolment planning as well as faculty recruitment are discussed in the A&S Unit-Level Planning (ULP) exercise. As noted in #1 above, the ULP includes goals for research, curriculum, faculty support, administrative staff support, and complement planning. As part of this process, the School will be asked to outline their enrolment goals and complement needs over the next 5 years. The ULP offers an opportunity to engage with key administrators in the Dean’s Office, including the Faculty Registrar and the Vice-Dean,
	13	“The Munk School should carry greater responsibility for these marketing initiatives, providing internal or external communications support, planning outreach to students earlier in their undergraduate careers at the University of Toronto, and making regular appearances at new student orientations, major/minor campus events, etc.”	Short Term: A Director, Undergraduate Programs and Student Experience was appointed in July 2022 to lead on achieving this goal while ensuring a coherent and consistent school-wide experience for undergraduate students; a program coordinator who reports to this director to provide support on promotion/marketing	

	14	“The centers should be granted dedicated technical resources to sustain advertising and marketing initiatives”	programs/outreach is in the process of being recruited. The Director, Strategic Communications role at the School has been redefined to be more focused on program marketing/promotion; program coordinators in the centres are focusing on additional promotion efforts. The School is launching four new First Year Foundation courses in 2023-2024 that are specifically designed around thematic areas intended to introduce students to undergraduate programs at the Munk School. This will help promote existing programs to these students as well as benefit from their word-of-mouth promotion to other first year students.	Undergraduate, regarding enrolment planning. The ULP by the School will inform plans to support any future increases in enrolment.
	15	“Create a marketing strategy that reaches out to potential students in their first year at U of T. Many students expressed that they discovered CAS ‘by accident’ or by ‘word of mouth.’	<p>Medium Term: The Centres and Munk School leadership (as defined above) will work together to create a more systematic school-wide promotional plan. Coordination with FAS and U of T recruitment will also be undertaken and tools such as video, social channels, events and student and faculty outreach will occur. Recruitment of new faculty with expertise on Asia (chairs in Global China and Global India), Europe, Eurasia and the US will help to attract students.</p> <p>Long Term: ongoing curriculum review will be necessary to keep programs current, responsive to student demand and innovative</p> <p>Leads: Director, Undergraduate Programs & Student Experience, directors of the three centres offering Area Studies programs, Director, Strategic Communications</p>	Any secondary school recruitment activities must be done in coordination with the Arts & Science Student Recruitment & Admissions team in the OFR. Staff in the OFR will consult with the School regarding their recruitment plans.
	16	AI: “Create a comprehensive marketing strategy	As above in responses to recommendations 12-15 but with particular efforts by the	Short-term: The Vice-Dean Undergraduate is available for consultation regarding

