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About the Munk School

The Munk School of Global Affairs & Public Policy is a leader in interdisciplinary research, teaching and public engagement. Established in 2010 through a landmark gift by Peter and Melanie Munk, the School is home to more than 50 centres, labs and teaching programs, including the Asian Institute; Centre for European, Russian, and Eurasian Studies; Centre for the Study of the United States; Centre for the Study of Global Japan; Trudeau Centre for Peace, Conflict and Justice and the Citizen Lab.

With more than 230 affiliated faculty and more than 1,200 students in our teaching programs — including the professional Master of Global Affairs and Master of Public Policy degrees — the Munk School is known for world-class faculty, research leadership and as a hub for dialogue and debate.

Visit munkschool.utoronto.ca to learn more.
Our Founding Donors

In 2010, Peter and Melanie Munk made a landmark gift to the University of Toronto that established the (then) Munk School of Global Affairs.

Peter Munk, who died in March 2018 at the age of 90, was one of Canada’s most successful entrepreneurs and one of its most passionate citizens. Together with his wife, Melanie, he was also an exceptionally generous philanthropist. Many of the same forces that shaped Peter’s extraordinary life — energetic curiosity, deep engagement, a drive for excellence — animate the school that bears his name.

After arriving in Canada in 1948 on a student visa, a few years after a narrow escape from Nazi-occupied Hungary, Peter earned a bachelor’s degree in electrical engineering from the University of Toronto. As he pursued a career that spanned the world — notably as founder and builder of Barrick Gold Corporation — he remained loyal to Canada.

Peter and Melanie Munk believed in his alma mater’s potential to drive leadership. In what is now the Munk School of Global Affairs & Public Policy, they envisioned an institution capable of strengthening Canada’s presence on the world stage while, in Peter’s words, helping to “create the knowledge that improves people’s lives.”

In February 2020, the Munk School launched another new chapter when, supported by Melanie Munk, we welcomed new director Michael Sabia. At his welcome reception, he paid tribute to Peter and Melanie Munk and the innovation they displayed in launching the School: “Peter Munk was a builder. By any measure he had vision. His eye always on opportunity, on potential. This has guided Melanie and Peter’s philanthropy. It is, I think, what led them to found this School.”

Under the leadership of Michael Sabia, the Munk School continues to convene some of the most urgent conversations of our time; support world-influencing research; and prepare exceptional students to make meaningful contributions to the world. Together, this great constellation of talent and activity is generating knowledge and ideas that have global reach and influence. We remain deeply grateful to Peter and Melanie Munk for their vision, passion and support in making this school possible.
Michael Sabia (BA 1976 TRIN), one of the country’s most accomplished leaders in business, investment and public policy, has been named the new director of the University of Toronto’s Munk School of Global Affairs & Public Policy.

The University’s Agenda Committee of Academic Board recently approved the appointment of Sabia, who is currently CEO of pension fund Caisse de dépôt et placement du Québec (CDPQ), which has more than $325 billion of assets invested globally, for a five-year term beginning Feb. 1, 2020.

A U of T alumnus, Sabia will draw on his considerable experience in both the public and private sectors – he once ran Canada’s biggest telecom and helped privatize its largest railway – to help realize the Munk School’s growing ambitions in Canada and on the global stage.

“CDPQ is now a global financial institution with investments around the world. Over the last decade, we have had to navigate through an increasingly complex and turbulent geopolitical scene,” Sabia said.

“With the lessons learned and the global relationships built, I am looking forward to working with the scholars, students and staff at the Munk School to continue building an institution engaged in the world and widely admired around the globe for the quality of its ideas and its practical solutions to the issues facing us all.”
The Munk School, created through a merger in 2018 of the Munk School of Global Affairs and the School of Public Policy & Governance, is a leading hub for interdisciplinary research, teaching and public engagement that houses world-class researchers and more than 50 academic centres, labs and programs.

It’s also home to 20 teaching programs, including Munk One — a first-year foundational program that focuses on global problem-solving.

Sabia will take over the role of director of the Munk School from Professor Randall Hansen, who is currently serving as interim director.

“I’m delighted to welcome Michael Sabia back to the University as the Munk School’s new director,” said President Meric Gertler. “Throughout his career, he has made significant contributions to public policy, to business and to the world of investment. I know he will bring the same kind of engaged thought leadership to the school.

“I would also like to thank Professor Hansen for his excellent leadership and guidance at the school. His work has helped set the stage for future success.”

Sabia, who earned a bachelor’s degree in political economy from U of T before completing two graduate degrees at Yale University, took over the role of chief executive at CDPQ in 2009 and proceeded to build the organization into a global financial institution with more than $325 billion in assets under management.

He also oversaw the implementation of a new investment strategy that made CDPQ an internationally recognized leader among investors working to address climate change, develop urban infrastructure and forge global industry partnerships.

Before that, Sabia held several senior positions at Bell Canada parent BCE Inc., including the role of CEO from 2002 to 2008 when he led a strategic transformation of the telecommunications giant. He also served as chief financial officer at Canadian National Railway, where he worked with then-CEO Paul Tellier to successfully launch CN as a publicly traded corporation through what was then the largest-ever initial public offering in Canadian history.

Sabia spent several years in the public service prior to entering the corporate world. He was director general of tax policy in the federal department of finance, where he was one of the architects of a comprehensive reform of Canada’s tax system, and served as deputy secretary in the Privy Council Office.

More recently, Sabia served on Finance Minister Bill Morneau’s advisory council on economic growth. He is currently co-chair of the G7 Investor Leadership Network on Climate Change, Diversity and Infrastructure Development, as well as co-chair of long-term investment, infrastructure and development for the World Economic Forum.

In addition, Sabia is a trustee of the Foreign Policy Association of New York and a member of the Asia-Pacific Foundation of Canada’s Asia Business Leaders Advisory Council. He was named an Officer of the Order of Canada two years ago, and has received an award from the non-profit Public Policy Forum for his many contributions to public policy in Canada.

President Gertler said Faculty of Arts & Science Dean Melanie Woodin, Vice-President and Provost Cheryl Regehr and he have asked Sabia “to lead a consultative process within the University to determine whether establishing the Munk School as a free-standing faculty would be a constructive step forward.”

“I’m immensely proud of everything that has been accomplished at the Munk School so far,” President Gertler said.

“With the invaluable financial and ongoing commitment of the Munk family and other generous donors, and with the dedication of the school’s first-class faculty and staff, I am confident of our continued success.”
A Global Pandemic

It would be difficult to overstate the impact that the COVID-19 pandemic has had on our world.

At the start of 2020, news reports of a new coronavirus in Wuhan, China began to appear. Few imagined how quickly or dramatically it would sweep around the globe. By mid-March, Ontario had declared a state of emergency, Canada had closed its borders and the University of Toronto had moved all operations online.

Students and faculty shifted to learning online, completing the remaining classes, assignments and exams virtually. For our graduating students, it meant a virtual convocation and end-of-year celebrations (with plans to celebrate in person once we can all safely gather again).
As the world grappled with the new reality of living in a pandemic, Munk School faculty and researchers offered insights and produced valuable new research, helping to shape conversations in Canada and far beyond.

Citizen Lab produced new research on Chinese censorship of information on coronavirus on social media and the security flaws in Zoom Meetings. The Institute on Municipal Finance and Governance (IMFG) and the Urban Policy Lab examined the effects of COVID on municipal financing and urban policy. Ontario 360 charted an agenda for the province’s economic recovery post-COVID. Peter Loewen’s Policy, Elections, and Representation Lab (PEARL) produced a dashboard of international responses to COVID in OECD countries and examined the role of trust, information and political support for government responses to COVID. In outlets from Foreign Affairs to the New York Times, Munk School faculty offered expert commentary on COVID. (To see a comprehensive list of research and coverage, please visit munkschool.utoronto.ca/covid-19-research-and-commentary).

As the University quickly moved operations online, the Munk School pivoted to virtual events, hosting a series of discussions with leading scholars, policymakers and journalists for a global audience. The shift online resulted in hundreds of participants tuning in live from around the world for each event, and many more watching on the School’s YouTube channel afterward.

In an online event hosted by Peter Mansbridge, experts Peter Loewen, Lynette Ong and Dalla Lana’s Dr. David Fisman explored the question of trust, politics and perception in the context of COVID-19. The Innovation Policy Lab produced a series of op-eds and events focused on COVID’s impact on supply chains, the future of work, higher education, innovation, cities, global security and the world’s grand challenges. Munk School Director Michael Sabia discussed the impact of COVID-19 and Canada’s foreign policy with Foreign Minister François-Philippe Champagne in an event for Munk School students.

While this report covers the 2019-20 academic year, it’s clear that the effects of COVID will be felt for a long time to come. These are challenging times, and the School, its faculty and students are rising to meet them.
Munk School by the Numbers

» 479 graduate students

» 735 undergraduate students

» 200+ affiliated faculty

» 34 Munk School-affiliated named chairs & professorships

» 17 published Reach Alliance case studies to date

» 28 students took part in the MPP networking trip to Ottawa in February
We extend our sincere thanks to Professor Randall Hansen, who served as the Munk School’s Interim Director from June 2017 to January 2020. A Canada Research Chair in Global Migration, Hansen is also the Director of the Centre for European, Russian, and Eurasian Studies (CERES).

Randall led the Munk School through the amalgamation in July 2018. To celebrate the newly formed Munk School of Global Affairs & Public Policy, he initiated a series of Munk Distinguished lectures, jointly organized by faculty from global affairs and public policy.

During his tenure, Randall worked to create a series of international dual degrees, exchanges and partnerships, with the aim of enhancing the Munk School’s reputation and expanding global opportunities for faculty and students. These opportunities include a dual degree with the Hertie School of Governance in Berlin (Master of Global Affairs / Master of International Affairs), a faculty exchange with Cambridge University and privileged partnerships with the Graduate Institute of International Relations in Geneva and the Institute of Human Sciences in Vienna, among others.

As his term as Interim Director came to a close, U of T President Meric Gertler extended his thanks to Randall for his “excellent leadership and guidance at the school. His work has helped set the stage for future successes.” Randall’s outstanding credentials and accomplishments are a tremendous asset to the School, and we are grateful that he will continue on in his capacity as Director of CERES.
Student Programs

The Munk School educates students to have broad, multi-disciplinary perspectives so that they will be leaders in addressing public issues in Canada, cross-nationally and globally. Through our graduate and undergraduate degree programs, we educate future leaders who will contribute innovative ideas and help to solve some of the world’s most challenging problems.

Graduate Programs

Master of Global Affairs
Master of Public Policy
Master of Public Policy (Sciences Po) / Master of Global Affairs (U of T)
Master of International Affairs (Hertie School) / Master of Global Affairs (U of T)
Master of Arts in European and Russian Affairs
Collaborative Master’s and Doctoral Program in South Asian Studies
Collaborative Master’s Specialization in Contemporary East and Southeast Asian Studies
Collaborative Graduate Specialization in Ethnic and Pluralism Studies

Undergraduate Programs

American Studies (Major and Minor)
Dr. David Chu Program in Contemporary Asian Studies (Major and Minor)
European Studies (Major)
European Union Studies (Minor)
Hellenic Studies
Hungarian Studies
Munk One
Nordic Studies
Peace, Conflict and Justice
Public Policy and Governance (Major)
South Asian Studies (Minor)
Professional Programs

Master of Global Affairs

The Munk School’s Master of Global Affairs (MGA) program attracts an extraordinary group of students from across Canada and around the world and positions them to accelerate their careers in business, government, NGOs and beyond.

To become effective global leaders and problem solvers in highly competitive markets, students must master the established disciplines and build a deep understanding of the broader architecture of global society and the forces that shape it. The MGA degree program equips them with broader knowledge of global society with a focus on innovation policy, financial markets, global justice and security in both the developed and developing world. Taught and mentored by faculty from a wide range of disciplines, students undertake rigorous coursework and complete a capstone course and a professional internship, where they gain direct experience and hone their leadership, implementation and research skills.

Learn more at munkschool.utoronto.ca/mga

Internships by region:
- Canada: 43.6%
- Europe: 23.1%
- East and South Asia: 10.2%
- South and Central America: 8.3%
- Sub-Saharan Africa: 7.4%
- MENA and Central Eurasia: 4.6%
- United States: 2.8%

Internships by sector:
- NGO: 25.0%
- Multilateral Org: 23.2%
- Private: 20.4%
- Government: 19.4%
- Academic / Think Tank: 12%

108 internships in 2019/20
27 cities
70 organizations
25 countries
Adam Lake is an exemplar of the adage “lift as you climb”. The 2020 Harry Jerome award recipient has dedicated his studies to advancing the lives of marginalized groups — particularly Black people, the LGBTQ2 community and those who sit at the intersection of both, like Lake himself. “My personal experiences motivate my work. My parents are from Jamaica, and seeing them build a life in Canada while giving back to their community in Jamaica made me realize I wanted to give back to the Black community within Canada. I want to further my education in global affairs, using my own experiences as context.”

While he pursues an MGA degree, Lake is also completing a certificate in Ethnic and Pluralism Studies. He is the co-founder of Books Breaking Barriers, which provides inmates with books and aims to reduce recidivism through education. Lake also serves as social director for the MGA Student Association, and he is one of two inaugural winners of the Dr. Connie Carter Global Affairs Award (pg. 16). He is also one of 21 fellows in the 1834 Fellowship, a program started by Operation Black Vote Canada, whose aim is to prepare young Black Canadians for working within government. He is using his time as a Fellow to educate himself on policy development and civic leadership. Although he has legal aspirations once he completes his MGA, he hasn’t dismissed the idea of a career in politics. “My parents always bring up the idea of me running for Prime Minister. And you know what? The sky is the limit.”

Jasmine Wright knew she wanted to obtain a Master of Global Affairs since her second year of undergrad. “I knew I wanted to be involved in global governance. I was always fascinated by the United Nations and other international organizations.” Fast forward to June 2020, when she graduated from the MGA program and joined the Government of Canada’s Advanced Policy Analyst Program, where she will work in the United Nations Sustainable Development Goals Unit. “This is directly in line with my interests in UN work and will help me understand and contribute to Canada’s response to the UN Sustainable Development Goals,” she says.

During her time in the MGA program, Wright took advantage of every opportunity. She served on the Master of Global Affairs Student Association; led the mentor team for the Global Ideas Institute (pg. 32); participated in the Kakehashi Project (pg. 47); and even interned with the United Nations Office for the Coordination of Humanitarian Affairs in New York.

“My internship was a fantastic experience, probably the number one highlight in the program for me. The MGA internship coordinator supported me in getting the internship I really wanted; it was a dream to intern at the UN,” says Wright.
Gifts from Global Citizens

This year, the Master of Global Affairs program was able to establish two landmark scholarships — one for new Canadians and one for students from Caribbean countries — thanks to generous gifts from two globally-minded members of the Munk School community.

Thomas Kierans, a Distinguished Fellow of the Munk School and a Senior Fellow at U of T’s Massey College, was struck by the obstacles faced by the immigrant graduate students he met through Massey College’s mentorship program. He heard tale after tale of struggle and hardship in advancing their education. The obstacles that impeded them from getting an education in their home countries, paired with the challenges of a complex immigration process didn’t sit well with him, and he was moved to act. The result is the Thomas E. Kierans and Mary Janigan MGA Scholarship, which provides new Canadian students with enough funding to cover the full cost of tuition for both years of the MGA program.

