

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	Peace, Conflict & Justice (HBA): Specialist, Major Public Policy (HBA): Major Master of Global Affairs, MGA Master of Public Policy, MPP
Unit Reviewed:	Munk School of Global Affairs & Public Policy
Commissioning Officer:	Dean, Faculty of Arts and Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Dan Black, Professor Harris School of Public Policy, University of Chicago • Yiagadeesen (Teddy) Samy, Director/Professor, The Norman Paterson School of International Affairs (NPSIA), Carleton University • Diane Whitmore Schanzenbach, Director, Institute for Policy Research, Margaret Walker Alexander Professor, School of Education and Social Policy, Northwestern University
Date of Review Visit:	May 31 and June 2, 2022 (conducted remotely)
Review Report Received:	August 29, 2022
Administrative Response(s) Received by VPAP:	September 25, 2023
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review: n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study; Appendices; 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, Associate Director, Executive Director, Munk School; Programs leadership; Programs faculty; undergraduate and graduate students; Munk administrative (IT, communications, events, operations) staff; programs administrative staff; industry and internship partner; Chairs of cognate units: Department of Political Science, Department of Sociology, Department of Economics, Department of Geography & Planning, Department of History.

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
 - ▶ Peace, Conflict and Justice (PCJ) major and specialist offer an innovative and unique course of study
 - ▶ Reviewers impressed by comprehensiveness of the PCJ self-study component, and by conversations with the Trudeau Centre Director, faculty, and students
- Objectives
 - ▶ Undergraduate major in Public Policy (PPG) builds students' skills in analyzing and developing public policy
 - ▶ PPG major builds on strong disciplinary departments and adds value for students interested in approaching disciplines through the lens of public policy
- Admissions requirements
 - ▶ Admissions process in PCJ appears to be working very well
 - ▶ Admission to PPG major is relatively competitive
- Curriculum and program delivery
 - ▶ PCJ core curriculum is well thought-out, with attention to breadth and depth; and demonstrates effort to cultivate students' skills in analysis, critical thinking, and communication
 - ▶ PPG courses are seminar style and appropriately push the students to read, write, and synthesize policy
 - ▶ PPG primarily draws on courses from other departments

- Accessibility and diversity
 - ▶ PCJ program has taken important steps to engage with issues relating to Canada's Indigenous population, and are building capacity in anti-racism skills for their entire community
- Student engagement, experience and program support services
 - ▶ PCJ students are motivated, thoughtful, and strong, and appreciate the program's small, vibrant community
 - ▶ PCJ experiential learning requirement appears important to the training
 - ▶ PPG students are impressive, and report being very happy with the training they are receiving and their connections to the school

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Ensure consistently high-caliber teaching in PCJ despite shifts in personnel; reviewers note that the program asserts it can consistently offer excellent courses through additional joint appointments or the addition of another teaching-stream faculty member
 - ▶ Reviewers endorse PCJ desire to formally incorporate quantitative methods into major training earlier
- Accessibility and diversity
 - ▶ PCJ program doing important work in the space of EDI, and should continue to grow and refine its approaches
- Student engagement, experience and program support services
 - ▶ Expanding the number and diversity of opportunities for PCJ students to participate in internships noted as a good investment for the program
 - ▶ Reviewers recommend that all PCJ students participate in some hands-on experience, whether through an experiential learning course or internship
 - ▶ Consider a required or routine internship for upper-class PPG students

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ MPP program is extremely successful
 - ▶ Merger of MPP into the Munk School has the potential to provide some new opportunities for the program
- Objectives
 - ▶ MGA draws strong students from various undergraduate programs, and provides them with multidisciplinary training that is essential for understanding and engaging contemporary global issues

- ▶ MGA objectives are aligned with the University’s mission to promote a research-intensive environment and excellence at all levels, ensuring that students are exposed to both theory and practical experience
- ▶ MGA places emphasis on connecting the academic and policy worlds in classroom settings, including a required capstone project, as well as internships and professional development workshops
- ▶ MGA requirements and learning outcomes are clear, appropriate and align with the graduate degree level expectations
- ▶ MPP seeks to provide students with an analytically and quantitatively rigorous curriculum
- ▶ MPP provides “remedial” training to students who do not have the necessary backgrounds in quantitative analysis, which allows them to recruit students with a broad variety of backgrounds who share a passion for public policy
- Admissions requirements
 - ▶ MGA admission requirements are appropriate for the learning outcomes
 - ▶ MPP enrolment has been significantly expanded from about 40 entering students to over a hundred; and the School has revamped its Math Stat prep course to help the students with limited quantitative backgrounds
- Curriculum and program delivery
 - ▶ Recent decision to introduce a research design course in Year 2 of the MGA is a welcome addition to the program’s structure
 - ▶ MPP has instituted a Math Stat prep course to provide students with a review of or introduction to the quantitative reasoning that will allow them to succeed in their studies
- Student engagement, experience and program support services
 - ▶ Students are overall pleased with the MGA, noting small class sizes, the diversity of the cohort, and the alumni network as positive attributes
 - ▶ Munk School is proud of its student-led initiatives and internship program between the students’ first and second years of MPP studies, which allow students to see how public policy is conceived and implemented outside the academy, and provide valuable professional development opportunities

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

- Overall quality
 - ▶ Merger of MPP into the Munk School may potentially create problems (in addition to potential opportunities noted above)
- Admissions requirements
 - ▶ MGA target enrolments have increased significantly in recent years; reviewers note lack of clarity whether this higher enrolment level can be reached and sustained, especially since acceptance rates have declined over time
 - ▶ Challenges noted around maintaining quality of students in the MPP, given the significant recent and planned program growth

- ▶ Growth of the MPP program has resulted in the rate of admissions increasing substantially faster than the growth of applicants, likely resulting admission of students with weaker quantitative backgrounds
- Curriculum and program delivery
 - ▶ Substantial shortcomings in MGA and MPP economics and statistics courses as they are currently structured and large disparities between students' expectations of these courses and the program delivery
 - ▶ Some of the more prepared MPP students note that the core economics and statistics classes are too simple and review materials from undergraduate programs (though reviewers note this is a common issue among public policy programs, where students come from a variety of backgrounds)
 - ▶ MGA students also note many concerns about the delivery of economics and statistics courses, and there appear to be many cases where students feel either under or overprepared for the current offerings
 - ▶ Concerns noted regarding the rigidity of the first year of the MGA; as well as a lack of courses around climate and sustainability; courses with African content; courses in global security; courses in global development; and offerings that would train students to write for a policy audience
 - ▶ Current Math Stat prep may not provide sufficient background and training for some MPP students, in particular those educated during the pandemic, and does not appear to be an ideal structure to maximize benefits from the program
 - ▶ Some MPP students and employers noted desire for more data science offerings
- Accessibility and diversity
 - ▶ MGA Students note concerns about the lack of diversity in the curriculum/syllabi of various courses, that sometimes tend to be overly focused on North America
 - ▶ “[S]ome students expressed concern about the Munk School’s Eurocentrism, by which we think they meant excessive focus about Europe, U.S., and Canadian policy issues”
- Student engagement, experience and program support services
 - ▶ Rapid growth of both the MGA and MPP programs has meant that the number of students who need to be placed in internships as well as permanent jobs has increased substantially
 - ▶ Online experience of first year students during the pandemic was “clearly not ideal”
 - ▶ Students feel that given the high cost of tuition compared to other similar programs, not enough administrative support is being provided
- Student funding
 - ▶ MGA students expressed desire for increased funding opportunities
 - ▶ Reviewers struck by relatively high cost of the Munk School’s programs for both domestic and international students
 - ▶ Canadians and permanent residents are eligible for financial aid; however such financial support is limited for foreign students, which impairs Munk’s ability to attract top international students

