

# **PROPOSAL TO ESTABLISH THE SCHOOL OF INTERNATIONAL STUDIES AS AN EDU B**

March 20, 2008

## **1.1 Summary**

Following the recommendations of the March 2007 external review of the Munk Centre, it is proposed to establish a School of International Studies at the level of EDU B, in order to permit the School to hold minority faculty appointments jointly with its cognate departments. The establishment of the School will enable the Munk Centre and its constituent Centres and programs to attain world-class stature for its academic programs and research. The Munk Centre and constituent Centres would become a part of the School and would assist in reducing the level of confusion in the present situation, in which a Centre houses a number of other Centres and Institutes.

## **2.1 Vision and Mandate**

2.1.1 Since its foundation in 2000 the Munk Centre for International Studies at Trinity College, located in renovated space in the former residences of Devonshire House, has become Canada's foremost centre for teaching and research on international relations and global affairs. The Centre is now widely known for academic excellence, providing a home for a range of academic programs, both undergraduate and graduate, as well as for strong research centres and institutes. The proposed School of International Studies would be well-poised, in coordination with the Munk Centre and its constituent Centres and academic programs, to move beyond its present excellence towards an academic program of world-class stature, attracting the very finest students.

2.1.2 In their review of the Centre in March 2007, Professors Michael Barnett (University of Minnesota) and Steven Weber (UCal - Berkeley) described the Munk Centre's "extraordinary achievement" in moving in its first seven years "from being an idea to becoming Canada's premier and one of North America's leading centres for international studies." The primary thrust of this proposal, then, is the creation of a structure at the present Munk Centre that will facilitate the implementation of the reviewers' many recommendations. The enhanced academic program which the reviewers envision will be a fitting partner for the new Canadian International Council.

2.1.3 A committee to consider the recommendations of this review and their implementation was convened by Vice-President and Provost Vivek Goel.<sup>1</sup> The Committee on International Studies at the University of Toronto and the Role of the Munk Centre met during December 2007-January 2008 and its membership included:

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<sup>1</sup> [http://www.provost.utoronto.ca/Assets/Reports/isc\\_rep.pdf](http://www.provost.utoronto.ca/Assets/Reports/isc_rep.pdf)  
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David Klausner, Vice-Dean, Interdisciplinary Affairs, Faculty of Arts and Science (Chair)  
Derek Allen, Trinity College  
Amrita Daniere, Department of Geography, University of Toronto at Mississauga  
Lorna Jean Edwards, Assistant Vice-President, International Relations  
Colum Grove-White, Undergraduate student, International Relations at Trinity College  
Franca Iacovetta, Department of History, University of Toronto at Scarborough  
Jessica Lahrkamp, Graduate student, Centre for European, Russian, and Eurasian Studies  
Louis Pauly, Centre for International Studies  
Mark Stabile, School of Public Policy and Governance and Department of Economics  
Janice Stein, Munk Centre  
Ross Upshur, Joint Centre for Bioethics  
Lynne Viola, Department of History and Centre for European, Russian, and Eurasian Studies  
Robert Vipond, Department of Political Science,  
Joseph Wong, Department of Political Science and the Asian Institute

The present proposal is informed by the conclusions of that committee.

2.1.4 The Committee recommended the establishment of a School of International Studies at the University of Toronto. The normal international terminology for such an international studies interdisciplinary unit is “School” (Harvard’s Kennedy School, Princeton’s Woodrow Wilson School, Columbia’s School of International Public Affairs, Carleton’s Norman Patterson School), and there is extensive anecdotal evidence of the confusion caused (both within the University and outside) with a Centre acting as the home for a number of other Centres. A School of International Studies will be far more competitive internationally in the global competition for the very best students.

2.1.5 A principal recommendation of the external reviewers was the ability of the Munk Centre to expand its faculty complement. This is not possible at present, given the status of both the Munk Centre and its constituent academic centres as EDU C, a status which does not permit faculty appointments. It is to enable this recommendation that the establishment of the School of International Studies is proposed as an EDU B, allowing the School to make minority faculty appointments. The Munk Centre and its constituent Centres would become a part of the School.

## **2.2 Academic Mission**

2.2.1 The Munk Centre presently houses five undergraduate programs (International Relations at Trinity College, American Studies, Latin American Studies, European Studies, the David Chu Program in Asia Pacific Studies), three collaborative MA programs (International Relations, Asia Pacific Studies, South Asian Studies), one stand-alone MA program (European, Russian, and Eurasian Studies), and two collaborative PhD programs (Dynamics of Global Change, South Asian Studies). The first of these doctoral programs will begin admitting students for the 2008-9 session.

2.2.2 The present collaborative MA program in International Relations (currently the responsibility of the Centre for International Studies, nine collaborating departments, and the Faculty of Law) has now reached a level of maturity that it would benefit greatly from the increased resources available to it as a stand-alone program in the new School, where it would

provide a complement at the masters level to the new PhD program in Dynamics of Global Change. Any changes in the present collaborative MA in International Relations (MAIR) degree will be developed in close coordination with the School of Public Policy and Governance as well as with the teaching staff involved in the collaborative MAIR program.

## **2.3 Aligning the School of International Studies with *Stepping Up***

### **2.3.1 Improving the Quality of the Student Experience**

The status of EDU B will allow the School to hold a minority share of a faculty member's time. That share will be devoted to the teaching programs of the School and to the mentoring of graduate and undergraduate students. The addition of dedicated faculty will make a significant difference to the quality of the student experience, both at the undergraduate and the graduate levels. Students at the School will be exposed to the best of cross-disciplinary thinking and teaching. Students in the new collaborative PhD program in the Dynamics of Global Change will be drawn from five faculties, housed together in the School for a year, and encouraged to be leaders in multidisciplinary thinking.