At the time of the gift, Kierans expressed hope that others would join him in supporting immigrant students aspiring to study at the Munk School. “Maybe someday we’ll have ten students instead of one each year,” he said. A few weeks later, Connie Carter read about the gift, and together they moved his wish a significant step forward.

Connie Carter was born in Jamaica, earned a PhD in law in the U.K., and worked for multinational corporations and non-profits in Denmark, China, France and the U.K. before settling in Victoria, B.C. She taught law at Royal Roads University and travelled globally to give lectures on international trade, corporate governance and Chinese and intellectual property law.

When she became a Canadian citizen in October 2019, she decided to celebrate by creating a scholarship to support the recruitment and studies of students from the Caribbean countries in their pursuit of an MGA degree from the Munk School.

Her wish in establishing the scholarship is for students of Caribbean heritage to explore global opportunities, academically, professionally and personally, and eventually to see more Caribbean representation on the global business stage.

Carter now lives in Toronto and is a regular attendee of events hosted by the Munk School and an avid reader of the News & Views newsletter. This is where, the day after she became a citizen herself, she read about a recent gift from Thomas Kierans to support new Canadians pursuing an MGA at the Munk School. She felt inspired by his gift to underrepresented student communities and established the Dr. Connie Carter Global Affairs Award, which will support students from the 20 CARICOM (Caribbean community) countries.
Dual Degrees

Munk School students have the opportunity to stretch their degree across continents by undertaking dual degrees with the Paris Institute of Political Studies (Sciences Po, Paris) or the Hertie School of Governance in Berlin. Students in a dual degree program graduate with a multidisciplinary approach to global affairs and a truly multicultural perspective, and benefit from the unique academic strengths of each institution, the depth of the networks centered in their geographic region and their wide-reaching internship resources.

Learn more at munkschool.utoronto.ca/mga/joint-degrees

Sciences Po, Paris

This two-year program combines the strengths of the Sciences Po School of Public Affairs in Paris and the Munk School to create a unique graduate program combining a Master in Public Policy and a Master of Global Affairs. The degrees prepare future decision-makers for internationally-focused jobs in the public, private or non-profit sectors.

Students complete their first year at Sciences Po, Paris — one of the world’s leading schools for political science and international relations. During the summer they complete an international internship, then join the Munk School’s MGA program for their second year.

The program’s first-ever cohort of nine students will graduate in Fall 2020, when another nine will start their second year of the program by joining the Munk School’s MGA class.

Hertie School of Governance, Berlin

This two-year program allows students to gain two distinct and complementary degrees — a Master of International Affairs (MIA) from the Hertie School in Berlin and a Master of Global Affairs (MGA) from the Munk School.

The Hertie School is a leading European hub for research, policy and public engagement. The first cohort of MIA / MGA students are slated to begin the program in Berlin in Fall 2020, undertake an internship over the summer and spend their second year at the Munk School.
Professional Programs

Master of Public Policy

The Munk School’s Master of Public Policy (MPP) program attracts top graduate students who are passionate about contributing to the public good and bridging Canadian and global policy.

Students learn from experienced public sector leaders and faculty from a range of disciplines, linking theory with real-world experience. The curriculum focuses on core tenets of the policy process and provides in-depth analysis on key policy topics relevant to modern economies, polities and societies, giving students the necessary tools to become effective practitioners and leaders in public policy.

In addition to a paid summer internship and a wide range of career support services, students participate in a variety of student leadership initiatives and foster connections with senior professionals in public, private and community sectors.

Learn more at munkschool.utoronto.ca/mpp

Internships by sector

- Government (OPS): 33%
- Government (Federal): 26%
- Government (Municipal): 11%
- Government (Other): 4%
- NGO: 19%
- Private Sector: 7%

90 students in paid policy internships 100% placement rate
Networking in the Nation’s Capital

This year’s third annual trip to Ottawa with second-year students gave the opportunity to 28 students with an expressed interest in working in the National Capital Region to meet with 69 employers, representing 22 federal government departments and several not-for-profit and private sector employers. Students also spent one-on-one time with up to 16 employers each during a speed networking event. One-third of trip participants went on to accept policy positions in Ottawa — 100% of those who chose to pursue jobs in the capital region.

Policy and Politics

This year, second-year MPP students had the opportunity to examine policy and politics with a longstanding practitioner of both. Jamison Steeve, a former health policy advisor to Ontario Premier Dalton McGuinty and Chief of Staff to the Minister of Health and current Senior Advisor at Schwartz Reisman Institute for Technology and Society, taught Policy & Politics (PPG 2012H), a seminar course that examined the dynamic political and partisan nature of the policy world. As future policy leaders, students learned to understand the opportunities and challenges presented by changing political landscapes, and studied the importance of political realities when developing, communicating and implementing public policy.

munk school meets
Kelly Husack MPP ’20

Kelly Husack came to the MPP program with a background in Kinesiology and an interest in the social determinants of health. Husack was drawn to the program because it would give her an opportunity to expand her understanding of policy from a public health perspective. She completed her MPP internship at Ontario’s Ministry of Education, where she analyzed policies that related to the province’s students and their well-being.

Today, after graduating as the winner of the Janice Stein MPP Leadership Award and returning to her home province of Saskatchewan, she is merging her interests and qualifications in her job as a policy analyst with the City of Regina. “The work I’m doing is in community well-being and inclusion. Whether it’s looking at recreation programs or analyzing provincial or federal policies, I’m focused on how these impact the citizens of Regina — and I’m currently having to adapt them due to the implications of the COVID-19 pandemic” she says. “Being able to work for the city during the pandemic means I’m able to contribute to what society will ultimately look like coming out of this [crisis].” She says that “creating a network in Ontario has been beneficial to my work in Saskatchewan. It helps me understand other systems better, and I have contacts in different municipalities that I can call when doing jurisdictional scans. In terms of my leadership skills and professional development, it is the lessons gleaned from the MPP program that have ultimately shaped me as a policy professional.”
Case Competitions

Each year, MGA and MPP students have the opportunity to participate in a number of internal, local and national case competitions. They work in teams and on short timelines to put forward solutions to major global and policy issues and receive feedback from — and are ultimately judged by — a panel of experts in the field.

National Public Administration Case Competition

In February 2020, students from the Munk School took the Silver Medal at the 9th National Public Administration Case Competition, an annual competition organized by the Canadian Association of Programs in Public Administration and the Institute of Public Administration.

This year’s competition focused on affordable housing and featured teams from 12 leading public policy and administration programs from across Canada. The Munk School’s team of first- and second-year MPP and joint MPP/MGA students were chosen following a series of case competitions held in the fall, as well as through a competitive interview process.

“There was much praise from the judges about the depth of the team’s knowledge, their creativity, their strong presentation and teamwork and their ability to field tough questions,” said Janet Mason, a lecturer and Munk School Senior Fellow, who served as the team’s coach for the sixth consecutive year.

Policy-at-Munk Fall Case Competition

In November 2019, 31 students from the MPP and MGA programs formed into eight teams to tackle the challenge of gun violence in Canada as part of the 4th annual Policy-at-Munk Fall Case Competition.

Each team had a week to prepare their presentation and was supported by a dedicated team coach from the Munk School or a partner organization.

This year’s panel of judges was made up of four distinguished policy leaders representing each level of government. “All of the presentations were excellent,” said case competition judge Jill Vienneau, Assistant Deputy Minister, Strategic Policy Division at the Ontario Ministry of Children, Community and Social Services. “To choose a winner, we went with the team with the most focused recommendation.”

The winning team consisted of second-year MPP/MGA students Liam Bekirsky and Christopher
Andreou and first-year MPP student Haobo Chen, who proposed a targeted strategy to address legislative and program gaps that would reduce both the supply of guns and the demand created by underserved youth.

Although there could only be one winning team, the judges were impressed with all the presentations. “I encourage these students to consider working in the federal government — we need recruits of this calibre,” said case competition judge Samantha Tattersall, Assistant Secretary in the Priorities and Planning Division of the Treasury Board of Canada Secretariat.

### Ford + Munk Case Competition

Every year students at the Munk School and the Gerald R. Ford School of Public Policy at the University of Michigan collaborate to organize the Ford + Munk Case Competition. The student-led conference brings together the brightest young minds in public policy to tackle issues that affect both Canada and the United States. Since its inception, this conference has helped build knowledge around emerging policy challenges, facilitate dialogue across the border and foster relationships among future policy leaders.

This year’s event was held at the Munk School in February 2020 and tackled one of the biggest policy challenges of our times: climate change. “Crossing Borders to Combat Climate Change” included input from leaders in provincial and federal governments, public policy think tanks and academics from U of T and the University of Michigan, who mentored students as they crafted policy recommendations for the challenges associated with the economic, social and environmental impacts of climate change. Recommendations included community-led climate governance to help communities better adapt and build resiliency, new strategies to cap greenhouse gas emissions and long-term plans to promote alternative sources of power.

### Urban Policy Lab Case Competition

Urban policy issues affect the daily lives of every urban citizen and, for Munk School students, put them in front of tangible policy situations that intersect with all levels of government. In January 2020, the Munk School's Urban Policy Lab (pg. 70) held its annual case competition, which invites MPP and MGA students to hone their analytical and communications skills by preparing and presenting innovative implementation strategies to a panel of urban policy experts. This year’s competition focused on transit-oriented development in Toronto, putting students in front of housing and transportation professionals to tackle local policy problems from the perspective of local policymakers.

### SHIFT Case Competition

The SHIFT Case Competition brings together students from U of T’s Munk School, Dalla Lana School of Public Health and Rotman School of Management to build their collaborative, technical and creative capacities when asked to tackle a real world, public sector transformation issue with a global lens. KPMG hosts and sponsors the event, and this year’s winning team members were granted a first round interview in the operations management consulting practice for full time recruitment or an internship.

The SHIFT Case Competition is co-organized by the Munk School’s Consulting Careers Initiative (pg. 23). Fourteen teams participated this year, and were tasked with presenting a roll out plan for a national pharmaceutical care program. Teams presented their ideas to industry professionals and received in-depth feedback on how to improve analysis, presentation and overall policy expertise. Participants also had the opportunity to meet with consultants, expand their network and land interviews.
Student Leadership Initiatives

Student Leadership Initiatives (SLIs) are programs, events and publications organized and managed by students, for students. They invite students to delve deep into an issue they are passionate about, set and implement the mandate of an organization, strengthen their team and leadership skills and create tangible products that hone their research, policy and presentation skills.

Both the MGA and MPP student bodies run Student Leadership Initiatives, separately and combined. Several of the initiatives aim to provide support and a voice to student populations and advance conversations around social justice issues at the School, campus and city levels. Various publication and communications platforms allow students to hone their analysis, research and presentation skills and publish products that carry their names and build and highlight their talents. Other SLIs aim to hone networking and presentation skills via event and conference-organizing opportunities.
Beyond the Headlines (MPP) is a one-hour current affairs radio show aimed at providing a greater understanding of the various policy issues in our daily news headlines. This year they produced and aired 19 episodes. Producers interviewed policy experts from academia, think tanks, government, NGOs, charities and the private sector on issues as wide-ranging as the political economy of plastics, the housing crisis in Toronto, the legalization of cannabis, solitary confinement and immigration policy.

Consulting Careers Initiative (MGA, MPP) exists to support Munk School students who hope to pursue a career in consulting by helping them to identify and highlight their strengths and providing training in the consulting interview process. CCI collaborates with leading industry partners to host the SHIFT Case Competition (pg. 21), consulting workshops and networking opportunities. The Consulting 101 event introduces interested students to a variety of firms in the consulting industry and aims to answer the question “what is management consulting?” through direct interaction with leaders from consulting firms of all sizes and foci. Over 50 students attended this year’s event in November 2019. The Introduction to Case Method workshop, held in December 2019, provided key insights into the case presentation portion of job interviews for consulting positions. Students registered to work with a coach to practice and master this very specific skill, which is key to obtaining employment in the field. They also learned tools and methods for practicing case presentations alone and with fellow students, so they can continue to hone their skills and receive valuable feedback.

Environmental Working Group (MGA) seeks to explore the relationship of the environment to other disciplines, expose Munk School students to professionals in the field and help them develop the relevant skill sets related to these topics.

Equity, Diversity and Public Policy (MGA, MPP) promotes the adoption of an intersectional lens in policy analysis and encourages the discussion of gender- and identity-based inequalities in the realm of public policy. This year they collaborated with Millennial Womxn in Policy to host the 2019 Post-Election Panel, which unpacked what the federal election results meant for minority groups, climate change and non-governmental organizations. They also worked with the Intersectional Feminist Collective to host The Human Library: Munk Meets the Sustainable Development Goals, featuring professionals from within the public policy and international development sectors.

Global Conversations (MGA) is a digital journal that publishes weekly online articles, three full-length issues per year and a podcast series. This year’s thematic journal issues were dedicated to the climate crisis, defining the new decade and the state of global health. A podcast series entitled Internship Diaries featured conversations with Munk School students who completed internships in countries as far afield as Singapore and Myanmar, and another continuing podcast series featured members of the Environmental Governance Lab (pg. 54) discussing some of the most pressing issues they’re tackling today.

Global Risk Observatory (MGA) monitors traditional and non-traditional risks to the public sector, private sector and civil society. It aims to bridge the gap between social scientific and quantitative modelling, and aspires to change the conversation around risk governance. Its outputs include risk briefs, enhanced risk perception data analytics, op-eds and industry outreach assignments. This year, risk analyses looked at safe injection sites, pesticides, modern monetary theory and technology and the future of work.

Indigenous Affairs Student Initiative (MGA, MPP) provides a platform to discuss Indigenous issues from a policy-focused lens, promotes awareness of Indigenous issues and encourages the enrolment of Indigenous students at the Munk School. This year they hosted Dr. Angela Mashford-Pringle and Dr. Anna Banerji at an event to contextualize the legislation and policy that inform government roles in Indigenous health and examine the significant health disparities in northern Inuit communities. They also collaborated with the Public Policy and
Governance Review (see below) to publish three articles in the student-led journal specific to issues faced by Indigenous populations around healthcare discrimination, homelessness and equitable justice for youth.

**MGA Career Week (MGA)** is an annual three-day interactive event intended to expose students to a variety of career options in global affairs. In January 2020, the students of the MGA program hosted the 9th Career Week, which included a series of panels, a case competition and numerous networking opportunities organized to complement the education and opportunities built into MGA coursework and professional development workshops held throughout the program. Panels this year included government, NGO and private sector experts discussing issues of global security, social and sustainable business, public affairs and governance, global technology and innovation, and global development and health. An annual highlight, the alumni panel featured MGA graduates who returned to the School to frame all the professional possibilities and paths that the degree has to offer.

**Munk School Graduate Student Conference (MGA, MPP)** is an annual conference organized by and for School students. The 15th annual conference was hosted in March 2020: the theme was “Technology and the Global Sphere: Challenges and Opportunities”, with a focus on how technology is impacting traditional areas of global affairs, including international development and security. In particular, the panellists grappled with how to address the challenges posed by advanced technology and maximize the opportunities presented by these new tools. The conference provided a platform for students to interact with academics, practitioners and professionals across multiple disciplines, exposing them to new perspectives and approaches to technology and global affairs. A student research panel gave students from the MGA, MPP and CERES programs the opportunity to present their research on issues of digital diplomacy, human rights and communications technologies and mass surveillance policies in Europe.