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ Consider actively seeking to admit students with better technical backgrounds to the MPP, potentially by relaxing some GPA requirements for students from technical disciplines
 - ▶ Consider a more demanding MGA admissions process, potentially with an economics prerequisite
- Curriculum and program delivery
 - ▶ Reviewers observe that “[t]here are potential unrealized synergies between the MPP and MGA programs, especially to the extent that it allows the School to offer different economics and statistics courses tailored for different levels of preparation”
 - ▶ Noting substantial heterogeneity among MGA and MPP students, reviewers recommend considering some degree of curriculum integration between the programs, to allow well-prepared students to obtain better training, and to encourage interaction between MPP and MGA students
 - ▶ Consider possibility of offering at least two different levels of core courses to MPP students, while maintaining the high-level of quantitative training that the School currently offers; explore whether a third, even more rigorous course level could be offered to select students, potentially by leveraging offerings in cognate units such as Economics or Statistical Sciences
 - ▶ Consider options for enhanced data science offerings in the MPP
 - ▶ Revisit whether macroeconomics should be an MPP requirement or elective
 - ▶ Consider addressing the rigidity of the current MGA structure by allowing students to take more electives in Year 1
 - ▶ Consider implementing earlier exposure to research design for MGA students (e.g., by offering the MGA research design course earlier in the program)
 - ▶ Consider the creation of MGA streams as of the first semester, to align with an earlier research design course (reviewers note teaching resource implications)
 - ▶ Consider offering more advanced economics and statistics offerings for MGA students who enter the program well-prepared in those areas
 - ▶ Consider enhanced MGA offerings in climate and sustainability; African content; global security; global development; and training students to write for a policy audience
 - ▶ MGA encouraged to develop a process where syllabi are reviewed by faculty members that teach in specific areas to ensure clear learning objectives, a diversity of perspectives, proper balance between theory and policy applications to global affairs, and avoiding overlaps across different courses
 - ▶ Ensuring the presence of faculty who both know the MPP/MGA curricula and understand the level and types of quantitative skill of the students would be extremely valuable to Munk

- Accessibility and diversity
 - ▶ Consider whether the diversity statement could be used more explicitly as an additional MGA admission criterion, giving students from “underrepresented” groups the opportunity to speak about their own experiences
- Student engagement, experience and program support services
 - ▶ In light of significant expansion of MGA and MPP, explore ways to ensure that career development resources remain available to keep job placements at a high level; in doing so pay attention to the current placement officers, who understand both the importance of their roles, as well as Munk’s financial constraints
 - ▶ MPP students note desire for enhanced supports for writing and mathematics skills development, such as TAs or tutors in these areas; if possible, consider drawing TAs from the MPP and MGA classes as a means of providing outstanding students with additional financial support
 - ▶ MGA students indicated several areas where their experiences might be improved, including in the economics and statistics courses, and “where foundations and stratification could be beneficial”
 - ▶ Given the high cost of tuition compared to similar programs, MGA students note desire for more support from the administrative staff to navigate course choices and provide information (particularly for international students), more funding opportunities, and more career-related resources (equivalent to those provided in MBA programs)
- Student funding
 - ▶ Munk School leadership encouraged to solicit private donors to provide aid to international students

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ Number and total amount of grants awarded to Munk faculty have increased from 2013 to 2019

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

- Research
 - ▶ Reviewers note surprise that relatively little of the self-study reflected on the publication records and research impact of Munk School faculty
 - ▶ While the University’s success rate for tri-council grant applications is higher than the national average, reviewers note lack of clarity regarding how Munk ranks against other U of T units in this regard
- Faculty
 - ▶ Some faculty note concerns about teaching load compared to other units, especially in terms of classroom contact hours

- ▶ “More demanding teaching at the Munk School will make it difficult to have an equilibrium in which joint appointments with academic departments—which are beneficial to the School—will be sustainable”

The reviewers made the following **recommendations**:

- Research
 - ▶ Munk should develop and track publication metrics, and provide incentives and rewards for research publications
- Faculty
 - ▶ Consider hiring faculty in the area of international development when opportunities permit to enhance coverage of policy issues unique to middle- and low-income countries and address MGA and MPP student interest
 - ▶ Given that Munk does not have historical strength in international development, consider engaging Economics and Political Science departments to help with recruiting scholars in this area
 - ▶ If joint offers in international development are made, consider a split along the lines of 75 percent for Munk and 25 percent for the relevant cognate unit, to provide the scholars with access to Ph.D. students from their disciplines, while keeping their primary focus in Munk

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
 - ▶ Positive overall feedback noted from leadership team, faculty, students, administrative staff, and internship partners
 - ▶ Munk School people noted as a particular strength
 - ▶ MGA is connected internally with regional centres, other collaborative programs (e.g., MPP, MBA, JD) and externally through dual degrees from other high calibre universities (Sciences Po, Hertie School, and LSE).
 - ▶ Reviewers supportive of recent alterations to the Trudeau Centre’s Advisory Board activities, to more actively support the Centre’s fundraising, and student internship opportunities and mentorship; note that these adjustments, and investments in developing an alumni network will better leverage the Centre’s network to provide opportunities to students

- Long-range planning and overall assessment
 - ▶ New leadership exhibits strong momentum to take advantage of the economies of scale that come from the 2018 amalgamation of Munk with the School of Public Policy & Governance, and implement the Strategic Plan developed in 2020
 - ▶ MPP enjoys the advantage of being located in one of the world's most cosmopolitan cities and located in one of the most elite Canadian universities, and is well situated for continued success
- International comparators
 - ▶ The Munk School became a full member of the Association of Professional Schools of International Affairs in 2015 and the MGA is currently ranked among the best MA programs in international affairs in Canada
 - ▶ MGA quickly established itself as a leading program in Canada
 - ▶ MPP is arguably the best program of its kind in Canada and has an international reputation

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

- Relationships
- Organizational and financial structure
- Long-range planning and overall assessment
 - ▶ Reviewers note a number of challenges related to the Munk School's recent and projected growth
 - ▶ Lack of clarity regarding whether higher enrolment levels can be reached and sustained, especially because acceptance rates have declined over time

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Faculty, staff, and administration note desire to increase the public visibility of the Munk School in policy matters; reviewers recommend that Munk centre its government, media and social engagement strategy on the strengths of its people and research
 - ▶ Root policy engagement with government and media in the academic research of faculty; develop a strategy to help faculty disseminate their policy-relevant research actively
 - ▶ Consider media training for faculty
 - ▶ Public outreach and engagement might make better use of fellows affiliated with the Munk School
 - ▶ Consider adopting practice in many comparable MPP programs of implementing courses involving public policy "consulting" work for government or non-profit organizations, to expand the School's networks and visibility while simultaneously building student skills
- Long-range planning and overall assessment
 - ▶ To reach and sustain higher enrolment levels in the MPP and MGA, increasing resources will need to be spent on recruitment