		to publicize CAS offerings to students in their first year at U of T.”	faculty and staff in AI to create materials and participate in outreach activities that will align with the broader school marketing plan. Lead: Director, Asian Institute	increasing the visibility of the CAS program to first-year students.
	17	<i>CSUS:</i> “CSUS administrators and/or faculty should attend these events [campus-wide recruitment] regularly, and may also consider convening a Center-specific CSUS Exploration Day consisting of open office hours and one-on-one advising geared to helping interested students map out individualized career trajectories that connect the CSUS program with their interests.”	As above in responses to recommendations 12-15 but with particular efforts by the faculty and staff at CSUS to create materials and participate in outreach activities that will align with the broader school marketing plan. CSUS does participate in campus-wide recruitment initiatives and will continue to do so, and the suggestion to host an Exploration Day is excellent and something that can be coordinated with other centres across the school. 1:1 advising is currently available and should definitely continue. Lead: Interim Director, CSUS	Short-term: The Vice-Dean, Undergraduate is available for consultation regarding increasing the visibility of the CSUS program to first-year students.
The reviewers made a number of observations that suggest a need for future planning to align enrolment, complement planning, and enhance relationships among the Munk School’s internal communities as well as with external partners: <ul style="list-style-type: none">• They commented on tension between a desire to increase enrolment in the CERES undergraduate programs and their boutique, small-by-design nature; they noted that admission requirements for the European Studies program may need to be adjusted if a decision is made to increase enrolment significantly.• They raised concerns about the faculty complement in the Area Studies programs, noting that each is	18	<i>CERES:</i> “There is clearly a tension between the desire to increase enrollment, provide more faculty support/lines, and the ‘boutique’ nature of the programs... if there is a desire to increase enrollment significantly, there may be a need to reconsider admission requirements in order to increase enrollment for undergraduate program, particularly language requirements... However, if the goal is to remain small, it will be more difficult to justify an increase in faculty lines. Additional faculty support would need to be negotiated with Dean and departments. One possibility is to look at potential joint appointments”	The current CERES leadership is committed to maintaining language requirements believing that it is one of the best ways to ensure graduates are seen as serious contenders for professional roles related to the region and graduate programs. We are delighted to be able to report that since the review, the program has experienced a significant increase in potential candidates entering for the 2023-2024 year as a result of promotional/marketing efforts undertaken by the program coordinator. Additional faculty support is likely best sought through the addition of faculty hired at the Munk School (see recommendation #1) who will teach in programs across the School rather than trying to hire faculty into CERES alone.	As noted in Response #1 above, all requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences, and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions. The FAC considers joint appointments as well as appointments that are allocated 100% to one unit. Medium- to long-term: The Vice-Dean, Undergraduate and the Office of the Faculty Registrar are available to work with the unit regarding admission requirements and enrolments in the program.

<p>reliant on a single teaching faculty member responsible for nearly all teaching, mentoring, and curriculum development; they recommend exploring potential joint appointments with cognate units to build relationships and to provide teaching support for the undergraduate programs.</p> <ul style="list-style-type: none"> • They recommended several possible ways for CSUS to expand its collaborative relationships and research partnerships with other units, both internal and external to the Munk School; these include providing support and developing TA'ships and instructional fellowships with the Americanist Research Collaborative, creating pathways for CSUS-affiliated students and faculty to "contribute to and help shape projects conducted under the auspices of Munk's theme-based research labs," continuing to build and renew relationships with a host of affiliate programs and departments within the University, and, finally, seeking to expand or initiate collaborative relationships and joint initiatives with other American Studies programs in North America. 	19	<p><i>AI:</i> "The most glaring need for CAS is to have at least one full time faculty rostered in AI, which would ensure the stability of the program. Currently, the functioning of the CAS program relies on the commitment of a small core faculty to teach AI courses as an overload, and sessional instructors who teach the same courses yearly and who contribute to the overall program. This is not a sustainable structure. The goal should be for core AI faculty to teach CAS courses consistently from year to year."</p>	<p>The position of the Munk School is that it is not a sustainable model to have faculty hired solely into small units such as AI but rather they should be hired as faculty at the Munk School (see recommendation #1) and deployed effectively across all undergraduate programs. Some challenges remain to be resolved including the fact that AI currently receives its annual budget directly from FAS. Ensuring a sustainable approach to offering the CAS program will therefore require discussions between FAS, the School and AI regarding how best to structure teaching budgets. We are entirely optimistic that this can be addressed successfully once these new hires are confirmed.</p> <p>Leads: Director, Munk School & Director, Asian Institute</p>	<p>Short-term: As noted in Response #1 above, all requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC).</p> <p>Medium- to long-term: The Faculty is developing a new budget model that will provide greater transparency in the budget allocation to units.</p>
<ul style="list-style-type: none"> • They observed challenges and concerns in relation to the three Area Studies units and their broader role within the Munk School, noting comments from both affiliated faculty and Munk leadership that "the relationship between Munk and 	20	<p><i>CSUS:</i> "CSUS should expand and, as needed, initiate, plans for meaningful collaboration and the creation of joint initiatives with comparable American Studies programs in Canada and the US. As proposed, the Center should work with the university's International Student Experience Fund as well as with Munk advancement resources to support American studies-relevant internships, exchanges, and periods of study in the US."</p>	<p>As referenced in the response to recommendation #9, we agree that CSUS can work with existing funding sources and centres to create opportunities for internships, exchanges and study in the US. It is important to note that our Advancement Plan does not necessarily prioritize American Studies funding in particular given the many demands for funding across the whole School but we are confident that the Interim Director will very effectively deploy funds from existing endowments, some of which have significant reserve funds post pandemic.</p> <p>Leads: Interim Director, CSUS</p>	<p>Short-term: The Unit may wish to consult with A&S's International Projects Officer to explore international pathways and agreements. The Vice-Dean, Undergraduate is also available to discuss the Unit's ambitions regarding experiential opportunities such as internships and exchanges.</p>
	21	<p><i>CSUS:</i> "We support CSUS's proposal to provide funding to the Americanist Research Collaborative, led by PhD students in the English Department, but also suggest the Center consider longer-term teaching</p>	<p>We have continued this funding (at an increased level) for 2023-2024, and have begun discussions with the Americanist Research Collaborative around other activities such as dissertation workshops, with graduate students in American literature</p>	<p>Short- to medium-term: The Vice-Dean, Graduate Education will work with the Unit to explore more opportunities to better ensure access to graduate students who might welcome opportunities for teaching assistantships.</p>