**Public Good Initiative (MPP)** is a pro bono consulting organization that matches students with community organizations and NGOs in need of policy-based services and support. This year they placed students in 11 local organizations that had applied for policy consulting services, including CivicAction, Canadian National Institute for the Blind, the David Suzuki Foundation and the Ontario Library Association.

**Public Policy and Governance Review (MPP)** is a bi-annual publication and blog featuring peer-reviewed academic articles, political analyses, interviews with policy leaders and innovators, reports from the field, reviews, debates and opinions. Over twenty articles were published this year, including in collaboration with Spectrum and the Indigenous Affairs Student Initiative.

**Spectrum (MGA, MPP)** aims to foster an inclusive environment to ensure LGBTQ2 students and their allies have resources, information and connections to maximize personal and professional success. This year they collaborated with the Public Policy and Governance Review to publish three articles in the student-led journal on Canadian sex work policy, the legacy of homophobia in blood donations and the intersection of climate change and the LGBTQ2 communities. They also organized an alumni networking evening and an event with a speaker from Rainbow Railroad, which helps LGBTQ2 individuals escape violence and persecution in their home countries.
Munk One

The smallest of the first-year foundation programs at U of T, Munk One offers students in the Faculty of Arts & Science the opportunity to work closely with experts and to form a tight-knit community within Canada’s largest university from the very start of their university experience. Students study problems that are not limited to any one academic field, and learn to recognize the array of tools that can be deployed to develop better insights and solutions to global challenges.

Learn more at munkschool.utoronto.ca/one
Case Competition: 
The Opioid Crisis and Barriers to Care

The annual case competition is a central element of the Munk One program. Organized by second-year U of T students who are Munk One alumni, the event gives teams 24 hours to come up with a solution to a case and prepare a pitch to a panel of esteemed judges. This year’s topic challenged students to tackle the opioid crisis in Toronto and explored issues of stigma, physical barriers to treatment and the capacity to receive care.

In order to get participants thinking about this complex problem, the case reveal was accompanied by a keynote presentation from Dr. Tara Gomes, epidemiologist and Principal Investigator with the Ontario Drug Policy Research Network. As the teams brainstormed, mentors from the MGA program and Munk One alumni dropped by to offer advice. The proposed solutions focused on treatment opportunities specific to women, children and Indigenous communities. Munk One students Aryan Dhar, Ishika Soni and Tidiane Diop won the competition for their proposal to establish treatment centres within existing Toronto women’s shelters in order to address the challenges women face in getting safe, non-traumatic opioid treatment.

Munk One student Atharv Agrawal said of the experience: “In our classes we go to great lengths to analyze interventions, but in the case competition, the tables were turned and we were faced with being judged. This change in perspective gave me a deep respect for all the changemakers who muster up the courage every day to take the initiative.”

The Carey Projects

A beloved Munk One student, Carey Davis, died in 2019. In her two years at U of T, she made a lasting impact on her teachers and colleagues. Everyone remembers her as engaged and hands-on, always ready to continue class conversations on big topics like climate change, injustice or gender issues. “She not only wanted to learn about issues in the world but wanted to take action,” says Teresa Kramarz, director of the Munk One program and one of Davis’s professors and supervisors.

In Davis’s memory, her family, colleagues and professors created The Carey Projects, an initiative aimed at continuing those action-oriented conversations. Through a partnership with Audacious Futures, a Toronto-based innovation studio where Davis worked, Munk One students are invited to pick a global issue they’re keen to tackle and the Carey Projects provides them with the resources to turn their ideas into tangible, actionable solutions.

“Carey had an audacity about her and a genuine curiosity,” says Terralynn Forsyth, Davis’s colleague at Audacious Futures. “We wanted to celebrate and continue her memory — as someone who was not just curious about the world, but who wanted to make it a better place.”

Donate to The Carey Projects at donate.utoronto.ca/carey
Munk One Meets Kevin Rudd

While at the Munk School to deliver a lecture as part of the David Peterson Program in Public Sector Leadership (pg. 83), former Australian Prime Minister Kevin Rudd joined Professor Joseph Wong’s Munk One class on Global Innovation for a conversation over breakfast about the importance of courage and purpose in politics.

CBC Face to Face

For many Munk One students, the 2019 federal election marked their first time exercising their right to vote. The lead up to the big day was brought up close and personal when Munk School students were invited to participate in CBC's The National Presents: Face to Face with Federal Party Leaders. The seven participating students from Munk One, all first-time, undecided voters, had the opportunity to hear directly from federal party leaders — Prime Minister Justin Trudeau, Andrew Scheer, Jagmeet Singh and Elizabeth May — as part of the CBC’s live studio audience. The National's Rosemary Barton hosted the program, which included one-on-one and unfiltered conversations between undecided voters and the party leaders.

munk school meets 
Chan-Min Roh Loran Scholar

Chan-Min Roh was a 2019-20 Munk One student, and one of only three students selected at U of T to be a Loran Scholar — a prestigious award of $100,000 granted to 35 students across Canada, from a pool of more than 5,000 applicants, who demonstrate “character, service and the promise of leadership.” Roh has a keen interest in politics and diplomacy. Before joining Munk One, he was part of the leadership team of the Saskatchewan Youth Parliament, a captain of his school’s debate team and an active member of his religious community. He travelled to Finland and China for debates, and to Mexico to build houses with his church.

Roh says the small classes at Munk One drew him to U of T. “Munk One allowed me to experience not only the big school environment of the university, but also the small classroom setting.” Roh will double-major in political science and Contemporary Asian Studies at the Munk School, and hopes to one day work in public policy.
Peace, Conflict and Justice Program

The Peace, Conflict and Justice (PCJ) Program offers undergraduate students an interdisciplinary education in the causes, lived experiences and approaches to peace, conflict and justice. The program addresses some of the world’s most urgent humanitarian problems, and trains students to analyze these issues in depth and from local, national and global perspectives.

Students in the PCJ program, which is housed within the Munk School’s Trudeau Centre for Peace, Conflict and Justice, pursue a major or specialist degree and participate in experiential learning. The degree offers students the chance to conduct original research in the field and learn from some of the world’s top researchers on the causes and resolution of violence. PCJ students have gone on to take positions in prominent organizations including the United Nations and Global Affairs Canada; work on social justice issues with non-governmental organizations such as Médecins Sans Frontières (Doctors Without Borders) and International Crisis Group; and pursue graduate degrees in law and the social sciences.

Learn more at munkschool.utoronto.ca/trudeaucentre/program
PCJ Student Conference: Indigenous Rights and Reconciliation

The PCJ Student Conference is an annual student-organized event that brings together students outside the classroom to engage with an issue pertinent to discussions of peace, conflict and justice. Members of the Trudeau Centre Advisory Board (pg. 98) mentor the organizers as they plan the conference, allowing them to interact with students and to see the program at work. This year, board members leveraged their networks to facilitate connections between the conference team and issue experts, and provided fundraising support.

The 2020 conference focused on Indigenous rights and reconciliation in Canada, and served as a platform for Indigenous academics, practitioners, community leaders, Elders and traditional knowledge keepers to guide discussions on the challenges and opportunities for Indigenous communities. The conference was organized around themes of cultural and language rights, land and environmental rights, treaty and legal rights, and Indigenous women. This focus aimed to provide a domestic context to issues of peace, conflict and justice that are often overshadowed by international events.

Indigenous Cultural Competency Training

This year, PCJ organized Indigenous Cultural Competency Training workshops for all students. The day-long workshops were facilitated by John Crouth, a cultural competency training officer from U of T’s Office of Indigenous Initiatives, and were designed to fill gaps in people’s knowledge of Indigenous communities and help them recognize their implicit bias. Participation was incorporated into core PCJ course requirements, in recognition of the importance and value of the workshops for students of peace, conflict and justice.

Every year on December 6, the University of Toronto marks the National Day of Remembrance and Action on Violence Against Women with events across the institution. In 2016, the University established the Graduate and Undergraduate Award for Scholarly Achievement, to recognize students who have made distinctive contributions in the area of gender-based violence research and prevention. This year, the award was given to Sydney Narciso Wilson, a fourth-year student double-majoring in history and peace, conflict and justice. Wilson was recognized for her undergraduate research on how colonial state violence has affected the individual experiences of women, especially Indigenous women, by creating an environment where violence against them is normalized and justified.

munk school meets
Sydney Narciso Wilson
BA (Peace, Conflict and Justice) ’20
R. F. Harney Program in Ethnic, Immigration and Pluralism Studies

The R. F. Harney Program in Ethnic, Immigration and Pluralism Studies exists to support and promote interdisciplinary scholarship in the fields of ethnic diversity and inter-ethnic group relations. With affiliations across 17 faculties and departments, it is one of the largest collaborative programs at U of T.

MGA, MPP and CERES students are able to register for the Ethnic and Pluralism Studies (EPS) specialization, and many report that the certification expands their educational experience in meaningful ways and increases subsequent employment opportunities. This year, the EPS core course — Ethnic Relations Theory, Research and Policy — included Master’s students from across the Munk School as well as from political science, anthropology, religion, education and other U of T departments, and covered issues including ethnicity and institutions, demography, racism, integration, inequality and conflict.
The R.F. Harney Program also organized six events this year, as part of the annual Harney Lecture Series. These included lectures from leading academics on discrimination and aging among Indigenous populations, multiculturalism policy in Japan, race relations in Canada and asylum and open borders policies in wealthy democracies.

The program also hosted the 13th annual Graduate Research Conference in Ethnicity — an event organized by an interdisciplinary student steering committee at which students present papers to a full house of their peers and faculty members. Presentations were made by 18 students and grouped into five main themes, and faculty members led discussion and analysis of the papers in closed group sessions. Professor David FitzGerald — Professor of Sociology and Co-Director of the Center for Comparative Immigration Studies at the University of California, San Diego — gave the keynote address, based on his recent book *Refuge beyond Reach: How Rich Democracies Repel Asylum Seekers*.

An ongoing series of online profiles of EPS alumni was also launched this year — the first two articles feature former students who have gone on to become professors in history at McGill University and sociology at York University.

Learn more at munkschool.utoronto.ca/ethnicstudies

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Jeffrey G. Reitz

R.F. Harney Professor and Director of the Ethnic, Immigration and Pluralism Program

An expert on immigration, multiculturalism and immigrant employment in Canada, Professor Jeffrey G. Reitz is the R.F. Harney Professor and Director of the Ethnic, Immigration and Pluralism Studies Program at the Munk School and a professor in the U of T’s Department of Sociology.

Reitz’s current research includes an extensive comparison of the social, political and economic integration of Muslim men and women in Western societies, with a focus on experiences in France and Canada. He is also conducting research on the impact of recent changes in Canadian immigration policy. He is the co-author of *Multiculturalism and Social Cohesion: Potentials and Challenges of Diversity* and the author of several recent articles in the International Migration Review, Ethnic and Racial Studies, the Journal of Ethnic and Migration Studies and Social Science Research.

Professor Reitz recently completed a year as a Visiting Fellow at City University of New York (CUNY) Graduate Center, and a term as Visiting Researcher at Centro de Investigaciones sobre América del Norte (CISAN) of the Universidad Nacional Autónoma de México (UNAM), during which time he assisted with the development of the North American Colloquium — a joint initiative of U of T, UNAM and the University of Michigan, which hosted a colloquium on migration in November 2019.

He will end his term as Director of Ethnic, Immigration and Pluralism Studies in December 2020, but will continue his research and contribution to the scholarly community at the Munk School and across the University.
Global Ideas Institute

In our increasingly interconnected world, students must learn to think globally. The Global Ideas Institute (GII) partners with high schools to provide the tools, knowledge and guidance to understand and address some of the world’s most pressing global challenges.

Now in its tenth year, the Global Ideas Institute aims to provide intensive research and learning opportunities to secondary school students. Created by professors Joseph Wong and Janice Stein, GII provides an opportunity for students from across the Greater Toronto Area to interact with leading global experts and undergraduate and graduate student mentors, develop complex problem-solving skills and learn to craft and deliver pitches to a panel of distinguished experts.

Over the course of a school year, participating teams tackle a real-world problem. U of T professors and expert practitioners present monthly lectures to provide context to the issue. Each student team is also matched with U of T student mentors, who host workshops after each expert lecture and review packages of supplemental articles and research. The year culminates in a final symposium, at which each team presents their proposed solution to the annual challenge.

This year, students set out to advance the conversation around mental health amongst their peers by tackling the topic Mental Health & Well-Being: Youth Suicide Prevention for the Hard-to-Reach in Canada. The project was launched with guest speaker Sandra Hanington in November 2019. Hanington is the co-founder of Jack.org, a non-profit that exists to empower young people in Canada to give talks, establish chapters and organize summits in an effort to increase and highlight mental health education.

GII also tackled a unique and unforeseen challenge this year: adapting to the COVID-19 pandemic. With a transition to online delivery, the final symposium saw student pitches take place in virtual breakout rooms, with judges providing feedback. The topic of mental health felt particularly pressing and apt, given the real and devastating implications of the pandemic’s isolation and disruption.

The Global Ideas Institute proves that when put to the task and offered guidance and support, young people deliver. Giving high school students a chance to collaborate, learn from experts and receive mentorship from students in higher education produces outcomes that, year after year, inspire awe in their teachers and surrounding communities. This year’s collaboration with Jack.org and deep dive into an issue that affects them directly reinforced the need to listen to young people, understand the problems they face and give them the opportunity and the tools to solve them.

Learn more at munkschool.utoronto.ca/gii
Reach Alliance

We will only achieve the Sustainable Development Goals (SDGs) if we are able to get important interventions — in health, finance, technology, infrastructure — to those who are hardest to reach. That means figuring out ways to deliver “important stuff” to people living at the margins — to the poor, to those who are geographically remote, to those who are undocumented or on the move, who are administratively invisible, unbanked or without formal ID. The Reach Alliance aims to do just that, by researching interventions that work, understanding how they achieve reach and sharing the lessons learned with multiple sectors for the greatest impact.

The Reach Alliance began in 2015 at the University of Toronto as the Reach Project, a student-led, faculty-driven, multi-disciplinary research initiative dedicated to investigating the pathways to success for innovative development programs that are reaching the world’s marginalized populations.

To date, under the guidance of Professor Joseph Wong and a team of dedicated faculty mentors from across the University, 90 undergraduate and graduate students have published 17 case studies on innovative programs in 14 countries.

The Munk School, with support from the Mastercard Impact Fund, administered by the Mastercard Center for Inclusive Growth, proudly announced the launch of the Reach Alliance at its annual symposium in March 2020. With U.S.$2 million in funding, the Reach Alliance will scale the Reach Project methodology to six other top universities by 2022, while building a private-sector network of leading global corporations committed to “doing well by doing good.” The Reach Alliance will maintain its focus on rigorous student-led research, while enhancing emphasis on producing actionable insights that lead to meaningful impact.