- ▶ Growth of MPP and MGA have implications that will need to be addressed, including more class sections; more clients for the capstone seminar; additional budgetary appointments to maintain a proper balance of faculty and sessional lecturers; more resources to support students; and increased work placements
- ▶ Explore possibility of offering an accelerated pathway for undergraduates to receive an MPP, such as a 5-year joint BA/MPP (which is offered in many US policy schools), considering both benefits and challenges related to such an offering
- ▶ While a joint BA/MPP pathway could add to Munk’s financial resources, the School would need to carefully consider how many students to target and how to appropriately mix student cultures, and offer additional streams for the quantitative and economics MPP courses
- ▶ Consider growing the size of the undergraduate PPG program; expanding the major would require offering more courses and expanding offerings of routine internships; “[t]his approach would only make sense if the finances work on an expanded program; the review committee did not receive enough information to know whether it would be financially beneficial (with or without starting a joint BA/MPP program)”
- International comparators
 - ▶ MGA quickly established itself as a leading program in Canada and has the potential to become even better, making it a highly competitive program, both in Canada and internationally



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 and its undergraduate and professional graduate programs

Dear Prof. McCahan,

I write in response to your letter of June 27, 2023, regarding the May 31 and June 2, 2022, UTQAP cyclical review, held remotely, of the Munk School of Global Affairs & Public Policy and its undergraduate and professional graduate programs, and requesting our Administrative Responses. The following programs were reviewed: Peace, Conflict & Justice, HBA (Specialist, Major); Public Policy, HBA (Major); Master of Global Affairs (MGA); and Master of Public Policy (MPP).

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Dan Black, University of Chicago, Yiagadeese (Teddy) Samy, Carleton University, and Diane Whitmore Schanzenbach, Northwestern University, for their very comprehensive review of the Munk School of Global Affairs & Public Policy and its undergraduate and professional graduate programs. We would also like to thank Prof. Peter Loewen, Director of the Munk School of Global Affairs & Public Policy, and program directors and coordinators, 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 August 29, 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 strength of the Munk School of Global Affairs & Public Policy, its undergraduate and professional graduate programs, and its outstanding, productive faculty. The reviewers were "impressed by how quickly the MGA had established itself as a leading program in Canada." The reviewers stated that the MPP program "is arguably the best MPP program in Canada and has an international reputation." At the undergraduate level, the reviewers describe the Peace, Conflict & Justice program as "both innovative and unique" while the Public Policy "builds on strong disciplinary departments and has value-added for undergraduates who are interested in approaching these disciplines through the lens of public policy." The reviewers also raised several broad issues and

challenges and identified areas for enhancement for the programs, including exploring “potential unrealized synergies between the MPP and MGA programs,” increasing resources for career development, prioritizing faculty research, strategically expanding public engagement, and increasing recruitment efforts and program enrolments.

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 and with the Associate-Dean, Unit-Level Reviews, and 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.

The next UTQAP cyclical review of the Munk School of Global Affairs & Public Policy and its undergraduate and professional graduate programs will take place no later than the 2029-30 review cycle. 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 May-June 2022 UTQAP cyclical review and the year of the next site visit in 2029-30 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 and its undergraduate and professional graduate programs.

Sincerely,



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
- 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 Mallinick, 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 the FAS Munk School of Global Affairs & Public Policy, and its undergraduate programs and professional graduate 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
The reviewers highlighted issues and challenges related to the School's recent and projected growth, noting a lack of clarity over whether higher enrolment levels can be reached and sustained; they recommended consideration of alignment between future enrolment and resource plans.	1	"Whether a higher enrollment level can be reached and sustained is not clear from the self-study, especially because the acceptance rate has declined over time. This means that increasing resources will need to be spent on recruitment. Such growth, if successful, has implications that will need to be addressed such as: more sections of classes, which will likely be magnified by the projected introduction of program streams, more clients for the capstone seminar, additional budgetary appointments to maintain a proper balance between faculty and sessional lecturers, more resources to assist in-program students, work placements, etc."	Goal: increase steady state enrollment by 20-25% in MPP and MGA programs Short term (completed since review conducted): 1) hire recruitment & admissions officer & undertake active outreach; hire Director, Strategic Communications w/educational marketing expertise 2) recruit new faculty in global affairs, global China, social science and security/cyber, (searches underway and ongoing) using existing donor funding and commitments from FAS, 3) increase staff support for internship/career placements & roll out plan for increased internship/career opportunities 4) strategic engagement of Munk School Fellows (~100 honorary appointments of high profile practitioners and international academics) 5) monitor student needs for general well-being, math, quant and writing support and add additional TAs or staff as required	Short term: The Dean acknowledges the valuable efforts already put forth by Munk School leadership in recruiting new faculty and staff, while also engaging Munk School Fellows and addressing student needs. 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>Medium term: 1) increase marketing activity through targeted approach to U of T undergrads, other graduates of relevant Canadian universities and programs and targeted geographies (Singapore, U of T partner universities in Global South, dual degree partner schools; use combination of paid and earned media strategies not currently fully deployed 2) recruit new faculty in global India, global economics, cybersecurity, security (searches scheduled for 2023-24 and beyond 3) new and enhanced awards/scholarship packages and opportunities for paid research assistant roles; selective opportunities for course integration across MGA and MPP; monitoring of class sizes to ensure robust numbers; relationship building w/alumni and employers able to contribute to capstone course</p> <p>Long term: Increase number of dual degree partners to ensure diverse representation from variety of geographies (~20-25 students per year per program)</p> <p>Leads: Director, Munk School, Director, Professional Masters Programs, Executive Director, Munk School</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 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 Unit's complement plan over the next five years.</p>
	2	<p>“With the growth of the MPP program, the rate of admissions has increased substantially faster than the growth of applicants. This has probably resulted in students with weaker quantitative backgrounds being admitted. An obvious way to try to combat this decline is to actively seek to admit students with better technical backgrounds.</p> <p>We propose that the Munk School consider relaxing some of the GPA requirements, outlined at the top of page 88 in the self-study, for students from technical disciplines.”</p>	<p>With the exception of COVID-influenced 2021-2022 cycle, our admission rate has been between 36% and 47% since 2013-14. It was 41% in 2023-24. Since 2013-14 we have had reasonably steady enrollment numbers. In the past two admissions cycle we have had significant growth in international applications that has helped maintain our ability to be selective. Our admissions practices include a codification (and resulting higher score) for applicants with strong</p>	<p>Short to medium term: The Dean supports the Unit's efforts to recruit and admit the best possible students. The Vice-Dean, Graduate Education, is available to work with the Unit on any future changes to admissions practices.</p>