<p>the centers should be clarified, strengthened, and prioritized”; they voiced their support for initiatives currently underway to create a cohesive “Munk experience,” and recommended taking a thematic approach to curriculum offerings across the Area Studies units to build relationships and encourage collaboration between them.</p>		<p>assistantships and/or instructional fellowships that would fund graduate students.”</p>	<p>at other universities, and symposia on critical pedagogy. Internal discussions have commenced on fellowships to be offered at multiple levels, and this will continue on a more formal basis this fall with an eye toward launching in 2024.</p>	
	<p>22</p>	<p><i>CSUS:</i> “We encourage the Center’s plans to renew contacts with Art History, Cinema Studies, Canadian Studies, and Sociology, and to build new relationships with Sexuality and Diversity Studies.”</p>	<p>Much of summer 2023 has been spent re-establishing contacts with units within and beyond the University of Toronto. In addition to the disciplines mentioned above, within UofT we are exploring joint programming with the new Institute for Environment, Conservation, and Sustainability; The Northrup Frye Centre at Victoria College; both the Equity Studies Program and the Women and Gender Studies Institute at New College; and the Culinarium Research Centre at UTSC. Beyond UofT we have begun exploratory discussions with the US Consulate, Fulbright Canada, The Image Centre at TMU, American Studies at York and Africana and American Studies at SUNY Buffalo.</p>	<p>Medium-term: The Vice-Dean, Academic Planning, and the Vice-Dean, Academic Operations, will work with the School on proposed partnerships, and can facilitate engagement with units within A&S and the institution more broadly.</p> <p>In addition, the School will be discussing its plans for partnership development as part of its ULP, as discussed in # 1 above.</p>
	<p>23</p>	<p>“we heard from affiliated faculty and the Munk leadership alike that the relationship between Munk and the centers should be clarified, strengthened, and prioritized.”</p>	<p>The Munk School has worked over the past year to bring everyone together through a number of activities and new resources.</p> <p>Short term: the appointment of directors of Research and Undergraduate Programs as well as staff to work with them on initiatives benefitting all faculty members, staff, students and programs over the 2022-2023 year has helped to strengthen the relationships. These roles are ongoing. Regular monthly school-wide faculty meetings and quarterly meetings between the centre directors and Munk School leadership have enhanced information sharing and decision making. Participation of centre directors on faculty hiring committees</p>	<p>The Dean’s Office supports the initiatives the School has undertaken to strengthen and clarify the relationship between Munk and the centres, including regular meetings.</p> <p>Medium-term: As noted in Response #1, the Unit will work with the Vice-Dean, Academic Planning to develop its Unit-Level Plan following the UTQAP process. The development of the ULP involves significant consultation with faculty, staff, and students. Through the ULP process, the Dean’s office works with the Unit to address key challenges and opportunities, such as the relationship between the centres and the School.</p>