Learn more at reachalliance.org
Reach Research Around the World

**Financial Inclusion**
- **Brazil** 2015–16: Bolsa Familia cash transfer program
- **Jordan** 2016–17: UNHCR biometric cash assistance program
- **Ethiopia** 2017–18: Productive Safety Net Program: Addressing food insecurity with food and cash transfers
- **Palestine** 2017–18: National cash transfer program: Building blocks of social protection

**Health**
- **South Africa** 2015–16: Birth registration in post-apartheid South Africa
- **Thailand** 2016–17: Eliminating mother-to-child transmission of HIV
- **Rwanda** 2016–17: Expanded Program on Immunization: Near-universal childhood vaccination rates
- **Sri Lanka** 2017–18: Universal Malaria Elimination Program
- **India** 2018–19: Polio eradication

**Technology**
- **India** 2016–17: Aadhaar Identification Program: Providing proof of identity to a billion
- **Mongolia** 2018–19: Renewable Energy for Rural Access Project: Providing electricity to nomadic herders
- **Tanzania** 2018–19: Reaching the last mile: Tanzania’s medical supply chain
- **Canada** 2018–19: Gotcare: Implications of self-directed home care in Ontario
- **Mexico** 2018–19: Digital Fabrication Laboratory

**Infrastructure**
- **Tunisia** 2017–18: Neighbourhood upgrading: Connecting informal housing with basic services
- **India** 2018–19: Providing Urban Amenities to Rural Areas: Addressing rural poverty in India
- **Mexico** 2018–19: Food processing operation and distribution
Case Studies

The case studies presented at this year’s symposium focused on research done over the preceding 12 months and were published in 2020. This year’s cases included:

» Mongolia — Solar power for nomadic herders
» Tanzania — Route optimization for life-saving medicine
» India — PURA scheme, which focused on rural productivity and infrastructure
» India — Elimination of polio
» Canada — Self-directed home care in Ontario
» Mexico — Food security
» Mexico — Digital upskilling for youth to combat violence

Reach Symposium

Held at the MaRS Discovery District, the 2020 Reach Symposium included an engaged audience of 150 professionals from across sectors. The symposium marked the official launch of the Reach Alliance and provided an opportunity to hear directly from student researchers, who presented their findings from this year’s case studies.

On a panel moderated by Professor Joseph Wong, Reach alumni synthesized insights from across the repository of Reach case studies, and highlighted examples of how insights gleaned from the research can be applied to generate meaningful impact across sectors.

Speakers at this year’s symposium included: Arturo Franco, Vice President of Data and Insights at the Mastercard Center for Inclusive Growth; Michael Sabia, Director of the Munk School; Joseph Wong, Reach Alliance founder, Roz and Ralph Halbert Professor of Innovation and Vice-President, International, University of Toronto; Elissa Golberg, Assistant Deputy Minister, Global Affairs Canada; Sara Wolfe, Director, Indigenous Innovation Initiative, Grand Challenges Canada; Khalil Shariff, CEO, Aga Khan Foundation Canada; and Gustavo Merino, a professor at the School of Government and Public Transformation at Tecnológico de Monterrey, Mexico’s largest private university.

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Marin MacLeod  Executive Director, Reach Alliance

Marin MacLeod joined the Munk School in January 2020 as the Executive Director of the Reach Alliance, where she is leading the scale-up of this new global initiative. As a Reach alum, she was part of a team that investigated UNHCR’s biometric cash assistance program for Syrian refugees in Jordan. She went on to lead strategic partnerships at the Reach Project, including organization of the annual Reach Symposium for several years. Prior to joining the Reach Alliance, she was the Knowledge Management and Translation Associate at Grand Challenges Canada, leading the organization’s approach to impact measurement across their diverse portfolio of global health innovations.
Research & Ideas

The Munk School of Global Affairs & Public Policy is home to multiple centres and institutes, including the Asian Institute; the Centre for European, Russian, and Eurasian Studies; the Centre for the Study of Global Japan; the Centre for the Study of the United States; and the Trudeau Centre for Peace, Conflict and Justice. Not only are these academic units home to graduate and teaching and exchange programs, they are also leading centres for specialized research and engagement around specific geographic regions and thematic areas, bringing together scholars from across the University and around the world.

The Munk School’s labs, initiatives and projects are hubs for world-class research and interdisciplinary collaboration. From the Citizen Lab’s research on NSO spyware and cybersecurity to the Innovation Policy Lab’s work on inclusive innovation and intellectual property, the Munk School’s research labs and initiatives are producing cutting-edge data and insights, showcasing excellence within the academy and having a tangible impact outside of it.
Asian Institute

The Asian Institute examines the critical and wide-ranging issues at stake in this vast and dynamic region. With over one hundred affiliated scholars working across the humanities and social sciences, the Asian Institute is a leading centre that convenes and leads cross-regional and interdisciplinary research on Asia.

Learn more at munkschool.utoronto.ca/ai
The Rise of Illiberal Politics in Asia

The recent rise across Asia of authoritarian forces and the erosion of democratic politics continues to alarm academics, journalists and political commentators alike. And yet, Asia is often woefully absent from conversations about the rise of authoritarianism globally.

The Asian Institute’s Centre for the Study of Korea addressed this significant omission at a symposium in November 2019, which asked: Where do we place Asia’s illiberal politics within a broader comparative matrix? Presentations and discussion offered transregional insights steeped in knowledge of the specific contexts of China, Japan, South Korea, Philippines and Thailand. The symposium generated examinations of the central far right actors in Asia, the meaning of their agendas and discourses and the causes mobilizing autocratic politics in Asia today.

Global Taiwan Studies

In October 2019, the Ministry of Education of the Republic of China (Taiwan) renewed its support of Global Taiwan Studies (GTS) for a further three years and lauded the initiative as a leading international model for the study of Taiwan through intersecting global lenses.

Under the leadership of Associate Professor Tong Lam, GTS uses Taiwan as a starting point from which to examine globally pressing issues such as technology and democracy, culture and politics, security and migration. The program includes the highly sought-after graduate seminar Seeing Taiwan in Global Affairs — an interdisciplinary and comparative course taught by a team of faculty representing the Asian Institute’s deep well of expertise on the region across the disciplines of anthropology, art history, history, sociology, policy and women & gender studies.

GTS also hosts Exploring Global Taiwan, a customized research fellowship program that supports up to 15 student projects each year that are typically undertaken in Taiwan and publishes the Taiwan Gazette, an online journal run by graduate students. Through engagement in a wide range of events, research and partnerships in Toronto and Taiwan, GTS has become an integral part of the Asian Institute’s innovative and expert academic program.

Asian Pathways Research Practice

A cornerstone of the Asian Institute’s curriculum, this course emphasizes hands-on research experience into contemporary questions stemming from Asia and its transnational networks and communities. The course focuses on research outside of the classroom, and introduces students to a range of social science and humanities methodologies including historical/archival, ethnographic, visual/media and statistical/quantitative.

This year the course was taught by Associate Professor Lynette Ong, a leading scholar of Chinese and Southeast Asian politics and political economy, and focused on research projects that examined aspects of the ongoing protests in Hong Kong. Students framed their own research questions and methodologies, which included an opinion survey on the main motivating issues amongst student protestors and an examination of the icons and symbols deployed by them.
Dr. David Chu Program in Contemporary Asian Studies

The Dr. David Chu Program in Contemporary Asian Studies (CAS) is an undergraduate major and minor program that adopts a pan-Asian approach to examining a range of models in learning about Asian histories, cultures, geographies, religions, economies and political systems. CAS emphasizes a supportive learning environment with small class sizes, the lively exchange of ideas, community engagement and hands-on research. The program aims to produce graduates who have developed sophisticated perspectives on modernity, colonial legacies and development across and throughout Asia.

The program is run by Associate Professor Yiching Wu, who teaches East Asian studies, modern Chinese history and anthropology at U of T and is a pre-eminent scholar of the history, society and politics of Mao’s China. His current research includes an ambitious project to document the Chinese Cultural Revolution through primary sources, which are limited and scattered and have mostly remained locked in party archives. They are deemed highly politically sensitive under China’s current regime, but Wu’s project circumvents the lack of access by instead sourcing significant personal collections belonging to a large number of Revolution eyewitnesses and participants, victims and their relatives, academic and amateur historians and private collectors both inside and outside mainland China. Through this primary source research, Wu continues to solidify relationships between U of T and Chinese academic networks, and to cultivate opportunities for faculty and graduate students to gain rare and critical access to scholarly resources in China.

Asian Institute Staff Team Wins the Northrop Frye Award

In March 2020, the Asian Institute staff team received a University of Toronto Award of Excellence — the Northrop Frye Award (Staff) — for their outstanding enhancements to the student learning experience through the Richard Charles Lee Insights through Asia Challenge (ITAC).

ITAC is an experiential learning program that provides opportunities for students to conduct original research on urgent global questions. Through the program, students hone their research entrepreneurialism, understanding of research ethics and methods, international competencies and professional outreach skills.

Guided by the academic leadership, Asian Institute staff coordinated workshops on proposal writing, project management and research ethics. Colleagues said the team fulfilled their work with dedication, energy and vision, and students lauded them for their sensitivity and support in designing and administering this unique program. Many commented on how staff went the extra mile in providing encouragement and feedback on the students’ journey to becoming global citizens.
Asia Pacific Photo Contest

Every year, the Dr. David Chu Program in Asia-Pacific Studies sponsors the Asia Pacific Photo Contest. Open to all U of T students, the contest invites submissions of photographic representations of Asia-Pacific (East Asia, Southeast Asia and the Pacific) that inspire the viewer to imagine the region from unique perspectives. This year, Alicia Pan’s “Admiring the Blossoms” was one of two runners-up in the competition — the three top selections were displayed at the Asian Institute and on the Chu Program’s promotional materials and website.

Global Careers Through Asia Conference

An annual event organized by students for students, the Contemporary Asian Studies Student Union’s Global Careers through Asia Conference bridges the gap between liberal arts studies and the job market. Discussions at this year’s conference centred around themes of cultural competency.
The Centre for European, Russian, and Eurasian Studies (CERES) is a leading academic institute for the study of the member countries of the European Union, the countries of the former Soviet Union and central and eastern Europe.

Drawing upon the expertise of more than ten departments and dozens of faculty members, CERES sponsors an undergraduate degree program in European Studies as well as a Master of Arts in European and Russian Affairs. CERES is also home to the Joint Initiative in German and European Studies (JIGES), the Centre for the Study of France and the Francophone World (CEFMF), the Hellenic Studies Program, the Hungarian Studies Program and the Petro Jacyk Program for the Study of Ukraine.

Recognized as one of the best of its kind, the Master of Arts program gives students the opportunity to pursue a comprehensive, rigorous and hands-on degree. The major and minor undergraduate degrees in European Studies offer students the deep cultural comprehension and specialized knowledge necessary to operate effectively in an ever-changing Europe.

Learn more at munkschool.utoronto.ca/ceres
CERES Abroad

The opportunity to travel and conduct field research abroad has traditionally been a valuable part of many students’ CERES experience. In 2019-20, CERES faculty and staff organized one-week trips to Budapest, Hungary; Athens, Greece; Tbilisi, Georgia and Otzenhausen, Germany. Students immersed themselves in new cultures and enriched their understanding of the political, historical, cultural and personal contexts of their research.

Six first- and second-year students in the European and Russian Affairs MA program travelled to Budapest as a key component of Professor Robert Austin’s independent study course about issues in contemporary Hungary. The topics of their fieldwork included Holocaust memory discourse, the politicization of the arts, anti-immigration narratives, LGBTQ2 activism, attacks on the Hungarian constitution and the institutionalization of the Roma experience. Students arranged their own interviews with Hungarian scholars, activists, government officials and cultural figures, and they participated in private tours of the Hungarian Parliament and National Gallery and a meeting with Central European University’s President and Rector, Michael Ignatieff.

“It was incredibly invigorating to learn in such an interactive and hands-on manner. Suddenly, I could draw clear connections between my research and the lives of real people.”

— Catherine Lukits, CERES MA candidate, on her time in Hungary

The undergraduate course Enlarging Europe: The European Union and its Applicants examines European integration efforts, including through hands-on research in Tbilisi. Both this trip and the one taken by MA students to Athens required participants to organize and conduct at least ten interviews with local experts in their field of interest — offering rare and invaluable experience of a key aspect of academic research and policy-making.

CERES graduate and undergraduate students once again had the opportunity to attend the summer course hosted at the European Academy Otzenhausen and organized by the Europa-Institut at the University of the Saarland. #Future4Europe: Key Settings for a Changing European Union was an intensive course focused on analysis of the European Union’s institutions and the challenges they face, including examinations of the EU elections and Brexit, the European Single Market and EU common security and defence policy. The course engages professors and students from around the globe, creating scholarly and personal connections that significantly enhance CERES students’ understanding of the European project.
Hellenic Studies Connects Greek Language Speakers

Greek language learners and community members in Canada have a new online platform for their educational needs, thanks to the Hellenic Studies Program at CERES. Greklanguage.ca is a community-based project funded by the Hellenic Heritage Foundation and designed by Themistoklis Aravossitas, lecturer of Modern Greek at CERES. At the launch, he observed that “online platforms offer new opportunities to support heritage languages by connecting their speakers and learners with teachers, programs and resources, nationally and globally. Partnerships between universities and community groups are vital for the survival of the linguistic and cultural resources in Canada.”

Next Steps for CERES Alumni

Luka Dursun completed an MA at CERES in 2019. During his time in the program, he undertook an internship at the Leibniz Institute for East and Southeast European Studies in Germany as well as an exchange at the Central European University in Budapest — travel opportunities that he describes as “some of my most treasured memories.” Following his graduation, he returned to his hometown of Ottawa to begin a career in the federal public service. “After almost a year at Elections Canada and a new position at the CRTC, I can confidently say that the Munk School prepared me well for the federal government. The interdisciplinary character of CERES fostered a sense of intellectual and professional rigour. The specific knowledge I gained may fade, but those soft skills are indispensable. I was concerned that I would face obstacles acclimating to an office environment, but this anxiety was totally unfounded: I was comfortable and experienced — I just had to realize it.”

Tess Megginson completed her MA in the spring of 2020 and will begin PhD studies in the fall at the University of North Carolina at Chapel Hill. “My time at CERES gave me exceptional professional and academic opportunities. I conducted research in Hungary, worked in Germany and attended a top language program in the Czech Republic. While in Toronto, I worked alongside so many brilliant faculty, staff and students, all of whom challenged and encouraged me to better myself academically and professionally. I was also supported in undertaking so many extracurricular and student engagement projects: I was the Editor-in-Chief of the graduate student journal Eurasiatique, President of the CERES graduate student union and I organized our annual CERES Graduate Student Conference. Everything I learned and tackled while at CERES made me a better leader, organizer and team member.”
Robert Austin Receives Teaching Award

Professor Robert Austin received this year’s Ranjini (Rini) Ghosh Excellence in Teaching Award. Nominated by students themselves and sponsored by the Faculty of Arts & Science Students’ Union, this award honours outstanding teaching at the undergraduate level. Austin was recognized by his students for being highly accessible to them, influencing the development of their critical skills and communicating course material in ways that challenged them and communicated mastery of his subject areas.

Rákoczi Foundation Gift

In September 2019, the Hungarian Studies Program at CERES received a generous anonymous donation, made via the Rákoczi Foundation. The gift, along with support from the Ministry of Foreign Affairs and Trade of Hungary, allows the program to bring a visiting professor to the Munk School from Hungary annually, with the goal of expanding its vibrant curriculum in Hungarian culture, history, film, language and literature.

CERES Alum Wins Graduate Student Exhibition Competition

In January 2020, U of T Libraries presented CERES alum Alina Bykova with a Graduate Student Exhibition Competition Award for showcasing her research at Robarts Library. Her display, entitled “The Changing Nature of Russia’s Arctic Presence: A Case Study of Pyramiden”, explored the changing nature of Russia’s Arctic presence. “The people and services at the library are fantastic. My master’s thesis would have been lacklustre without them” Bykova said upon receiving the award.