			quantitative backgrounds. At present we don't see a need to relax our GPA requirements although we could consider in future if need arose. Rather we are focused on building awareness of the importance of public policy graduate education with undergraduates with quantitative skills by doing things like offering an undergraduate certificate in Public Policy for Engineers. We expect this will result in a larger number of applicants from these fields applying.	
The reviewers observed potential "unrealized synergies" between the MGA and MPP programs, particularly in relation to the programs' economics and statistics core course requirements; they recommended developing more varied offerings in these areas, tailored to different levels of preparation among incoming students.	3	"There are potential unrealized synergies between the MPP and MGA programs, especially to the extent that it allows the School to offer different economics and statistics courses tailored for different levels of preparation."	<p>Short term: In Orientation, students write a Math Diagnostic test to check their quantitative readiness for the program. We have started allowing MGA students who score highest on this with the option to register in the more challenging MPP Economics courses. We will also offer spots in Policy Evaluation and Implementation to some MGA students and will encourage them to take the panel data elective and applied economics electives that are relevant to their interests.</p> <p>Medium term: We will explore the option of cooperation with cognate fields. Economics typically does not allow outside students to take their graduate courses, but Political Science's newly revamped quantitative methods sequence might offer an opportunity to work together. As we consider moving toward a 5 year BA/MPP, we will discuss with Economics the possibility of offering a 4th year/MPP seminar that would be relevant to some of their undergraduates but would also be useful for MPP students who majored in economics as undergraduates. Similarly, we are exploring greater cooperation with OISE, and cross-listed courses might be an option.</p>	<p>Short term: The Vice-Dean, Graduate Education, is available to work with the Unit on opportunities for curricular development in the area of quantitative training.</p> <p>Longer term: The Dean's Office has been working to enhance the availability of computational and data science education. The Dean's Special Advisor on Data Science Education has led a working group that has made significant progress in developing new data science opportunities for undergraduate students, increasing the availability of courses that will build skills in areas such as statistics. In the longer-term the Special Advisor will also be working on developing offerings at the graduate level.</p>
	4	"It should be possible to offer students at least two different levels of the core courses to MPP students. We wish to emphasize that this tracking should not be used as an excuse to weaken the regular MPP economics and statistics sequences, as we feel it is important to maintain the high-level of quantitative training that the Munk School offers. Rather, this recommendation seeks to offer a better educational experience and to allow the Munk School to recruit and serve students with better quantitative training. It is also worth exploring whether a third, even more rigorous, level could be offered to select students, perhaps leveraging courses that are already offered across the University in the Economics Department or Statistics Department."		
	5	"...options for more advanced versions of these courses should be available to those students who come to the program more prepared in economics and statistics."		

			<p>Long term: We intend to hire additional economists, which would allow us to develop a larger stable of core courses.</p> <p>Lead: Director, Professional Masters Programs</p>	
	6	<p>“Another way in which the curriculum of the two flagship masters’ programs could be designed would be to integrate some of the elective offerings.”</p>	<p>Students in our MGA and MPP programs are provided priority registration in their respective program electives. Then remaining seats are opened up for students in the other program. We are considering adding more electives that are designated as cross-program, and so reserve seats for both. Climate-focused courses, which are inherently global and domestic, are a likely start.</p> <p>Lead: Director, Professional Masters Programs</p>	<p>Short to medium term: The Vice-Dean, Graduate Education, will support the Unit in any curricular changes arising from the review.</p>
<p>The reviewers suggested a number of improvements to the MGA curriculum, including earlier exposure to research design and greater flexibility in students’ elective course selections; they also noted student concerns regarding a lack of diversity in MGA course topics, and recommended implementing a review process for course syllabi to ensure a diversity of perspectives with a balance between theory and policy applications, and to avoid overlaps in course content.</p>	7	<p>“The recent decision to introduce a research design course in the Fall semester of Year 2 as of 2022 is a welcome addition to the program structure. However, one could consider offering this course earlier in the program as it is paramount that students in such a practical program become good ‘consumers’ of research and are also able to apply those research skills in all their courses, up to the final capstone seminar.”</p>	<p>Short term: This course is designed specifically to provide the MGA students with not only research skills, but client-facing skills as well, in preparation for their client work in the 2nd year, winter term Capstone course. Students choose their Capstone client topics and are assigned to study teams in the fall of year two of the program, which allows this course to tailor offerings to the needs of the student teams and start working with their Capstone topic in mind. Offering this course earlier in the program would miss out on these benefits. The course has been offered once and the instructor has redesigned the syllabus for next year based on student feedback.</p> <p>We have also moved to a project-focused course design in the first year MGA statistics course, which means students will receive</p>	<p>Short to medium term: The Vice-Dean, Graduate Education, supports and encourages curriculum renewal, and is strongly supportive of changes that will update the program to reflect developments in the field of study and ensure an appropriate balance between theory and policy applications. The Office of the Dean will also ensure that the Unit is aware of the curriculum development support provided by the Office of the Vice-Provost, Innovations in Undergraduate Education, and specifically, opportunities to consult with a Curriculum Development Specialist who provides expertise in program design and curricular change.</p>

			<p>guidance through the entire research process once in their first year. A small number of MGA students will also be encouraged to take the MPP Evaluation and Implementation course, which covers both quantitative and qualitative methods in the first year.</p> <p>Medium term: We will examine the student and alumni feedback about the research design course over the next few years and will revisit its position in the curriculum if necessary.</p> <p>Long term: As the faculty complement grows, we may be able to integrate this into a larger set of research methods courses across the two professional programs.</p> <p>Lead: Director, Professional Master’s Programs</p>	
	8	<p>“The creation of streams – which has teaching resource implications – as of the first semester would align well with a research design course offered earlier.”</p>	<p>Short term: The variety of core, required first year courses aims to expose students to the pillars and scope of the MGA Program. Many students aren’t sure of their specific interests when they begin the program, and need the time provided in the first year, to make the decision about their emphasis of study.</p> <p>Long term: As the faculty complement evolves, we will continue to consider the possibility of opening up additional emphases, which would eventually require making some core courses optional.</p> <p>Lead: Director, Professional Masters Programs</p>	<p>Short to medium term: The Vice-Dean, Graduate Education, will support the Unit in any curricular changes arising from the review.</p>
	9	<p>“Another issue worth thinking about is to address the rigidity of the current program structure by allowing students to take more electives in Year 1, thus enabling them to choose their specialization earlier on.”</p>	<p>We realize that the number of core courses in first year limits the option of taking early electives, but we feel this is a worthy trade-</p>	<p>Short to medium term: The Vice-Dean, Graduate Education, will support the Unit in any curricular changes arising from the review.</p>