			<p>and other school-wide work has helped build alignment.</p> <p>Medium term: the School’s strategic communications, marketing and events function has recently undergone a leadership change and this is resulting in a review of goals, roles and approaches to ensure there will be sufficient staff support for internal coordination across centres and the school.</p> <p>Leads: Director, Munk School, Directors, Areas Studies</p>	
	24	“We support Munk’s plans to grow and enhance its undergraduate programming offerings and, on this front, also recommend a thematic approach that would introduce the range of topics and approaches housed under the Munk banner”	<p>Identifying a single yearly theme across all six of Munk’s undergraduate programs has not yet been possible, partly due to divergent interests among the centres as they each pursue timely issues emerging in their own regions. However, going forward Munk leadership and centre directors will work together to establish other ways of connecting these programs, including potential shared course offerings and co-sponsored academic events such as speakers and symposia. As well, many of our undergraduate offerings already echo Munk’s four areas of focus. In future we’ll highlight these existing and important cross-program resonances, encouraging students to both pursue ideas across programs and also to see Munk as a place with a coherent set of expertise and approaches.</p> <p>Our assumption when you refer to Munk 199 you mean Munk 200: Global Controversies. This course will continue to recruit a rotating roster of Munk faculty, and explore different and changing themes. Changing the course’s theme and faculty on an annual basis has however already proved difficult; in the</p>	<p>The Dean’s Office recognizes the efforts by the Munk School in encouraging greater cohesion across its individual programs. The Vice-Deans, Academic Planning, Graduate Education, and Undergraduate, are available for consultation in regard to curriculum and program design.</p>
	25	“To ensure a contiguous and coherent offering, we support the idea that Munk 199 stage its survey of each center’s intellectual interventions along a yearly resonant theme... Munk should also incentivize co-teaching opportunities in order to recruit a rotating roster of teachers for Munk 199.”		

			<p>interest of sustainable planning and intellectual coherence, the course will likely shift its focus and teaching roster every three years.</p> <p>Leads: Director, Munk School, Director, Undergraduate Programs and Student Experience, Directors of AI, CERES and CSUS</p>	
The reviewers made recommendations about changing the structure of the Asian Institute in order to support its aspirations to grow and operate more sustainably.	26	<p><i>AI:</i> “Given the stature of AI faculty, the quality of CAS, and the enthusiasm of CAS students, we concur and recommend that AI be given EDU B status, which CERES now enjoys. The EDU B status would allow AI to hire their own faculty, to formalize the undergraduate program, and to staff the directorship position.”</p>	<p>The Munk School’s position on this recommendation is that it would not be to the benefit of AI to try to hire its own faculty given its relatively small student and programming size. A more sustainable approach would be to find ways to gain additional teaching support through the addition of faculty hired at the Munk School (see recommendation #1) who will teach in programs across the School.</p>	<p>Medium- to long-term: The Vice-Dean, Faculty and Academic Life, will work with the School regarding complement planning to support teaching. Complement planning will also be addressed in the School’s ULP, as discussed above.</p> <p>The Dean’s Office currently has no plans to pursue EDU:B status for the AI, and will instead support the development of the program within the structure of the Munk School.</p>
Other recommendations not prioritized in the Request for Administrative Response	27	<p><i>CERES:</i> “Hungarian studies should continue to be a part of European studies.”</p>	<p>Enrolment in the Hungarian Studies Major and Minor have been administratively suspended and students have been notified. The intention is to phase out the program while keeping offerings in History, Language and Culture. While the course enrolments are satisfactory, there were very few students opting for the Major and Minor.</p>	<p>Short- to long-term: The Vice-Deans, Academic Planning, and Undergraduate are working with CERES on the plans for Hungarian Studies outlined in the Unit’s response.</p>
	28	<p><i>AI:</i> “Be attentive to the international students in the program in terms of course offerings and assignments.”</p>	<p>Over the past year, we have updated the supports we offer to international students. Specifically, our peer mentoring system provides regular meetings in the RCL-Pathways Lab for current, successful students to advise peers on their assignments. Information in response to international student feedback has also been integrated into updated messages on course syllabi, ensuring all students have information regarding the ELL services on campus.</p>	<p>The Dean’s Office is in support of efforts made to enhance the academic experience of all students, both domestic and international. The Faculty offers programs specifically aimed at English Language Learners, including mini-courses on skills such as oral presentations and professional writing, as well as Communication Cafés, designed to help students practice their English skills.</p>