Bykova undertook a master’s degree at CERES from 2017-19, a pivotal and life-changing time for her. “When I first started my degree at U of T, I felt out of place. The faculty at CERES reassured me that my input was valid and my ideas were sound.” While at CERES, Bykova worked closely with Professor Lynne Viola, who encouraged her in applications for grants, awards and a PhD program. She also worked as a graduate research assistant to Professor Robert Austin and travelled to Norway, Hungary and Greece — trips she credits with bringing real experience and perspective to her work as a burgeoning scholar. Since graduating from CERES, Bykova has been working at Human Rights Watch in New York City and will begin a PhD in History at Stanford University in the fall. “I’m hoping to continue studying industrial settlements in the Russian North from an environmental and social history perspective, which will be an extension of what I did at CERES. My time at CERES was the best two years of my life. It’s where I found my legs, my voice, my purpose as a young scholar.”
Research & Ideas

Centre for the Study of Global Japan

The Centre for the Study of Global Japan (CSGJ) aims to be the first place that scholars, students, policymakers and the general public at U of T and beyond seek out to better understand contemporary Japan. By facilitating research, teaching and public outreach on Japan, CSGJ adopts an inclusive approach that reflects the wide range of perspectives and experiences that shape contemporary Japan and Japan studies. Japan today is a fascinating country on its own terms, but it also offers valuable lessons for other societies navigating similar political, economic, social and foreign policy challenges.

Learn more at munkschool.utoronto.ca/csgj
Bridging Canada and Japan

The word “kakehashi” means “bridge” in Japanese, and the Kakehashi exchange program — supported by the Ministry of Foreign Affairs of Japan and facilitated by CSGJ, Department of East Asian Studies (U of T) and the Asia Pacific Foundation of Canada — aims to build connections between the participants and increase their understanding of each other’s cultures, peoples and politics. In February 2020, a total of 24 undergraduate and graduate students from U of T travelled to Japan as part of the Kakehashi Project to deepen the friendship between Canada and Japan. Participating students lived with Japanese families during their stay, attended university lectures, met with heads of industry and government and visited rural communities and World Heritage sites.

Japan’s Abenomics Reforms

In February 2020, the Centre for the Study of Global Japan (with support from the Consulate-General of Japan in Toronto) welcomed Takeo Hoshi, Professor in the Graduate School of Economics at the University of Tokyo, to speak about Japan’s economic reforms.

When Shinzo Abe was elected as Japan’s Prime Minister in 2012, his government embarked on a set of economic policies dubbed “Abenomics”, aimed at bringing the country back from stagnation and restoring its growth potential. Under Abe, Japan’s economy experienced its longest expansion in the post war era and unemployment declined to a level where employers had trouble finding workers. But has Abenomics really succeeded? What challenges remain? Professor Hoshi tackled these complicated and critical questions in front of a full house of students, faculty and members of the public.

Innovations in Advancing Gender Equality

CSGJ and the Rotman School of Management collaborated with the Consulate-General of Japan in Toronto to commemorate International Women’s Day by hosting the Innovations in Advancing Gender Equality Symposium. The event, organized by Assistant Professor Rie Kijima, brought together a distinguished group of scholars, policymakers and business leaders who are at the forefront of studying and promoting gender equality. Panellists discussed ways that inclusion and diversity can be fostered and strengthened in business organizations, how young women can be mentored to become the next generation of STEAM leaders and how gender parity is being built in the higher education and international development sectors.
Centre for the Study of the United States

The Centre for the Study of the United States (CSUS) seeks to make sense of the place of the United States in the Americas and in the world. It provides a common ground for scholars in fields as diverse as political science, economics, cinema studies, women and gender studies, history, English, geography and art history to explore an intellectual interest in the United States. CSUS offers a thorough and far-reaching undergraduate program in American Studies and acts as a clearinghouse for graduate students whose focus is the Americas.

Learn more at munkschool.utoronto.ca/csus
Visions of America

Every year, the undergraduate students in the American Studies program produce an edition of the Undergraduate Journal of American Studies — an academic journal that shines a light on America’s place in the world. The 2018-19 edition, which marked the 14th annual production of the journal, drew from fields such as English literature, history, political science and cinema studies to explore how the U.S. sees itself and how is it seen. The articles examined issues of voter suppression, white supremacy, capitalism and historical fundamentalism. In a moment in which the call to Make America Great Again seeks to silence the claims and demands of women and Black, Indigenous, queer and Latinx communities, this theme made a crucial call for visions that reach across disciplinary boundaries and articulate multiple realities.

America’s Carceral Landscapes

In November 2019 CSUS hosted a symposium that sought to historicize, map and challenge the proliferation of carceral landscapes in contemporary U.S., as part of the F. Ross Johnson Distinguished Speaker Series.

The Trump administration’s response to a refugee crisis at the nation’s southern border — one precipitated by military intervention, political corruption, neoliberal economic policies and climate change — has illustrated once again America’s perverse fascination with caging children of colour. This interdisciplinary symposium brought together scholars from Johns Hopkins, Massachusetts, Ryerson and Rutgers universities to examine the evolution and implications of camps at the border, systematic deportation, relocation of citizen-captives to municipal jails, surveillance capitalism and transnational and gendered regimes of incarceration.

The End of the World As We Know It: America’s Love Affair with Apocalypse

Who could have known that this perennially popular course would become so immediately relevant this year, as COVID-19 silently approached? Although studies have revealed that Americans are more positive than Europeans, since its earliest days, the republic has also been troubled — and thrilled — by fears that the end is nigh. This course, taught in the winter term by Alexandra Rahr, Bissell-Heyd Lecturer in American Studies, examined the persistence of apocalyptic visions in American history and culture. Each week one student presented an “Apocalypse of the Week” text, and the class examined the relationship between Armageddon and exceptionalism and considered exactly what apocalyptic narratives reveal about the republic. As the COVID-19 crisis unfolded towards the end of the term, Rahr started dedicating a portion of each class to discussing the pandemic through close readings of texts as varied as public service announcements, CDC guidelines and media coverage.
The Trudeau Centre for Peace, Conflict and Justice attracts leading scholars working beyond the traditional purview of international affairs, studying interstate war and conflict inside countries and seeking to identify the causes of strife — from poverty, resource scarcity and weapons proliferation to competing claims for justice and failures of foreign policy.

Learn more at munkschool.utoronto.ca/trudeaucentre
7th Annual Frank W. Woods Lecture and Seminar

Every year the Trudeau Centre hosts the Frank W. Woods Lecture, a series initiated to feature internationally recognized scholars within the field of political science and relevant to the broad goals of the Centre. It is named after Frank W. Woods, who graduated from U of T in 1935 with a degree in political science and remained a lifelong supporter of the University and a member of the President’s Circle.

This year’s lecture was delivered by Professor Patricia Justino, a researcher at United Nations University World Institute for Development Economics Research (UNU-WIDER) and the Institute of Development Studies at the University of Sussex in the U.K. Her talk was entitled Inequality, Redistribution and Conflict and in it she examined the impacts of rising global inequality since the 1980s, including fiscal pressures on welfare states, increased exclusion and poverty and decreased economic growth and market efficiency.

This year the Frank W. Woods fund also allowed the Trudeau Centre to facilitate the screening of Another World/Un Altro Mondo by Italian documentary director Thomas Torelli. Torelli attended the screening and participated in a Q & A, inviting the audience to dive deep into his film, which seeks to demonstrate our interconnectedness, as expressed in the Mayan greeting “In Lak’ech” which means “I am another yourself.” Through this greeting, the film examines how unnatural the sense of separation is that characterizes much of modern thought, especially when compared to the understanding of unity found in many ancient traditions.

The Trudeau Centre Fellowship in Peace, Conflict and Justice

The Trudeau Centre offers fellowships to doctoral students from U of T’s Department of Political Science who are doing work related to peace, conflict and justice studies. The fellows contribute to the academic life of the Trudeau Centre by delivering seminars and mentoring undergraduates in the PCJ program. There were three recipients of PCJ fellowships this year.

Michele St-Amant is pursuing a PhD in international relations and comparative politics, looking at failed and weak states and the military interventions, conflicts and competition, financial statecraft and politics of natural resources within and between great states.

Nidhi Panwar is pursuing a collaborative PhD program in political science and South Asian studies, focusing on the conceptualization of India’s security and terrorism doctrine in the age of Hindu nationalism and rising populism. As well as being a PCJ Fellow, she is a recipient of the Bombardier Canada Graduate Scholarship to honour Nelson Mandela.

Adam Casey recently completed his PhD, which examined the impact of foreign sponsorship on the durability of authoritarian client regimes, and has joined the Weiser Center for Emerging Democracies at the University of Michigan as a Research Fellow.
The Citizen Lab

The Citizen Lab is an interdisciplinary laboratory focusing on research, development and high-level strategic policy and legal engagement at the intersection of information and communication technologies, human rights and global security.

Using a “mixed methods” approach to research, the Citizen Lab combines practices from political science, law, computer science and area studies to produce evidence-based research on cybersecurity issues that are associated with human rights concerns.

Learn more at citizenlab.ca

Censored Contagion

Although many Canadians were starting to feel increasingly nervous about the rapid global spread of the coronavirus at the beginning of March, life was still mostly continuing as normal. The World Health Organization wouldn’t declare it a global outbreak for another week, and most of the country wouldn’t start self-isolating for another week after that.

On March 3, 2020, the Citizen Lab released Censored Contagion: How Information on the Coronavirus is Managed on Chinese Social Media. Censored Contagion investigated YY (a live-streaming platform in China) and WeChat (the most popular messaging app in China) to discover that keywords related to the coronavirus outbreak had been censored since at least December 31, 2019.
The report found that WeChat censored both critical and neutral information related to the coronavirus, and expanded the scope of censorship in February 2020. Many of the censorship rules were broad and effectively blocked messages that included names for the virus or sources for information about it. It also identified specific keywords censored by YY, such as (Unknown Wuhan Pneumonia) and (Wuhan Seafood Market). The report concludes that, because of social media’s integral role in Chinese society and its uptake by the Chinese medical community, systematic blocking of general communication on social media related to disease information and prevention risked substantially harming the ability of the public to share information that may have been essential to their health and safety.

**Missing Link: Tibetan Groups Targeted with 1-Click Mobile Exploits**

The Tibetan diaspora has been besieged by digital espionage for over a decade. Over this time, Tibetans have become familiar with tactics used against them, and have adjusted their online and technological behaviours accordingly. Each time, the campaigns against them have adjusted too. These changes demonstrate an asymmetry between the digital defences of Tibetan groups and the capabilities of the operators who target them: changing the behaviour of a community is a slow and gradual process, while an adversary can evolve overnight.

To address these challenges, Tibetan groups formed the Tibetan Computer Emergency Readiness Team (TibCERT) to improve digital security through incident response collaboration and data sharing. In November 2018, with the consent of the targeted groups, TibCERT shared suspicious WhatsApp messages sent to senior members of Tibetan groups with the Citizen Lab.

In September 2019, the Citizen Lab published Missing Link, the results of its investigation into these text exchanges between Tibetan groups and operators posing as NGO workers, journalists and other fake personas. Sent between November 2018 and May 2019, the WhatsApp texts were found to contain malicious links that led to code designed to exploit web browser vulnerabilities and install spyware.

The campaign appeared to have been carried out by a single operator, named POISON CARP in the report, and represented a significant escalation in social engineering tactics and technical sophistication compared to what had typically been observed in use against Tibetan communities.

**Stopping the Press**

In January 2020, the Citizen Lab released Stopping the Press, which exposed efforts by the Israeli-based NSO Group to monitor a New York Times journalist via their Pegasus spyware.

Pegasus is a mobile phone spyware product made by NSO Group, a company that develops and sells surveillance technology. Since 2016, researchers have documented the abuse of Pegasus against journalists, human rights defenders and members of civil society.

Several reports by the Citizen Lab and Amnesty International in 2018 showed that a Saudi-linked Pegasus operator they call KINGDOM was targeting dissidents and regime critics. If the targets had clicked on the links in the text messages they received, the KINGDOM operator would have been able to closely monitor their communications and plans.

In June 2018, New York Times journalist Ben Hubbard was targeted, placing him among a growing group of journalists targeted with Pegasus spyware. As part of their continued investigation into threats against journalists, the Citizen Lab also identified evidence suggesting a Pegasus operator may have been infecting targets while impersonating the Washington Post in the weeks leading up to and after journalist Jamal Khashoggi’s killing in 2018.
Environmental Governance Lab

The Environmental Governance Lab (EGL) is a research hub focused on the development of new ideas and tools to respond to the challenges of environmental governance at multiple levels. It is a home for research partnerships, a node in global research networks on environmental governance and transformative policy and a platform for knowledge exchange with practitioners, policymakers and the public.

Learn more at munkschool.utoronto.ca/egl

Symposium Series

This year, the Environmental Governance Lab secured a major donation from Alan Dean and the Brookfield Foundation to organize and host a series of symposia. This generous donation will be used to convene experts from academia,
government, the private sector and civil society for three symposia on high-priority environmental governance concerns. Each symposium will be held over two days biennially and will include pre- and post-event activities to launch an action agenda associated with each theme. This agenda will be pursued in the months following each symposium in order to continue the discussions, propel the research agenda and further the relationships developed at the workshop. A final report on each action agenda will be presented to the media and the general public and will be accompanied by a panel discussion.

The first symposium is currently planned for the 2020-21 academic year to discuss the topic of Pursuing Decarbonization in Hard Times.

Research and Publications

Research projects based at the EGL this year produced several publications in major peer-reviewed scholarly journals, a co-edited volume of essays and several working papers.

Highlights include EGL co-director Teresa Kramarz and Susan Park’s edited book, Global Environmental Governance and the Accountability Trap (MIT Press), which is part of the Earth System Governance Series. The book asks whether accountability mechanisms in global environmental governance that focus on monitoring and enforcement necessarily lead to better governance and environmental outcomes.

The rapid development of global environmental governance has been accompanied by questions of accountability. Efforts to address what has been called “a culture of unaccountability” include greater transparency, public justification for governance decisions and the establishment of monitoring and enforcement procedures. And yet, as this volume shows, these can lead to an “accountability trap”—a focus on accountability measures rather than improved environmental outcomes. The book addresses governance in the key areas of climate change, biodiversity, fisheries and trade and global value chains.

In November 2019, EGL co-directors Steven Bernstein and Matthew Hoffmann published “Climate politics, metaphors and the fractal carbon trap” in Nature Climate Change, one of the top scientific journals in the world. The article—which proposes that decarbonization replace emissions reduction as the defining climate change challenge and that “the global fractal” replace “the global commons” as the guiding metaphor—was picked up by multiple media outlets and widely read and discussed online beyond the scientific and academic communities.

Media and Conversations

In January 2020, Hoffmann and Bernstein published a widely-read article in The Conversation entitled “Why action on climate change gets stuck and what to do about it” in which they discussed their SSHRC-funded research on more than two dozen climate initiatives from around the world and asked why they so often get started, make some progress and then get stuck or even regress—and how they can get unstuck.

After Canada’s federal election in October 2019, EGL hosted a public panel discussion on “What’s next for climate change after the election?” as part of its In Conversation series. Panellists representing climate activism, economics and policy examined the implications of the new minority status of the government for the Liberal Party’s climate promises and priorities at the national and inter-provincial levels.