			<p>off, providing students with the scope of possibilities for further study in year two.</p> <p>Long term: As the faculty complement evolves, we will continue to consider the possibility of allowing more electives in the first year, which would eventually require making some core courses optional.</p> <p>Lead: Director, Professional Masters Programs</p>	
	10	<p>“We would encourage the MGA to have a process where syllabi are reviewed by faculty members that teach in specific areas to ensure: learning objectives are clear, a diversity of perspectives, proper balance between theory and policy applications to global affairs, and avoiding overlaps across different courses.”</p>	<p>Short term: We already conduct informal reviews of syllabi, but we agree that this process could be formalized. We will give faculty in each emphasis a collection of syllabi in their emphasis and ask them to consider issues of overlap.</p> <p>Medium term: We will continue to monitor curricular issues and will hold meetings of relevant faculty where required.</p> <p>Lead: Director, Professional Masters Programs</p>	<p>Short to medium term: The Dean’s Office is available to support the Unit in any review of curriculum/course content. The Vice-Dean, Graduate Education, will support the Unit in any curricular changes arising from the review.</p>
<p>Noting the rapid growth of both the MGA and MPP programs, the reviewers recommended enhancing student supports for writing or quantitative aspects of the program, additional assistance navigating course options and requirements, and resources for career development including assistance with finding internship and post-graduation job-placements.</p>	11	<p>“The students suggested providing both writing TAs/Tutors and Math TAs/Tutors throughout the fall and spring semesters. The purpose of the TAs/Tutors would be to assist students who are having difficulties with either writing or quantitative aspects of the program. The goal should be to allow students to obtain additional support to address their weaknesses... We would also recommend that these TAs be drawn from the MPP and MGA classes. This would allow the Munk School to identify outstanding students and provide them with some additional financial support.”</p>	<p>Short term: We provide a Math-Stats Help Desk to our MGA and MPP students in the fall term (and as of 2022) in the winter term as well. This is staffed by top-performing 2nd year MGA and MPP students who are hired as TAs and paid for this work. Students have not consistently taken advantage of this resource, and we are working on scheduling the help desk hours in times and places that will encourage more use.</p> <p>The University and the School of Graduate Studies (SGS) both provide writing support services. We prefer to refer students to these existing campus supports rather than duplicating such efforts in-house. During</p>	<p>Immediate term: We support the Unit’s efforts to better communicate to students the math support options that are available through the Math-Stats Help Desk in the School, and the writing supports available through SGS. The Dean’s Office agrees with the Unit that it makes sense to support students’ writing through central services, such as those provided by SGS. In addition, A&S offers a number of graduate supports: https://www.artsci.utoronto.ca/graduate/graduate-opportunities/support-graduate-student-development. For example, the Faculty provides Graduate Writing Support tailored to units and sectors; the Director of Graduate Writing Support provides options</p>

			Orientation we introduce the SGS and Academic Student Success office offerings to our students, and we book experts from those offices to run workshops for our students, as needed.	such as workshops, writing groups, and peer-review sessions. The Director works directly with academic units to help graduate students improve their writing skills.
	12	“An important issue that emerged from our discussion with students was a need for more support from the administrative staff to navigate course choices and provide information (particularly for international students), more funding opportunities, and importantly, more career-related resources (equivalent to those provided in MBA programs).”	There is a designated staff resource in each program who helps students navigate course choices, answers financial aid and funding questions and provides support for the increasing accommodations necessary due to mental health. Each program has two dedicated careers staff who meet with students both for group support, professional development workshops, and in 1:1 meetings throughout their time at the school. Plans to hire more career supports for students are being operationalized for the anticipated growth in cohort size for the 2023-24 academic year. Lead: Director, Programs	Immediate term: A&S also provides career support resources which the Unit may find useful. The Coordinator, Graduate Student Professional Development, coordinates a series of professional development workshops series that provide graduate students with strategies and resources for finding meaningful work outside the traditional academic job market. In addition, the Coordinator works directly with graduate units to create or develop professionalization activities.
	13	“The Munk School should make sure the resources are always available for their career development group to keep job placements at a high level... Our best advice on this front is to pay attention to the current placement officers as they seem to understand the importance of their role within the Munk School and the financial constraints Munk faces.”	This is top of mind for us as well. It is important to note that our commitment is to provide career supports, not job placements, and we see that students are successful in finding jobs with this approach in place.	The Dean’s Office recognizes the important efforts of the program with respect to career supports.
The reviewers voiced concerns that the cost of tuition in the MGA and MPP programs might negatively impact the diversity of the student body and Munk’s ability to recruit top international students; they recommend tuition assistance for students as an advancement priority.	14	“While the Canadian government might not have programs in place to help MPP students, we would encourage the leadership of the Munk School to encourage private donors to provide aid to international students.”	Current funding is available and includes: - named donor awards for 2 nd year students - second year funding from financial aid budgets - Student Leadership Initiatives fellowship funding - emergency funding - Research Assistant job postings, TA postings, SSHRC, OGS Our Director, Development continues to search for donor opportunities to create more private funds.	Medium term: The A&S Advancement Office is available to engage with the School on new fundraising initiatives.

<p>The reviewers made several suggestions for improving the undergraduate program in Peace, Conflict, and Justice, including expanding the number and diversity of internship and experiential learning opportunities, incorporating quantitative methods training earlier in the program sequence, and continuing to grow and refine the program’s approaches to Indigenous and EDI-related topics.</p>	<p>15</p>	<p>“We concur with the self-study that high-quality internships confer tremendous value to students in terms of skill development and attachment to the workforce. Expanding the number and diversity of opportunities for students to participate in internships will be a good investment for the program. It was unclear to us whether this would be required or optional, and how it would interact with the existing experiential learning course. We recommend that all students participate in some hands-on experience, whether through the experiential learning course or an internship.”</p>	<p>We agree with the recommendation of the reviewers. Internships offer great benefits to students. In addition to skill development, internships help students expand their professional network and job prospects after graduation. We will leverage our existing partners and find new organizations that will provide internship opportunities. Further discussions will need to happen at the program level to determine whether internships should be a requirement in PCJ.</p> <p>Lead: Director, PCJ program</p>	<p>Immediate to medium term: The A&S Experiential Learning and Outreach Support Office has been working with instructors within the PCJ program to support the expansion of experiential learning opportunities. The ELOS team remains available to consult with the Unit and to support with the development of new experiential learning opportunities.</p>
	<p>16</p>	<p>“Building the Trudeau Centre’s network</p> <p>The self-study described recent alterations to the Centre’s Advisory Board activities, to more actively use this board to support the Centre’s fundraising, and student internship opportunities and mentorship. This change, and investments in developing an alumni network, are good ideas and will better leverage the Centre’s network to provide opportunities to students.”</p>	<p>The Trudeau Centre can serve as a liaison between the PCJ program and alumni who can refer students to internships, job openings, and mentorship opportunities. We will continue to engage with members of the Board to obtain their support which will diversity and enrich the different programming that occurs in the PCJ Program. In addition we are working with the Director, Undergraduate Programs and Student Experience to further develop the alumni network at the School as a whole such that PCJ students can benefit from the program alumni as well as the larger alumni group.</p> <p>Lead: Director, PCJ program</p>	<p>Short term: The Dean’s Office recognizes the efforts planned by the Unit in boosting alumni engagement. The A&S Advancement Office is a support to the School in efforts to boost continued alumni involvement. These connections will assist in providing greater opportunities for PCJ students in exploring career and mentorship opportunities.</p>
	<p>17</p>	<p>“We endorse the move to formally incorporate quantitative methods to the training earlier, to make sure students build some quantitative abilities in the major.”</p>	<p>We concur with the reviewers that quantitative methodology is an important approach that is relevant to students enrolled in PCJ. To clarify, however, our intention is to maintain the existing quantitative courses (PCJ260 and PCJ261) in the first year as opposed to necessarily introducing additional quantitative courses. PCJ260 includes problem sets on descriptive statistics and graphical displays of large-n data, etc., and in PCJ261, students apply their knowledge and</p>	<p>Short to medium term: The Vice-Dean, Undergraduate, will work with the School on any curricular changes relevant to quantitative methods.</p> <p>In addition, the Faculty now offers three introductory level data science courses, each tailored to a different sector (Humanities, Social Sciences, and Sciences). The PCJ Director may wish to consult with the Dean’s</p>