### **2.3.2 Provide a Multi-Disciplinary, Interdepartmental, and Interdivisional Environment**

The Munk Centre is launching a new collaborative doctoral program in the Dynamics of Global Change, which will be both multi-disciplinary and interdivisional, representing a collaboration among the Faculties of Law, Medicine, Education, Management, and Arts and Science. Faculty and students will be drawn from all five divisions and will focus on a common set of problems. Students will take a common core course, taught by faculty from several of these divisions and then take two of four intensive courses. These intensive courses will be taught by faculty from several of the divisions and by at least one leader of global change. This program should provide a rigorous and intensely challenging multidisciplinary environment.

### **2.3.3 Link Graduate and Professional Academic Programs to Strong Research Experiences.**

Students at the School will benefit from the strong research centres and programs currently housed within the Munk Centre for International Studies. The Centre for International Studies, the Centre for the Study of the United States, the Asian Institute, and the Centre for European, Russian, and Eurasian Studies, and the Latin American Studies Program are strong research and teaching centres within the Munk Centre and their resources will be available to students within the proposed School. The Centre is now working with the Faculty of Medicine to develop a Program in Global Health. Research presentations by faculty at the Munk Centre are frequent as are presentations from visiting scholars. Students in the doctoral program on the Dynamics of Global Change will be encouraged to create multidisciplinary committees for their doctoral research, to draw heavily on the resources for research at the School, and to present the results of their research to faculty and students as they progress.

### **2.3.4 Outreach to the Community**

The Munk Centre is already considered to be one of the University of Toronto's most active portals to the community. It currently hosts approximately 300 events a year which are open to the community, and partners with the provincial public broadcaster (TVOntario) to reach people across the province. The establishment of a School will provide additional resources for internships for graduate and undergraduate students and special educational opportunities for civil servants and voluntary sector leaders.

### 2.3.5 Activities in support of Equity and Diversity

The Munk Centre maintains a rich array of networks locally and globally of diverse research communities. The establishment of a School will allow a deepening of these networks as we draw on scholars from around the world to participate in the collaborative PhD program on the Dynamics of Global Change. The School will also conclude research and exchange partnerships in the Middle East, China, India, and Latin America which will deepen diversity and equity.

## 3.1 The School's Academic Programs

While most of the academic programs which are housed in the present Munk Centre will remain unchanged by the incorporation into the proposed School, two graduate programs will be within the responsibility of the School itself. The MA program in International Relations, presently offered on a collaborative basis within the Centre for International Studies, will move to the School where discussions will begin concerning its reconfiguration as a stand-alone professional masters program. The collaborative PhD program in the Dynamics of Global Change, now approved by the Ontario Council on Graduate Studies, will become the other cornerstone of the School's programs. Both the undergraduate and graduate programs offered by the constituent units of the Munk Centre are strongly multidisciplinary, and it will be important for the continued success of these programs that any changes or expansion to these programs preserve this aspect of their character.

## 3.2 Faculty Complement and EDU Status

The establishment of the School as an extra-departmental unit on the B level will allow the School to hold minority faculty appointments jointly with its cognate departments. The teaching associated with such appointments will be allocated to the academic programs in the School and its constituent centres, institutes, and programs by a Director's Council, chaired by the Director of the School, and including in its membership the directors of all the constituent academic programs. The Council should also include the Provost of Trinity College (or delegate), at least two representatives from cognate departments and related programs and schools, and representatives of graduate and undergraduate students.

## 3.3 Administrative Structure

It is proposed that the School be established with its own budget and the authority to administer research grants and academic programs, as well as to provide a home for such research projects as may be considered appropriate. In the light of the School's standing as an EDU B, the Director will be appointed in accordance with the *Policy on Appointment of Academic Administrators*. The Director of the School will report administratively to the Dean of the Faculty of Arts and Science and academically to a Director's Council, as described above in section 3.2. This Council will oversee all critical academic decisions, including major program changes.

## **4.1 Resources**

Funding for the School will be based on the existing financial commitments to the Munk Centre. The School will be actively involved in outreach programs and additional sources of funding will be identified. The University will assist the Faculty of Arts and Science in identifying the space needed for the expansion of its programs. This expansion will be taken to include the new collaborative PhD program in the Dynamics of Global Change, the MA program in International Relations, as well as the provision of a home for the Canadian International Council.

## **5.1 Benchmarks and Measures of Success**

### **5.1.1 Faculty Recruitment:**

- the capacity of the School to attract internationally recognized scholars in partnership with Departments. This calibre of scholar is critical to the success of the School, its reputation, and its international standing.
- the ability of the School to attract Distinguished Visitors to teach one or more intensive courses.
- the calibre of the exchange and research collaborations between faculty at the School and international partners.

### **5.1.2 Student Recruitment**

- the size and quality of the applicant pool to the new collaborative PhD program in the Dynamics of Global Change.
- success in recruitment for a proposed new professional masters program in Global Affairs that will target mid-career professionals in the public service, the military, and the voluntary sector.

### **5.1.3 Internal Impact**

- the impact of the doctoral program should be measured in the multi-disciplinarity of the dissertation topics and dissertation committees.
- placement of doctoral students in academic or policy positions.

### **5.1.4 External Impact**

- as the Masters in Global Affairs comes on stream, the impact of the education on the performance of mid-career students will be assessed. Was the education helpful, useful, and enabling of greater analytic competence?
- do public service leaders consider the education helpful? Did it help to “internationalize” the public sector?
- has the School become a hub for discussion of policy change?