In November 2019, Teresa Kramarz gave the keynote speech at an event in Madrid organized by the European Parliament’s Progressive Alliance of Socialists and Democrats and entitled “Towards a fair ecological transition in the European Union.” The day promoted reflection and debate on the distance still to be covered on the road towards a green economy, and reminded EU members that the transition to a decarbonized economy is—and must remain—one of their main objectives.
FutureSkills

FutureSkills brings together U of T academics and community organizations to assess how education, training and public policies should respond to the changing nature of work in an era marked by disruptive technologies.

FutureSkills is co-directed by Linda White (Professor of Political Science and at the Munk School), Elizabeth Dhuey (Associate Professor in the Department of Management at U of T, Scarborough) and Michal Perlman (professor at Ontario Institute for Studies in Education, U of T). They work with a cross-disciplinary team, using rigorous research methods to examine questions surrounding education, training and public policy for particular communities, including recent graduates, the underemployed and new immigrants.

FutureSkills was awarded both a SSHRC Insight grant and Partnership Development grant in 2019 and has been able to move ahead on several exciting projects.

Learn more at futureskillscanada.com
Uncovering Canada’s Plan to Support Workers

Does Canada have the proper infrastructure in place to support both current and future workers? In December 2019, FutureSkills published the findings of a systemic analysis of training programs at both the federal and provincial levels in the journal Canadian Public Policy and as an op-ed in The Conversation Canada.

What are 21st Century Skills?

While there appears to be consensus on what kinds of skills people will need to succeed in the future, FutureSkills set out to quantify the extent of this agreement and to identify the skills that are mentioned most consistently in key policy documents. Based on the preliminary results, the team is working on two systematic reviews of what is known about how to teach creativity, innovation, problem-solving and collaboration to young children.

Teaching Micro-skills Through LinkedIn Learning

FutureSkills continues a series of initiatives looking at how LinkedIn Learning can help in the teaching of micro-skills. In partnership with HEQCO and eCampusOntario, FutureSkills is observing the usage of LinkedIn Learning video tutorials. They are also collaborating with the U of T at Scarborough’s School of Management internship programs to ascertain whether specific tutorials help students transition into work environments, and with CivicAction to monitor the use of the tutorials by young adults seeking first-time employment.

Education + Skills

As colleges and universities moved to online learning during the early days of the COVID-19 crisis, the most recent report from FutureSkills’ Research Initiative, Education and Skills (RIES) provided vital insights into the long-term outcomes of post-secondary graduates who completed their certifications through distance education.

RIES works to mobilize education policy data. RIES was formerly housed at the Munk School’s Mowat Centre, and was incorporated under the FutureSkills umbrella when they closed in June 2019.
Global Justice Lab

The Global Justice Lab (GJL) is a hub for research, knowledge sharing and collaborative inquiry across many dimensions of justice — including criminal justice systems, responses to counterterrorism and violent extremism and the international governance of human rights. GJL researchers investigate the activities of justice systems and organizations worldwide, work with leaders of justice organizations and foster dialogue with a concerned and engaged public.

This year, GJL research and publications addressed some of the most pressing issues of our time, including people’s reliance on police in conditions of deep distrust and the potential of the pandemic to change these relationships.

Learn more at munkschool.utoronto.ca/gjl
In a recent article published in the journal Social Problems, GJL’s Ron Levi and Todd Foglesong, along with University of Alberta’s Holly Campeau, lead off with the question “How do people make sense of their reliance on unjust institutions?” and draw on interviews with arrested suspects in Cleveland, Ohio to shed light on an apparent paradox in attitudes amongst residents of disadvantaged communities — that they are deeply sceptical about policing, while still believing that the police remain a viable institution for promoting security in their communities. They find that respondents make sense of this paradox by stressing the promise of law — from police presence and safety to expressions of understanding and feelings of worth — and suggest further research into how this struggle provides a cultural approach for understanding social inequality and its intersection with legality and criminal justice.

The authors revisited this research, along with similar interviews in Baltimore, Maryland, in an op-ed in which they quoted the interviewees at length on the subjects of police violence and contempt and neglect in their communities. Levi and Foglesong conclude: “City governments are reflecting about how to respond to calls to rethink the role and scope of policing. Arrested individuals are the people who are most often the object of adverse police action as well as those who suffer from its neglect. We should ask them.”

**Community Safety and Police Accountability**

Levi and Foglesong, along with Munk School Distinguished Fellow Matthew Torigian, looked at the potential role of police again in “Community safety and repurposing the police before, during, and after a pandemic: Methodological notes”, an article published in the Journal of Community Safety and Well-Being, which investigates the future of policing in the aftermath of the COVID crisis. At a time that police leaders described to them as a “shock to the system of public safety so great that it is causing them to ‘throw out the old rule books’” — and only a few weeks before global protests highlighted institutional racism within police forces and other civic institutions and called for police defunding — they ask what changes the pandemic is causing in policing, and how radical are they? They examine three possibilities: that nothing will change; that the recovery will require temporarily tethering parts of policing to public health needs; or that the public health recovery will necessitate the tethering of policing to the economic logic of social investment, through proactive harm reduction and social inclusion. They emphasize that these questions are crucial for addressing the COVID-19 pandemic, as collective beliefs about the reliability, trustworthiness and helpfulness of the police influence whether people will reach out to them in times of crisis.

The lab also facilitated foreign officials’ efforts to understand the portability of Canadian arrangements for police accountability. In September 2019, the Lab hosted a delegation from the Irish Policing Authority that sought to understand the logic of the diffuse system of accountability for policing in Ontario, just as their government is considering a merger of the main oversight agencies. The Lab also hosted prosecutors from Rio de Janeiro who are responsible for investigating crimes committed by the police, including homicide; they wanted to understand how the Special Investigations Unit manages intense public pressure for not just unambiguous findings but also responsibility for individual officers when residents are killed by the police.
Global Migration Lab

Whether voluntary or forced, well-governed or irregular, migration is an issue of global importance with profound local impacts. The Global Migration Lab (GML) facilitates teaching, knowledge generation and policy-relevant research on all aspects of migration and migration governance.

Understanding today’s human mobility requires research into the drivers, routes and actors involved in smuggling and trafficking; developments in border controls and regional security; the spread of anti-migration politics; political failure to cope with the global refugee crisis; and comparative studies of settlement and integration policies. The Global Migration Lab examines migration from all of these angles and more.

Learn more at munkschool.utoronto.ca/migration
Religion and Migration

This year, GML Research Fellow Geoffrey Cameron organized a three-part seminar series on Religion and Migration in Canada, in collaboration with the Baha’i Community of Canada and U of T's Multi-Faith Centre. It brought together experts and practitioners to examine the role of faith organizations in refugee resettlement, youth engagement and the impacts of integration on newcomer religiosity.

Strangers to Neighbours

The lab also hosted a workshop for the first-ever edited volume on Canada’s private sponsorship initiative, Strangers to Neighbours: Refugee Sponsorship in Context, which includes chapters by GML-affiliated Professor Audrey Macklin, Geoffrey Cameron and Craig Damian Smith.

Irregular Migration from the United States to Canada

Global Migration Lab’s Associate Director Craig Damian Smith and his team completed an 18-month, SSHRC-funded research project to understand the emergence and expansion of irregular migration from the U.S. to Canada at Roxham Road on the New York / Quebec border. The team interviewed over 300 asylum seekers to understand how and why they made the choice to claim asylum in Canada. It is the first study of its kind in Canada, and the project’s early findings were published in The Migration Policy Institute’s Migration Information Source, Foreign Policy and The Conversation, and were covered in an exclusive front-page story in the Toronto Star.

Engaging Students in Migration Issues

The Global Migration Lab provides numerous opportunities for student engagement in the issues. The lab runs a popular course called Global Migration Governance: Geopolitics, State Sovereignty and the Rights of Migrants, and fosters MGA and MPP student engagement through the Graduate Student Research Initiative. Last summer, a team of seven students was selected to attend the Metropolis International Conference in Ottawa on The Promise of Migration: Inclusion, Economic Growth and Global Cooperation. The students had spent months working with Immigration, Refugees and Citizenship Canada to help organize conference panels, and in Ottawa they acted as rapporteurs and drafted a final conference report. Their deep involvement in the conference offered the opportunity to interact with top migration scholars, policymakers and front-line personnel.

In November 2019, six MGA and MPP students joined professors Rachel Silvey, Jeffrey Reitz, Phil Triadafilopoulos, Peter Loewen and Craig Damian Smith for a three-day conference in Mexico City entitled Borders and Migration in North America. Hosted by the National Autonomous University of Mexico, the conference took a timely look at how policy decisions in one country can reverberate throughout the hemisphere.
Innovation Policy Lab

The Innovation Policy Lab (IPL) is driven by questions and problems about innovation and distribution, towards which it takes a uniquely interdisciplinary approach focused on context, place and space. Its work is attentive to the ways that agency, politics and institutions drive innovation; to the economic and spatial distribution of innovation outcomes; and to understanding innovation ecosystems at different scales — local, regional, national and global.

IPL studies the direct contribution to innovation and innovation policy of firms, universities, foundations and technical colleges. They examine how these actors are influenced by factors such as intellectual property and financial regulations, trade, global production networks and inter-firm networks — as well as by geographic characteristics. The research is sensitive to the distributional effects of innovation, including consequences for regions and cities in Canada, health outcomes, hard-to-reach communities in the Global South and disadvantaged groups in all societies.

Learn more at munkschool.utoronto.ca/ipl

Innovation, Equity and the Future of Prosperity

This year IPL Co-Director Dan Breznitz continued to grow CIFAR’s Innovation, Equity and the Future of Prosperity (IEP) program, of which he is Co-Director. New members were recruited from four continents, representing such wide-ranging disciplines as engineering, law, history and the social sciences.

Innovation can promote economic growth and social and cultural well-being. However, it is often conceived and implemented in a way that leads to unequal distribution of its benefits. The IEP program looks at how, why and when the benefits of innovation aren’t broadly shared, and how innovation that exacerbates inequality can undermine public support for science and innovation and contribute to broader political alienation. When the COVID-19 crisis hit, IEP organized three groups to engage with public leaders and the media around the issues of production, health and innovation in policy.

Taking Canada for a Ride

IPL faculty Shauna Brail, Tara Vinodrai and David Wolfe are all members of the national team given a 5-year SSHRC Insight Grant to research Canadian transformations in urban mobility. Taking Canada for a Ride: Digital Ride-Hailing and Its Impact on Canadian Cities examines the impacts of ride-hailing, how municipal regulations foster local innovation and the application of emerging technologies.
to mobility services. As co-principal investigator of the project, Shauna Brail is often asked to comment in the media on the platform economy, ride-hailing and the impact of technology on cities.

The conference was organized and hosted by IPL’s Shiri Breznitz and was launched with a welcome address from Vivek Goel, U of T’s Vice-President of Research and Innovation at the time. Keynote speeches covered issues of data in the service of policy, fostering high-risk, high-gain research and social innovators as agents of technology transfer, and participants were also able to choose from over 60 thematically-organized presentations to attend.

Expert Panel on Intellectual Property

In 2019-20, IPL faculty member Shiri Breznitz served on the Ontario Expert Panel on Intellectual Property in Ontario’s Innovation Ecosystem.

Intellectual property (IP) and data have become the world’s most valuable business and national security assets, and forward-looking governments have updated their economic development strategies to focus on the generation, accumulation, commercialization and protection of IP.

The Expert Panel was asked by the Ontario government to develop an action plan for an intellectual property framework that exploits the potential benefits of Ontario’s investments in research and development and maximizes the role that innovation intermediaries can play. IPL and the Munk School hosted the launch of the report, featuring panel members Jim Balsillie, Myra Tawfik and Shiri Breznitz.

Technology and Automotive Industries

With funding from SSHRC, Mitacs and Delvinia Inc. for a project called The Scale-up Challenge for Canada, David Wolfe and Steven Denney are researching the implications of the COVID-19 crisis for Canadian technology firms, as part of the larger project’s examination of the broad issues surrounding efforts to grow technology companies to scale in Canada. Wolfe is also involved with two SSHRC-funded research projects on the implications of the transition to connected and autonomous vehicles for the Ontario automotive industry and is a member of the Council of Canadian Academies Expert Panel on Connected and Autonomous Vehicles.

Jon Lindsay’s new book from Cornell University Press examines the transformation of military power in the information age and why networked forces, flush with sophisticated technology, often perform poorly in war. Lindsay is currently studying the national security implications of quantum information technology, a fast-growing scientific field in which Canada has emerged as a global leader.
Institute on Municipal Finance and Governance

The Institute on Municipal Finance and Governance (IMFG) focuses on solutions to the finance and governance problems facing large cities and city-regions. Cities are central to the economic prosperity and social vitality of countries. As their scope of responsibility expands, ensuring that city-regions have the appropriate financial and governance arrangements has become critical.

This year, IMFG published several reports on municipal empowerment. In Power and Purpose: Canadian Municipal Law in Transition, Zack Taylor and Alec Dobson reviewed how the scope and nature of municipal powers differ between provinces. In The Fallacy of the “Creatures of the Province” Doctrine, Kristin Good re-examined the notion that changes to Canada’s constitution are needed to give municipalities more autonomy. And in a report published in partnership with the Munk School’s Ontario 360 (p. 67) and Urban Policy Lab (pg. 70), Gabriel Eidelman, Enid Slack and Tomas Hachard proposed ways to reassess provincial-municipal responsibilities in Ontario to improve the overall quality of public services.

IMFG also published the first two papers in a series called Property Taxation in Canada: Past, Present, and Future. The property tax has long been the country’s central source for municipal revenues. In recent years, governments have implemented further taxes on property to address new policy concerns. This series asks whether — and which — changes are necessary to property taxation to ensure that municipalities can meet 21st-century challenges.

Learn more at munkschool.utoronto.ca/imfg
Does Toronto Need a City Charter?

A recent series of controversial provincial decisions affecting Toronto’s Council size, budget and transit system offered a reminder of the power that provinces have over municipalities in Canada. As part of the ensuing debate, some have proposed that Toronto should pursue a city charter that gives it specific powers, roles and responsibilities that cannot be changed by higher orders of government. In November 2019, IMFG hosted four experts on local governance and constitutional law who asked: Does Toronto need more powers, and are charters the most effective and feasible way to do so?

Consultation in Polarized Times

In an era of increasing political polarization, compromise seems difficult to come by, and recent reports show that public trust in government is declining. In December 2019, IMFG brought together experts to discuss the role of public consultation in policy development within the context of increasing polarization and erosion of trust. Panellists from various sectors explored connections between consultation and good governance, and offered strategies for improving policy outcomes through more effective and inclusive consultation processes.

COVID-19: Property Tax Deferral Resources

In an effort to provide financial relief to citizens and local businesses in response to the COVID-19 crisis, some Canadian municipalities introduced or expanded property tax deferral programs. To help better inform this process, IMFG worked with the Federation of Canadian Municipalities to produce Designing Property Tax Deferrals. This resource answers ten questions that municipalities should consider, including how much should be deferred, which payments should be deferred and who should pay for the deferral?
International Centre for Tax and Development

The International Centre for Tax and Development (ICTD) is a global research network whose aim is to improve the quality of tax policy and administration in sub-Saharan Africa. As governments, multilateral and international institutions and donors continue to emphasize the primacy of local revenue mobilization as a tool for economic development, reducing inequalities and improving the quality of governance, ICTD is viewed as a go-to source for research, policy and technical expertise on the associated issues.