			<p>analyze papers that employ quasi-experimental designs. We believe these provide excellent foundational training to students who want to continue developing their quantitative skills and knowledge in subsequent years. We are also careful to recognize that research questions relevant in studies of peace, conflict, and justice can be answered using qualitative or mixed-methods approaches. Going forward, we plan to offer a yet wider range of methodological training to PCJ students while continuing to build on our existing strength in quantitative training.</p> <p>Lead: Director, PCJ program</p>	<p>Special Advisor on Data Science Education for further advice on incorporating quantitative skills into the major.</p>
18	<p>“We endorse steps the PCJ program has taken to engage with issues relating to Canada’s Indigenous population, and the ways they are building capacity in anti-racism skills for their entire community. This is important work, and the program should continue to grow and refine their approaches to DEI.”</p>	<p>Our goal is to continue strengthening the Indigenous focus and anti-racism training for students in the program. Currently, these sessions are provided outside of class. In the future, we plan to make these courses mandatory and embedded in our course offerings.</p> <p>Lead: Director, PCJ program</p>	<p>Medium term: A new A&S Indigenous Curriculum Committee, a subcommittee of the Indigenous Research, Teaching, and Learning Committee, will commence meetings in Fall 2023. This Committee will be examining how best to support units in addressing Indigenous content and issues in their curricula.</p> <p>Immediate term: The A&S Director of Equity, Diversity & Inclusion is available as a resource for units considering how best to build anti-racism skills.</p>	
19	<p>“Ensure consistently high-caliber teaching.</p> <p>We endorse the thoughtfulness with which the self-study described the need to ensure high-caliber teaching despite shifts in personnel and believe they can consistently offer excellent courses through additional joint appointments or addition of another teaching-stream faculty member. “</p>	<p>We are now in a position where the five core PCJ courses are taught by four Munk School budgetary appointed faculty. In the past, many core PCJ courses were taught by sessionals but this is a change we have now successfully made. As we expand our course offerings, we plan to recruit more Munk faculty to teach in the program, including faculty who have been recognized with teaching awards.</p>	<p>The Dean’s Office recognizes the School’s work to provide high quality teaching to PCJ students.</p>	

<p>The reviewers recommended that Munk consider expanding the undergraduate program in Public Policy, including through the development of a Combined Degree Program in which students could complete their undergraduate studies in Public Policy as well as the MPP program on an accelerated timeline.</p>	<p>20</p>	<p>“It may be worth considering growing the size of the undergraduate program, which is currently rather small.”</p>	<p>Short term: We are very keen to double the size of the program as we believe there is significant demand and interest. To achieve this growth we need to expand the number of Munk School courses associated with it. We are working on putting new courses through the governance approval process in order to be able to achieve the goal.</p> <p>Medium Term: Our school-wide goal to hire new faculty noted in recommendation #1 will help us to be able to grow the program. The proposal of a five-year joint BA/MPP discussed below would be an additional driver of demand.</p> <p>Leads: Director, Undergraduate Programs and Student Experience and Director, Public Policy Major</p>	<p>Short term: The Vice-Dean, Undergraduate, will work with the Unit on any new course proposals and curricular changes.</p> <p>Medium term: As noted in #1 above, the School will be developing a unit-level plan following the UTQAP review. The ULP will include a discussion of any plans for program growth, new courses, and complement planning. The ULP process provides an opportunity for the Unit to share and discuss these plans with the Dean, Vice- and Associate Deans, and senior staff in the Dean’s Office.</p>
	<p>21</p>	<p>“The self-study raised a couple of interesting potential next steps, including a required or routine internship for upper-class students, or a five-year joint BA/MPP program. How to proceed and expand depends on how PPG fits into the broader Munk School strategy, which was somewhat unclear to us. Currently, the program is small and elite, with relatively low costs (just a few dedicated classes) and presumably low revenues. That is an equilibrium that seems to be working well. It would probably add to the undergraduate experience to facilitate routine internships. We do not recommend requiring internships for undergraduates at this stage and recommend putting a desire to expand undergraduate internships behind shoring up these programs for the masters’ students.”</p>	<p>Short & medium term: We agree that five-year joint BA/MPP is a good idea, and we are actively exploring it, alongside a 5-year joint BA/MGA with the PCJ major. We have already approached the Decanal Advisory Committee on Academic Change (DACAC) to discuss this. We believe this would allow us to retain a modest number of our best undergraduates, who, as the reviewers note, are often among the most talented graduate students. Our current thinking is that we would target a small number of students per program, a minority of the total in undergraduate programs, allowing us to apply a very high standard.</p>	<p>Short to medium term: The Dean’s Office is aware of the School’s plans to consider a joint BA/MPP program. The Vice-Deans, Academic Planning, and Graduate Education, will work with the program proponents on this proposal.</p>
	<p>22</p>	<p>“An expansion approach that surely seems worth exploring is to offer an accelerated pathway for undergraduates to receive an MPP, such as a 5-year joint BA/MPP. The undergraduates at UofT are very strong, so adding such a pipeline could be a way to draw in highly prepared MPP students. Such a program could improve the overall quality of the MPP program while potentially also increasing its</p>	<p>We also agree that this requires careful thought about both cultural and curricular issues. We have consulted with colleagues at Victoria College who manage a combined program with OISE, and will reach out to colleagues at US schools with similar</p>	

		enrollment. As a result, expanding to a joint BA/MPP would contribute to building the overall Munk School and (presumably) would add to its financial resources. The school would need to carefully consider how many students to target in such a pathway.”	programs to better understand the challenges. Our existing relationship with the Ford School would be a natural place to start.	
	23	“Many U.S. policy schools offer such programs, including policy schools at the Universities of Virginia, Michigan and Chicago. Drawing on experience and advice from U.S. schools with 5-year joint programs, keys to making this work would include careful thought on how to mix student cultures and find balance between the transitioning undergraduates and the traditional MPP students. This route would absolutely require the addition of streams to the quantitative and economics MPP courses, which we recommend whether or not the school pursues a 5-year BA/MPP program.”	Leads: Director, Professional Masters Programs & Director, Public Policy Major	
Noting surprise that “relatively little of the self-study reflected on the publication records and research impact of Munk School faculty,” the reviewers recommended greater attention in this area; suggestions include developing publication metrics for Munk faculty and providing incentives and rewards for research publications.	24	“The School should develop and track publication metrics and provide incentives and rewards for research publications.”	Short Term: A Director, Research was appointed in July 2022 whose remit was to develop a strategy to 1) support new faculty as they build their research portfolios/apply for grants, 2) track and measure publication metrics, 3) provide seed funds for new school-wide collaborations that would then set faculty up well to submit for larger grants, 4) hire a staff member to provide proposal support. All of this has now been put in place and our expectation is that this structured approach will allow for improved tracking and reporting on what we know to be an already successful group of faculty researchers. Lead: Director, Research	Short to medium term: The Dean’s Office recognizes the important work that the Unit is doing to support research and track metrics. The A&S Office of Research Services is available to provide important supports and resources, including the support that is available for onboarding all Munk faculty members to the University of Toronto's Discover Research platform. In the near-term, Munk will be able to leverage Discover Research for generating automated reports that demonstrate research impact and publication metrics.
The reviewers recommended considering strategic hiring to provide students with opportunities to study international policy and to address concerns that Munk programs have an excessive focus on issues in Europe, the U.S.A., and Canada.	25	“In the self-study, the faculty identified a desire to integrate the MPP and MGA programs and to provide students with an opportunity to study international policy issues. At the same time, in our meeting with students, some students expressed concern about the Munk School’s Eurocentrism, by which we think they meant excessive focus about Europe, U.S., and Canadian policy issues.	Short term: We have recently changed the structure of the MGA emphases to allow for more flexibility in regional focus of the Global Policy emphasis. We are offering a Middle-East focused elective for the first time in a number of years this year. We are also working to diversify the topics addressed in professional development workshops,	Short term: The Dean’s Office recognizes the continued efforts put forth by the Unit to advance curriculum development, including the addition of scholars whose expertise focuses on areas outside of North America. In addition, the Dean’s Office is available to facilitate the building of connections with faculty in other A&S units that may include