3 Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the review summary accurately described the full review. The reading group sought additional clarification on several areas of the administrative response; the first related to the Asian Institute which included staffing concerns, high turnover in leadership and needed support, as the suggestion to convert the Asian Institute's program from an EDU-C to an EDU-B was rejected. Secondly, noting that the Hungarian Studies Major and Minor were being phased out due to low enrollment, the group cited that it was praised as one of the best funded programs, providing opportunities for language and study abroad. The group inquired if there were alternate courses of action that could be explored to promote and market the program and increase student numbers. Third, the reading group sought further details from the Dean's office regarding concerns on the overall quality related to the undergraduate program due to the evolving political climate and its impact on academia, and clarification if the program would be expanded.

Peter Lowen, Director, Munk School responded that:

- From Munk's perspective on EDU units, transferring faculty members into an EDU-B would conflict with smaller number programs in terms of the teaching capacity, creating challenges to teach across the school as there were several graduate programs. The goal was to extend faculty by taking newly hired faculty and distribute their teaching capacity across the school that included the Asian Institute, CERES and elsewhere. He reported that there was an open search for a Chair for Global China and they would be hiring a Chair for Global India.
- On the matter of Hungarian studies, he noted the significant importance of global engagement with Hungary, citing the connections CERES had in the region. He noted that the program had one student presently enrolled despite actively promoting the program. They would continue to engage on topics related to Hungary and Hungarian language classes but it was not sustainable to continue to offer Hungarian Studies Major and Minor.
- He reported that the leadership at the Asian Institute had gone through periods of quick succession, with previous leadership having been recruited to other key institutional roles, and the current Director of AI was extended for another two years.
- Munk had a complex environment, comprising of many units within it, and was making a strong effort to improve faculty engagement, integration, and unit collaborations across Munk, through its leadership decisions and complement planning.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers praised the overall high quality of teaching and research in the Munk School Area Studies units, noting that they offer an important set of programs that are attractive to students and faculty, and commenting that these programs “act as a bulwark against forces that would undermine area studies given the need to preserve regional and linguistic knowledge.” They commended the Centre for European, Russian and Eurasian Studies’ robust, responsive, interdisciplinary undergraduate curriculum, as well as their MA program that “is the gold-standard.” They highlighted the Asian Institute’s cohesive and cutting-edge undergraduate program, and noted student enthusiasm regarding the range of topics covered and the engagement of its faculty. The reviewers commended the Centre for the Study of the United States for its ongoing, critical decentering of “grand narratives” in American Studies, and the unique disciplinary range and dexterity of its curricular offerings and public events. They praised each Area Studies unit for providing robust academic programming, a supportive, welcoming environment, and a vibrant intellectual space for all community members. Finally, the reviewers voiced their support for the creation of a distinct “Munk experience” through expanded linkages and synergies among the distinct centers and programs.

The reviewers recommended that the following issues be addressed: increase investment overall in the undergraduate programs under review; need for more diversity in core courses in the European & Russian Affairs MA program; consider a more focused marketing and advertising approach for the various Area Studies programs; contemplate future planning to align enrolment, complement planning, and enhance relationships among the Munk School’s internal communities as well as with external partners; reflect on changing the structure of the Asian Institute in order to support its aspirations to grow and operate more sustainably.

The Dean’s Administrative Response describes the Faculty and program’s responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

5 Monitoring and Date of Next Review

The Dean will provide an interim report to the Vice-Provost, Academic Programs midway between the April 2022 UTQAP cyclical review and the year of the next site visit on the status of the implementation plans. The next review will be commissioned no later than the 2027-28 review cycle.

6 Distribution

On June 30th 2024, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit leadership.