ICTD is based at the Institute for Development Studies (IDS) at the University of Sussex (U.K.) and the University of Toronto. It collaborates with African tax administrations, ministries of finance, research institutions and civil society organizations to produce policy-relevant research and enhance capacity on tax policy and administration.

In April 2020, Munk School associate professor Wilson Prichard was named the new CEO of ICTD. This year he also founded a tax and development lab at the Munk School, to increase ICTD’s engagement with U of T graduate students through teaching, events, internships and collaboration with ICTD partners abroad.

Learn more at ictd.ac

International Tax Compliance and Property Taxation

In October 2019, Wilson Prichard was the lead author of a publication by the World Bank called Innovations in Tax Compliance in which he presents a new conceptual framework to guide the design of World Bank-supported tax form programs. It will be the basis of a flagship report of the World Bank’s Global Tax Team in late 2020.

He also co-directed a wholesale reform of the property tax system in Freetown, Sierra Leone. Across sub-Saharan Africa, ineffective property valuation and weak IT systems present a serious hurdle to strengthening local property taxes. In partnership with the Freetown City Council, and calling on the findings of research conducted over ten years, the project has translated research ideas into concrete policy and administrative innovation, and serves as a source of inspiration to property tax reform across the continent. It was featured in the June 20, 2020 issue of The Economist.

Wilson Prichard’s book Taxing Africa: Coercion, Reform, and Development, co-authored with Mick Moore and Odd-Helge Fjeldstad, was named one of Foreign Affairs’ Best Books of 2019. The book’s findings on taxation in Africa are based on insights reached through the work of the ICTD and, according to Foreign Affairs, offer a “concise and masterly introduction” to the topic.
Ontario 360 aims to connect and translate academic scholarship to real-world policymaking in the province of Ontario. It starts by consulting with government officials on the key policy issues facing them and their ministries, and then commissions evidence-based research and analysis by leading policy experts to inform and shape provincial policymaking.

The past year was a busy and successful one for Ontario 360. It published 12 policy briefs on topics ranging from skills training to the urban/rural divide to employment lands; hosted ten policy breakfast sessions with approximately 450 attendees; participated in private briefings with several Cabinet Ministers and senior public servants; and its authors were published in the Globe and Mail, Toronto Star and Policy Options, and appeared on TVO’s The Agenda and CBC radio.

In October 2019, Ontario 360 published a policy brief on social assistance reform. The policy breakfast session was attended by U of T President Meric Gertler and the Minister of Children, Community and Social Services. Minister Todd Smith later said of the event in the provincial legislature: “… I thanked them for the good work they’ve been doing — we’ll be implementing a number of their recommendations.”

The Munk School is Ontario 360’s administrative and intellectual home, but their work is fully funded by private donors and foundation grants. This year, Ontario 360 was particularly grateful for financial support from the W. Garfield Weston Foundation, The Donner Canadian Foundation and Power Corporation.

Learn more at on360.ca
Policy, Elections, and Representation Lab (PEARL)

The Policy, Elections, and Representation Lab (PEARL) is interested in three big questions: How do individuals make decisions about politics? How do politicians make policy and represent citizens? And, how is technology changing governance and politics? To answer these, the Lab’s research is organized into three broad groups: voting behaviour and public opinion; political elites and representation; and artificial Intelligence, governance, and democracy. Led by Professor Peter Loewen, the PEARL team this year included 15 master’s students, five PhD students and four postdoctoral fellows.

Learn more at pearlmunk.com
Digital Democracy

PEARL joined with the Public Policy Forum and Professors Taylor Owen and Derek Ruths at McGill University to form the Digital Democracy Project — an initiative that aimed to study the Canadian media ecosystem before, during, and after the 2019 federal election. In an era of disinformation and misinformation, understanding the media ecosystem is crucial for building more resilient democratic societies and so, during the course of the election, the Digital Democracy Project monitored digital and social media, conducted national surveys, and published reports on climate change, immigration, factchecking, partisanship, political advertising and polarization.

The Media Ecosystem

The Lab’s second major project followed directly from the Digital Democracy Project: the launch of the Media Ecosystem Observatory (MEO) — a partnership between PEARL, McGill’s Ruths Lab and McGill’s Centre for Media, Technology and Democracy. MEO is running the largest study in Canada of how individuals are learning about and responding to COVID-19, looking at attitudes towards social distancing, government aid, information preferences and public health communications. The results of this work are scheduled to be shared with various federal and provincial bodies involved in the COVID response, including the Public Health Agency of Canada, the Immunity Task Force, and the Deputy Prime Minister of Canada.

Reopening After COVID

PEARL’s third research initiative also seeks to inform policymakers’ responses to COVID-19. In May, PEARL launched a new web dashboard, reopeningafterCOVID.com, which tracks the openness of all OECD countries across nine dimensions of economic activity in an effort to understand how countries are reopening in the midst of the pandemic. A dedicated line of analysis also asks how Canada’s reopening efforts compare to those of its OECD partners and how we are doing as a country at maintaining the social distancing, public support and attention necessary to sustain the fight against COVID-19. PEARL shares the updated dashboard of policy indicators and survey results with senior policymakers across Canada and globally every week.

Leaders’ Debates Commission

PEARL acted as the research partner to the Leaders’ Debates Commission to study and understand the impact of the official televised leaders’ debates in the 2019 Canadian federal election. The Leaders’ Debates Commission was mandated to organize two leaders’ debates for the general election and prepare a report to Parliament outlining findings, lessons learned and recommendations in an effort to inform open, transparent leaders’ debates that reach a broad cross-section of Canadians.
Urban Policy Lab

The Urban Policy Lab (UPL) is the Munk School’s focal point for urban initiatives and a training ground for current and future urban policy professionals.

Learn more at urbanpolicylab.ca

Toronto Black Policy Conference

In November 2019, three MPP graduates spearheaded the inaugural Toronto Black Policy Conference, a daylong event aimed at fostering conversations about local policy initiatives that affect Toronto’s diverse Black communities.

Hosted by the Urban Policy Lab and the City of Toronto’s Confronting Anti-Black Racism Unit, the conference covered mental health, arts and culture, innovation, activism, labour and economic issues. More than 300 people attended in person and via livestream, making it one of the Munk School’s most highly attended conferences of the year.
“This conference was a great way to show that policy work is a real possibility and a career path for people who identify as Black. You can really make your voice heard and be involved in decision-making,” said Eunice Kays, conference co-organizer.

The conference organizers are also behind the Toronto Black Policy Network, a newly-created organization that will house initiatives focusing on policymaking in Toronto through a Black lens. And the hope is that the conference will be an annual event. “We want this to be an ongoing conversation,” said Anna-Kay Russell, conference co-organizer.

Applying Behavioural Insights in Cities

The field of behavioural science — the science of understanding, analyzing and motivating human behaviour — holds enormous potential to improve public policy and the delivery of public services. On June 5, 2019 the Urban Policy Lab co-hosted a half-day workshop for 50 municipal practitioners from across the Greater Toronto and Hamilton regions, in partnership with Behavioural Economics in Action at the Rotman School and the School of Cities (both based at U of T). The goal was to demonstrate potential applications of behavioural insights in local and regional government, and build a network of interested partners to explore future collaborations and innovations in municipal service design and delivery.

Careers in Urban Policy

The Urban Policy Lab is committed to preparing Munk School students to pursue careers in urban policy. In January 2020, UPL held the 2nd annual Career and Skills Development Day, a day-long series of professional development workshops attended by more than 60 MPP students. Led primarily by MPP alumni, workshops helped students gain new skills and knowledge in public consultation and civic engagement, urban planning and infrastructure policy, among other topics.

Also in January, UPL held its annual case competition, focused on transit-oriented development in Toronto. MPP and MGA students honed their analytical and communication skills by preparing and presenting innovative implementation strategies to an expert panel of housing and transportation professionals.

In February 2020, in collaboration with the Canadian Urban Institute, UPL hosted a speed-networking event for MPP students. The event allowed students to expand their professional network through a series of one-on-one conversations with more than 40 urban policy practitioners from across the Toronto region working in the public, private and non-profit sectors.

The Canadian Municipal Barometer

This year UPL helped launch the Canadian Municipal Barometer (CMB), a SSHRC-funded national partnership project analyzing Canadian municipalities and public policy.

The Barometer uses an annual survey of more 3,500 mayors and councillors in more than 400 municipalities across Canada to capture the pulse of local democracy. Already, the survey has produced new insights for academic researchers, municipal policymakers and the general public, including data on women’s representation in municipal government (which received coverage in the Toronto Star) and what local leaders are doing in response to COVID-19 (reported in Maclean’s and Policy Options).
Public Engagement

The Munk School of Global Affairs & Public Policy is an engaged community of scholars who are committed to producing excellent research within the university and having a real-world impact outside of it.

Munk School experts are frequently sought to provide commentary and context to the most pressing issues of our time. Whether it’s shining a light on WhatsApp vulnerabilities through new research, providing media commentary on the growing tensions between China and the U.S., speaking to policymakers on taxation and equity, or holding an online event on trust in the midst of a pandemic, our faculty and researchers are helping to frame the debates and decisions that matter.
Public Engagement

Media Coverage

The Munk School’s media presence continued to grow in 2019-20. Rising media exposure was especially notable in international coverage, where Citizen Lab research and Asian Institute’s Lynette Ong contributed to a more than doubling of the previous year’s levels. Additionally, Ong was the single most quoted faculty voice at the University of Toronto, and Citizen Lab researcher John-Scott Railton was the school’s most-cited expert internationally.

Munk School faculty and research appeared in more than 20,000 media articles, with more than 1.6 billion audience impressions this year — a 22% year-over-year increase in audience exposure.

According to RepTrak, Munk School was the largest source of international media coverage for U of T in 2019-20, accounting for 28% of the University’s total profile outside of Canada and 17% of the University’s total media footprint overall.

Zoom Security Flaws

Citizen Lab (pg. 52) continued to investigate Israeli surveillance company NSO and allegations that it delivers malicious surveillance software through WhatsApp video calls. The Washington Post ran one of the many stories covering this work when, in October 2019, WhatsApp filed suit against NSO in a U.S. federal court. (“WhatsApp accuses Israeli firm of helping governments hack phones of journalists, human rights workers” (The Washington Post))

Thugs for Hire

Associate Professor Lynette Ong’s research on thugs-for-hire received extensive coverage, including as part of a CNN report on a mob attack in Hong Kong. Ong’s research shows that the Chinese government has frequently employed third party ‘thugs’ to quell protests, evict homeowners and subdue petitioners (“Fears of thugs-for-hire in Hong Kong after mob attack” (CNN)).

Election Night

Several Munk School professors provided commentary leading up to the 2019 federal election. University Professor Janice Stein joined Washington Post columnist David Moscrop and Globe and Mail’s Laura Stone as ‘presenter’s friends’ for election night coverage on BBC World News, offering analysis for BBC chief international correspondent Lyse Doucet.
Public Engagement

Munk School in the Media

This year, Munk School faculty & researchers were featured in thousands of newspaper, television and radio outlets, including (but not limited to):

ABC
ABC (Australia)
Agence France Presse (AFP)
Al Jazeera
Asahi Shimbun
Associated Press
The Atlantic
BBC
Bloomberg
BNN Bloomberg
Boston Globe
Business Insider
Canadian Press
CBC
CBS
Christian Science Monitor
CNBC
The Conversation
CNN
CPAC
CTV
Daily Mail
Der Spiegel
Deutsche Welle
Le Devoir
The Economist
EFE
El Pais
Financial Post
Financial Times
Forbes
Foreign Affairs
Foreign Policy
Fox News
France 24
Global News
Globe and Mail
The Guardian
Haaretz
The Hill
The Hill Times
Hindustan Times
Huffington Post
The Independent
India Times
International Business Times
Jerusalem Post
Le Monde
L.A. Times
Maclean’s
Montreal Gazette
MSN
National Post
NBC
New York Times
New Yorker
Newstalk Radio
NPR
Ottawa Citizen
Policy Options
La Presse
Pro Publica
Public Radio International (PRI)
Radio Canada International
Reuters
RTE
SKY TV
South China Morning Post
The Telegraph
The Times (of London)
Times Higher Education
Toronto Star
TVO
U.S. News & World Report
Vancouver Star
VICE News
Voice of America
Wall Street Journal
Washington Post
World Politics Review
WIRED
Yahoo
Munk School Events

412 events organized by the Munk School (includes four online events in April; in-person events ended on March 13)

17,000 people attended in-person Munk School events in 2019-20

830 attendees tuned in live to the online event for the 30th anniversary of the Lionel Gelber Prize, hosted by Foreign Policy Magazine, the Munk School and the Lionel Gelber Foundation

6 TIFF/ Munk School joint events

Viewers in 29 countries tuned in to Munk School online events in April

When COVID-19 shut down the U of T campus in March 2020, all scheduled Munk School events had to be cancelled or postponed. Within weeks of the closure, the events team pivoted to online events using Zoom webinars, hosting a series of high-profile events with dignitaries, expert scholars and leading journalists.

A Question of Trust

The school’s first major online event in April 2020 was “A Question of Trust: Politics, perception and the COVID-19 pandemic.” Hosted by celebrated former CBC host and Munk School Distinguished Fellow Peter Mansbridge, the conversation featured Munk School professors Peter Loewen, Lynette Ong and epidemiologist Dr. David Fisman of U of T’s Dalla Lana School of Public Health. The conversation touched on public trust in government, the spread of misinformation, shifting expert guidance on public health interventions such as masks and the response of governments around the world. The event drew 554 attendees for the live event and more than 1,100 views on YouTube.

In Conversation with Canada’s Foreign Minister

On April 27, 2020, more than 370 students, faculty and alumni tuned in live from 19 countries for a special online conversation between Munk School Director Michael Sabia and Minister of Foreign Affairs François-Philippe Champagne. Minister Champagne discussed the government’s efforts to return Canadian citizens home as borders closed due to COVID, as well the economic, social and public health impact of the pandemic. More than 1,400 people have tuned in to watch the conversation on the Munk School’s YouTube channel since the event.

Watch online: youtu.be/cLu_xNC87-E

Watch online: youtu.be/4ASPW0Ijwt0
Four Faultlines of the Indian Republic

Ramachandra Guha, renowned historian of modern India, delivered an Asian Institute / Munk Distinguished Lecture in September 2019 on the Four Faultlines of the Indian Republic. Guha, whose works include a seminal biography of Mahatma Gandhi and multiple accounts of India since independence, argues that these faultlines jeopardize the future of the Indian republic.

Guha outlined four areas that threaten India’s growth in the years ahead: persistent conflict between Hindus and Muslims, social inequality, environmental degradation and the erosion of rule-based public institutions.”
Guha worries that the long-term consequences of these failures will stand in the way of India’s ability to emerge as an economic superpower in the years ahead. “Despite our substantial achievements, despite our mocking the prophets of doom and gloom [for India], there remain some serious faultlines which all Indian citizens, and all well-wishers to India, should reflect upon and take seriously.”

**Metropolitan Governance: Future Necessity or Misplaced Dream?**

In September 2019, Alan Harding, IMFG Visiting Scholar and Chief Economic Advisor for the U.K.’s Greater Manchester Combined Authority, delivered the Munk Distinguished Lecture entitled Metropolitan Governance: Future Necessity or Misplaced Dream?