		<p>An investment that would allow the Munk School to address each of these issues would be to consider hiring faculty in the area of international development.”</p>	<p>especially the master classes we will offer during January Jumpstart.</p> <p>Medium term: The MPP will continue to be disproportionately focused on Canadian policy, but we are working to encourage more students to take development and comparative electives. The recent addition of an economist whose work focuses on Africa and a political scientist whose work focuses on Latin America (post UTQAP review) should allow students to take more electives about those regions. Recent and upcoming faculty searches should strengthen our offerings for both the MPP and the MGA relevant to China, South Asia, and other regions.</p> <p>Long term: We are in the early stages of discussing dual degree programs with Asian schools which if accomplished would allow students to spend a full year in Japan and a full year in Canada greatly expanding their exposure to the Asian region.</p> <p>Lead: Director & Director, Professional Masters Programs</p>	<p>the study of policy issues outside Europe, the USA, and Canada, such as the African Studies Centre (an EDU:B), the Centre for Caribbean Studies (an EDU:B), and the Department of Political Science.</p>
26		<p>“A potential downside to such an investment is that the Munk School does not have a historical strength in the area of international development. This often makes hiring difficult. But the University of Toronto has very strong Economics and Political Science departments that could be enlisted to help in recruiting scholars in the area.</p> <p>If joint offers are made, we would recommend a split along the lines of 75 percent for Munk and 25 percent for the relevant department. This will provide the scholars with access to Ph.D. students from their disciplines but will keep their primary focus in Munk.”</p>	<p>We’ve noted this input. Our faculty are a mix of 100% appointments at the Munk School and shared appointments. This combined with the opportunities for students to take electives outside our core courses should provide sufficient opportunity to take international development courses.</p>	<p>The Dean’s Office recognizes the efforts of the Unit in expanding their curriculum both via shared faculty appointments and through opening avenues for students to take electives focusing on content not currently covered by the Unit.</p>

Observing that “Policy engagement with government and the media should be rooted in the academic research of faculty,” the reviewers recommended that Munk develop strategies to help faculty actively disseminate their policy-relevant research and engage with external partners to share their expertise, build relationships, and expand the School’s visibility.	27	“The Munk School brings two areas of great strength to policy dialog: its ideas and its people. A government, media and social engagement strategy should be centered on these strengths.”	<p>Short term: We agree that faculty research should be the basis for our engagement strategy. Appointing a Director, Research as described in our response to recommendation #24 was the first step in a process to make sure we were capturing faculty research and interests. In addition, we now have a staff resource dedicated to stewarding our fellows such that we know more about their areas of expertise, interest in undertaking media interviews and means for getting engaged with the school on projects. We are also now able to track their contributions helping us to better deploy fellows when opportunities arise.</p> <p>Medium Term: The Director, Research has begun working actively with our Director, Strategic Communications and Media Relations Officer to develop a strategy to help faculty disseminate policy-relevant research through op-eds, reporter interviews, etc. Media training has been provided in the past and will continue to be provided on an as-needs basis.</p> <p>Leads: Director, Munk School, Director, Research and Director, Strategic Communications</p>	Short-term: The A&S Office of Communications and Public Affairs is available to work with the School’s Office of Strategic Communications regarding options for expanding the School’s visibility.
	28	“Policy engagement with government and the media should be rooted in the academic research of faculty. The School should develop a strategy to help faculty disseminate their policy-relevant research actively, through helping them write and place op-eds, cultivating relationships with top reporters who cover their areas, and amplifying their research on social media. Other schools have seen good success from bringing in media training such as the Op-Ed Project or media trainers with experience with academics such as the 15 Minutes Group. On the other hand, asking faculty to answer farther afield calls from reporters can be a bad use of time and demoralizing for faculty, and build brand awareness less effectively than a more strategic approach built from research strengths. Some of the public outreach and engagement could make better use of fellows affiliated with the Munk School.”		
Other recommendations not prioritized in the Request for Administrative Response	29	“Basically, it seems that there are cases where [MGA] students feel underprepared for the economics and statistics courses. The math bootcamp is not a perfect solution to this issue based on student feedback, and perhaps being more demanding during the admissions process by asking for an actual prerequisite for economics (such as basic introductory economics with a minimum passing grade) is worth considering.”	<p>Short term: At the admissions stage, we do consider the quantitative/economics background of applicants. We do not think a firm requirement would be a good idea, as we find many humanities majors are still able to succeed. We have restructured the bootcamps, incorporating accounts (to which students will retain access for two years) with MBAMath, an online resource for basic economics and statistics content. We are also working to schedule the Math-Stats Helpdesk</p>	<p>The Dean’s Office recognizes the Unit’s thoughtful bootcamp restructuring plans aimed at better ensuring that incoming students have a sufficient foundation in economic and statistics.</p> <p>Short to medium term: The Vice-Dean, Graduate Education, is available for assistance with matters related to curriculum development in graduate programs.</p>

			<p>at times that will encourage more frequent use.</p> <p>Leads: Director, Professional Masters Programs & Director, Programs</p>	
30	<p>“Another issue worth considering is whether the diversity statement could not be used more explicitly as an additional admission criterion by giving students from underrepresented groups the opportunity to speak about their own experience.”</p>	<p>We agree that considering the diversity statement in the admissions process can give us a better picture of how applicants would contribute to the school, and we will suggest that both the admissions officer and faculty who manage this process do so. The School’s admissions officer informs the Admissions Committee of applicants from underrepresented groups from which we are trying to recruit (i.e., Indigenous students) and ensures that these applicants are aware of existing funding opportunities specifically for them. This staff member also runs recruitment events in partnership with our Munk School Black Students Association and First Nations House at the University of Toronto, to introduce these applicants to on-campus community groups.</p>	<p>Short to medium term: The Dean supports the Unit’s efforts to recruit and admit students from underrepresented groups. The Vice-Dean, Graduate Education, is available to work with the Unit on any future changes to admissions practices.</p>	
31	<p>“Better data science options.</p> <p>Some of the employers and students we interviewed wanted the Munk School to offer more data science options... The upper level of data science is extremely technical, entailing PhD level material for computer science and statistics. This would not be appropriate material for most if not all MPP students.”</p>	<p>Short term: We agree that we need to strike a balance between offering additional data science options and recognizing the limits of what we can do in two years. The MPP statistics courses have switched from using Stata to using R, which gives students a better base for data science work.</p> <p>Medium term: One faculty member has recently taught a fourth-year undergraduate course in Data Management and Visualization for Political Science that could be readily adapted to an MPP/MGA elective. He is currently released from Munk teaching for administrative purposes, but will plan to teach that elective when those releases expire. Another new faculty member has</p>	<p>Short to medium term: As noted in response to Rec. #3-5, the Vice-Dean, Graduate Education, is available to work with the Unit on opportunities for curricular development in the area of data science training.</p> <p>Longer term: The Dean’s Office has been working to enhance the availability of computational and data science education. The Dean’s Special Advisor on Data Science Education has made significant progress in developing new data science opportunities for undergraduate students, increasing the availability of courses that will build skills in areas such as statistics; in the longer-term</p>	

			<p>proposed the possibility of a course on analyzing the Canadian Census. As new faculty arrive (in particular those we plan whose area of research is related to the Citizen Lab) we will look to introduce additional courses in this area.</p> <p>Lead: Director, Professional Masters Programs</p>	<p>the Special Advisor will also be working on developing offerings at the graduate level.</p>
	32	<p>“Revisit whether macroeconomics should be a requirement or elective.</p> <p>The MPP program requires macroeconomics as part of the core curriculum. Major MPP programs are split on whether they require macroeconomics. While we do not feel strongly on this issue, we feel it deserves discussion.”</p>	<p>We strongly believe that macroeconomics should remain a core requirement for both programs. The MPP program’s reputation with employers is characterized by a strong technical background, and macroeconomics is part of that. This is particularly important for students who are placed in core government departments that have clear macroeconomic roles, such as finance departments, privy councils, and labour departments. Macroeconomics is also important for the MGA, given the role of macroeconomic theory in studying topics like trade, development, and international cooperation.</p>	<p>Medium term: The Dean’s Office recognizes the Unit’s thoughtful reflection on the curricular design of its programs. Should the Unit wish to consider revisions in the future, the Vice-Dean, Graduate Education, is available for consultation and support.</p>

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

The spokesperson for the reading group reported that the review summary had accurately reflected the full review and that overall, they had found the review to be positive. While the administrative response covered most of the pertinent issues, the group highlighted several areas of concern, including the lack of clear organizational and financial plans, the need to establish internships and experiential learning opportunities for students, and the impact of merging the MPP program with Munk. The group requested further explanation of the issues regarding high tuition fees in comparison to similar programs, if a well-defined organizational and financial strategy was in place to accommodate the anticipated growth in students and faculty, and what initiatives were in progress to enhance offerings related to climate and sustainability, as well as training students to write effectively for a policy-oriented audience.

Peter Lowen, Director, Munk School responded that:

Munk had a mixed budget model that comprised of a base budget with line faculty, and professional degrees which were charged market rates of tuition. He reported that these funds supported faculty, critical extracurricular activities, and training. Increased enrollment would allow a creation of new sections, and this was managed on a year-over-year basis.

The tuition price was set in reflection of the high quality of programs and breadth of experience from the teaching staff in comparison with other degree institutions in Canada, and sat in the middle, compared to domestic and international peers. Munk was a member of the Global Public Health Network, which is a small group of leading public policy schools.

Around policy writing, there was a fair amount of writing intensive work in classes, and Munk offered a full suite of professional development training for students that occurred throughout the year, and a concentrated January term that included professional development, communication policy and other soft skills.

The MPP leveraged students' capacity to retain some fluency in probability and statistics, and other areas of quantitative solving. Deemed as a differentiating factor between Munk and other policy schools in Canada, student support was offered to help students succeed, and were exploring ways to enhance these support resources. These programs fostered a higher standard of quantitative reasoning, and was focussed on ensuring that students were well equipped to be effective policy actors.

Munk offered two optional sustainability courses for first year students, in addition to environmental politics and others. He reported that they were exploring ways to offer more courses that dealt with sustainability, acknowledging that it needed to be taken seriously as a policy matter. He highlighted that the School of Environment engaged with this type of curriculum full time and that they would be working on this over the next 5 years to increase their course offerings around sustainability.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers were impressed by the positive feedback they received from all Munk School community members, including the leadership team, faculty, students, administrative staff, and internship partners; they applauded the MGA program's ranking among the best international affairs master's degree programs in Canada, and commented that MGA students particularly enjoy its small class sizes, the diversity of the cohort, and the alumni network. They praised the MPP program as "arguably the best MPP program in Canada," noting as key strengths its analytically and quantitatively rigorous curriculum, required internship, and successful student-led initiatives. They commended the innovative Peace, Conflict and Justice undergraduate program for its well-thought-out curriculum and strong engagement with issues related to Equity, Diversity, and Inclusion; they also highlighted the very positive reports from students in the Public Policy major regarding the training the program provides and the connection they feel with the School. Finally, they commented that the recently appointed leadership team shows strong momentum toward implementing the strategic plan and leveraging the School's post-amalgamation structure to its best advantage.

The reviewers recommended that the following issues be addressed: engaging with issues and challenges related to the School's recent and projected growth and considering alignment between future enrolment and resource plans; leveraging potential "unrealized synergies" between the MGA and MPP programs, particularly related to economics and statistics core course requirements, and developing more varied offerings in these areas; considering improvements to the MGA curriculum; addressing student concerns regarding a lack of diversity in MGA course topics, and implementing a review process for course syllabi; enhancing student supports for writing or quantitative aspects of the program, providing additional assistance navigating course options and requirements, and resources for career development including assistance with finding internship and post-graduation job-placements; addressing concerns that the cost of MGA and MPP tuition might negatively impact the diversity of the student body and Munk's ability to recruit top international students, and prioritizing tuition assistance for students in advancement efforts; exploring improvements to the undergraduate program in Peace, Conflict, and Justice, including expanding the number and diversity of internship and experiential learning opportunities, incorporating quantitative methods training earlier in the program sequence, and continuing to grow and refine the program's approaches to Indigenous and EDI-related topics; considering expansion of the undergraduate program in Public Policy, including through the development of a Combined Degree Program in which students could complete their undergraduate studies in Public Policy as well as the MPP program on an accelerated timeline; devoting greater attention to the publication and research impact of Munk School faculty; considering strategic hiring to provide students with opportunities to study international policy and to address concerns that Munk programs have an excessive focus on issues in Europe, the U.S.A., and Canada and developing strategies to help faculty actively disseminate their policy-relevant research and engage with external partners to share their expertise, build relationships, and expand the School's visibility.

The Dean's Administrative Response describes the unit'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 May-June 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 2029-30 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 Dean of 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/program leadership.