Harding is best known for re-establishing the importance of the city-region as a scale for policy design and delivery in England, and in his lecture he took an in-depth look at the arguments in favour of a combined metropolitan authority, the barriers that persist to “rational” reform and real-world examples of obstacles overcome in Greater Manchester. Ultimately, the lecture asked whether metropolitan governance is an idea whose time has come or a diversion from the real challenges facing decision-makers, and provided important lessons for what better metropolitan governance could look like.

The lecture was co-hosted by IMFG’s Enid Slack (pg. 64) and Urban Policy Lab Director Gabriel Eidelman (pg. 70) and moderated by Shirley Hoy, IMFG Board member and CEO of the Toronto Lands Corporation.

**Democracy Versus Democracy: The Crisis of Liberal Constitutionalism**

The populist challenge to liberal democracy is being waged in the name of democracy: the people versus the elites, the majority versus minorities, the electorate versus the courts. In November 2019, Michael Ignatieff spoke as part of the Munk Distinguished Lecture Series on Democracy versus Democracy: The Crisis of Liberal Constitutionalism, arguing that instead of seeing populism as a threat, we should think of it as a challenge that liberal democracy is fully capable of meeting: that liberal constitutionalism is built for turbulence and upset, and the populist crisis could strengthen our democracy, provided that liberal institutions — the law, media and academia — listen and “throw open the doors” to access and debate.

Michael Ignatieff is President and Rector of Central European University in Budapest, Hungary, and a Munk School Distinguished Fellow. He has authored numerous books, holds thirteen honorary degrees, is a member of the Queen’s Privy Council for Canada and a former federal MP and Leader of the Official Opposition.
In 2013 the Honourable David Peterson — former Premier of Ontario, U of T Chancellor Emeritus and Faculty of Law alum — and Shelley Peterson established the David Peterson Program in Public Sector Leadership. A key component of this ongoing program is the annual lecture series, which welcomes leading policy thinkers and practitioners from across the public sector, politics, business and the media to the Munk School to examine pressing issues and produce a lasting policy roadmap for Canada.
Jane Philpott, Lisa Raitt and Megan Leslie in Conversation with Paul Wells

In January 2020, journalist and anchor of TVO’s The Agenda Steve Paikin attended the the David Peterson Public Leadership Program talk entitled Modern Leadership: Policy and Politics, which featured former federal MPs Jane Philpott, Lisa Raitt and Megan Leslie in conversation with Maclean’s journalist Paul Wells. Paikin was inspired to publish an article about the evening on The Agenda’s website. An abbreviated and adapted version follows (with Steve Paikin’s kind permission). MPP students Alexander Gold-Apel, Fatemah Ebrahim, Sandy Tate, Madison Leisk and Shir Barzilay were key to bringing this event to the Munk School and helped with every aspect of its organization.

What was astonishing about the evening was how refreshingly and brutally honest all three ex-politicians were about their former public lives. Despite being known as three of the strongest and most talented politicians on Parliament Hill, all three women confessed to having struggled with feelings of inadequacy after their elections.

“I walked into caucus after winning the 2008 election,” Leslie recalled. “And all I could do was ask myself, ‘How did I get here?’ Talk about suffering from imposter syndrome.” For Leslie and so many other women in public life, there just haven’t been enough female political role models over the years to give newbies the confidence that they belong.

Lisa Raitt shared that she hadn’t been able to “get my head around the politics of the job” — the need to be so resolutely tribal. Leslie said she’d also found that a challenge and revealed that “you have to find allies where you can.” She remembered a time when she was embroiled in a traumatic situation on the Hill and found she just couldn’t confide in any fellow caucus mates, because they were either men or much older than she was. “I needed someone to talk to,” she recalled, “and I didn’t call my leader Tom Mulcair. I called Lisa Raitt in tears. To think, I called a Conservative! But I trusted her. And she talked me off the wall.”

As a New Democrat, Leslie never experienced life as a cabinet minister, but as deputy leader of her party, she did come to understand the limits placed on what she could say. “I wasn’t super-comfortable with what that turned into,” she said. Leslie got into politics to fight for social justice, for the poor and
for sex workers. “I stopped paying as much attention to those issues because I was nervous about saying things as deputy leader on behalf of the party. I wanted to be the biggest team player.”

Both Raitt and Philpott were cabinet ministers, and both noted that, even in a world of gender-balanced cabinets, some roles still seem to be reserved for men. “Not all cabinet jobs are equal,” Raitt said. “Women tend not to get line-item responsibility.”

And many women are nervous about exercising their authority — although, as moderator Paul Wells pointed out, Philpott doesn’t seem to have been one of them. “Life is short,” Philpott said. “Maybe subconsciously, I knew I wasn’t going to be there forever. I felt the burden of opportunity.” “Being a cabinet minister is the hardest I’ve worked in my life,” she added. “It’s 18 hours a day.” “And every minute of your day is owned by someone else,” Raitt echoed.

To be clear, these ex-MPs weren’t complaining about the job. They referenced former prime minister Paul Martin’s line that “you can get more done in a week in government than you can in a year on the outside.” Having said that, Raitt admitted “the job is all-consuming. There’s no work-life balance. But that’s not the job.”

“It’s not really a job,” Leslie added. “It’s a vocation. It’s a calling.”

Today, Leslie is CEO of the World Wildlife Fund; Raitt is vice-chair of global investment banking at CIBC; and Philpott is dean of the Faculty of Health Sciences and director of the School of Medicine at Queen’s University.

These three women are proving that there is life after politics and that they do belong. And, no doubt, they’re serving as role models for other women who are wondering whether there’s a place for them in the public life of this country.

Read Steve Paikin’s full article at tvo.org/article/how-these-female-politicians-dealt-with-the-unspeakable-loneliness-of-ottawa
The Future of Centre-Left Politics in Western Democracies

On November 11, 2019 the Honourable Kevin Rudd — former Prime Minister of Australia and the current President of the Asia Society Policy Institute in New York — returned to the Munk School to deliver a lecture on The Future of Centre-Left Politics in Western Democracies, as part of the David Peterson Public Leadership Program.

Rudd arrived directly from U of T’s Remembrance Day ceremonies, where he laid a wreath on behalf of Commonwealth countries, and he began by reflecting on “why all of us must have as one of our organizing principles that which we must do to preserve the peace in a highly uncertain world.” He went on to take measure of the health of the centre-left progressive politics that he feels are imperative to maintaining and strengthening that peace.

He traced the recent achievements of progressive politics — including policies of sustainability, gender and marriage equality, and religious and press freedoms — and emphasized how they were secured through much pain, political effort and organized policy activity. Even faced with the galvanizing forces of fear, anxiety and hate, Rudd argued that progressive politics are best placed to tackle the biggest challenges of the future — technological disruption, climate change and shifting geopolitics — because they start from places of realism, humanity and ethics.
In Conversation: Lyse Doucet & Janice Stein

Days after the October 2019 federal election, BBC Chief International Correspondent Lyse Doucet joined the Munk School's founding director Janice Stein for a wide-ranging conversation in front of a full house of students, faculty and members of the public.

The conversation touched on issues from the personal to the international, including what it was like living in the U.K. during the height of Brexit negotiations and tensions; the future of foreign correspondents in a digital age and of journalism in the face of a battle for truth and resources; the shattered and shifting power dynamics between the U.S., Turkey, Russia, Kurds and Syria; the growing importance and shrinking presence of allyship, both between countries and through organizations like NATO and the UN; and Canada's place on the world stage as a country traditionally known for its pragmatic and diplomatic approach to global affairs. A U of T alum, Lyse Doucet spoke fondly and candidly of the biggest cultural shift and awakening of her life, which was sparked by her move from a small town in New Brunswick to study at the University of Toronto.
The Lionel Gelber Prize

This year marked the 30th anniversary of the Lionel Gelber Prize, a literary award for the best English language non-fiction book on international affairs. The prize was founded in 1989 by Canadian diplomat Lionel Gelber and is presented annually by The Lionel Gelber Foundation in partnership with the Munk School of Global Affairs & Public Policy and Foreign Policy magazine.

This year’s prize was awarded to *The Light that Failed: A Reckoning* by Ivan Krastev and Stephen Holmes, published by Allen Lane/Penguin Random House Canada. “This book, full of sparkling insight and subtle analysis, explains why liberal democracy failed to become a universal ideology despite its victory over communism,” said Janice Stein, who chaired the jury. “The analysis of politics and culture in the former Eastern Europe is original and riveting. An original and important book for our times.”

The international jury was chaired by Munk School founding director Janice Stein and featured Foreign Policy deputy editor Cameron Abadi, eminent historians and Munk School distinguished fellows Sir Lawrence Freedman and Margaret MacMillan, journalist and author Jeffrey Simpson and renowned academic and former Singaporean diplomat Kishore Mahbubani.

Given the restrictions from COVID-19, the prize ceremony was hosted virtually by Foreign Policy magazine. Foreign Policy deputy editor and Gelber Prize juror Cameron Abadi moderated a live stream of the event, entitled “Is the West Losing the Fight for Democracy?” which featured prize recipients Ivan Krastev and Stephen Holmes and Jury Chair Janice Stein. More than 800 participants from 53 countries attended the livestream event in May, and over 1,300 people have watched it online since.

Learn more about the prize and watch the event at munkschool.utoronto.ca/gelber
TIFF Speaker Series

In September 2019, Munk School faculty once again partnered with the Toronto International Film Festival (TIFF) for the 8th annual TIFF Speaker Series, which pairs Munk School experts with filmmakers, actors and writers for post-screening discussions of their films exploring global themes and following the personal journeys of those affected by social and political crises. TIFF and the Munk School collaborated to identify significant and diverse international issues, and to invite audiences into the conversation.

A highlight of the series was when Ron Levi was joined onstage in a discussion about the film *Incitement* — a psychological thriller by Yaron Zilberman that depicts the lead-up to the 1995 assassination of Israeli Prime Minister Yitzhak Rabin through the worldview of his assassin — by Rabin’s daughter, Dalia Rabin-Pelossof, to explore that tumultuous time in politics and history through a deeply personal lens.

The 2019 series also featured Munk School professors Randall Hansen, Rachel Silvey, Janice Stein and Joseph Wong. This year’s line-up of films spanned three continents, and four of the feature films were directed by women.
China’s Rise and Neoliberalism’s Demise?

In October 2019, Tarun Chhabra visited the Munk School to deliver a talk that asked whether China’s rise and neoliberalism’s demise are interconnected.

Chhabra, a Fellow of the Brookings Institution in Washington D.C. and a Senior Fellow at Georgetown University’s Center for Security and Emerging Technology, has worked at the Pentagon, the United Nations and on the White House National Security Council.

Chhabra’s lecture explored neoliberalism’s demise and how it might inform and illuminate Washington’s approach to China’s rise. He asked two main questions: why, despite longstanding wage stagnation and ballooning economic inequality, it is only now that we hear calls for an overhaul of longstanding neoliberal economic policy? And what is it about China’s rise in particular that has triggered a rethinking of neoliberal traditions? He concludes by wondering if “the China challenge might be enough to break the fever of polarization (in the U.S.), perhaps in a way that almost no domestic political development could.”

The Borderless Citizen Project

In November 2019, Harbourfront Centre and the British Council of Canada, in association with the Munk School, hosted The Borderless Citizen Project, a three-day event focused on the intersection of art, leadership and global migration.

Global Migration Lab Associate Director Craig Damian Smith organized a panel on Criminalizing compassion: Controlling mobility by punishing humanitarian aid to migrants. The session brought together frontline workers and experts from Mediterranea Rescue (Italy), No More Deaths (Arizona) and Voces Mesoamericanas, Acción con Pueblos Migrantes (Mexico) to discuss the impact of governments’ efforts to deter humanitarian assistance to migrants crossing borders, how this deepens the crisis for vulnerable people and what citizens can do to help.

At a session called “Bearing witness at the borders: A dangerous and necessary practice” Professor Joseph Wong joined moderator and journalist Nam Kiwanuka, CBC’s Adrienne Arsenault, theatre-maker Kevin Dyer and Reuters Pulitzer Prize-winning photojournalist Adrees Latif to discuss the work of artists, journalists and policymakers who are compelled to bear witness and affect change.

Munk Environics Lecture

In January 2020 the Munk School and the Environics Institute, with support from the Maytree Foundation, hosted Miles Corak for a lecture on Three Facts About Opportunity & Equality of Opportunity.

Corak, a professor of economics at City University of New York, focuses on social mobility, inequality and child rights. He has been widely cited in the media and has been employed by policymakers around the globe.

Corak’s lecture on “The Great Gatsby Curve” examined how different types of inequality threaten equality of opportunity in different ways. Specifically, he examined how top-end inequality reinforces privilege, bottom-end inequality stifles upward mobility and together they create middle class angst and insecurity. He argued that Canadians have largely dodged the corrosive and divisive politics that a toxic combination of higher polarization and lower mobility have enabled in the United States but that, in an era of higher inequality and wide regional differences, this legacy must be continually reshaped to ensure opportunity and resilience for the next generation.
Supporting Excellence

The Munk School is home to world-class faculty and researchers and boasts more than 60 faculty and academic directors, 34 affiliated named chairs and professorships and some 230 affiliated faculty from across the University of Toronto. This year, we were proud to welcome Michael Sabia as the Munk School’s new director, as well as four new faculty members: Stephan Heblich, Raji Jayaraman, Rie Kijima and Phillip Lipsy.

We extend our gratitude for the contributions of our Munk School fellows — leading academics, distinguished professionals and globally influential leaders in politics, media, business, the arts and civil society. We celebrate the many achievements of our faculty, staff and students, and extend our deepest thanks to our generous donors for their contributions to the School’s success.
New Faculty

Munk Chair in Economics

Stephan Heblich

Associate Professor, Munk School; Munk Chair in Economics

The newly appointed Munk Chair in Economics, Stephan Heblich, is an economist whose research is in the field of urban economics and integrates elements of environmental economics, economic history and political economy. His focus lies on policy interventions and path dependencies that explain the spatial distribution of economic activity and consumer amenities across regions and within cities. Differences in the attractiveness of locations explain spatial variation in house prices, the share of high-skilled workers, innovation, entrepreneurship and ultimately economic development. Other research streams look at the causes and consequences of regional disparities in voting behaviour and historic developments that explain present-day economic outcomes. Heblich is on the editorial board of the Journal of Urban Economics, Regional Science and Urban Economics and the Journal of Economic Geography, and his research has been published in leading general interest journals in economics like the American Economic Review and the Quarterly Journal of Economics, as well as the leading field journals in urban economics. He joins U of T’s Munk School and Department of Economics from the University of Bristol in the U.K.
Raji Jayaraman

Associate Professor, Munk School and Department of Economics; affiliated faculty, Centre for South Asian Studies, Asian Institute

Raji Jayaraman pursues research in development and labour economics and examines the role of incentives and social preferences on the decisions and performance of students, workers and consumers. Her recent work has examined the effect of incentive pay on worker productivity; school feeding programs on student outcomes; defaults on charitable donations; and immigration on employment. She is also interested in policy issues pertaining to the Indian economy, gender gaps, economic development and charitable donations. Jayaraman’s research has been published in the American Economic Review, the Journal of Political Economy, the Review of Economics and Statistics and the Journal of Development Economics.

Rie Kijima

Assistant Professor, Munk School and affiliated faculty, Centre for the Study of Global Japan

Rie Kijima joins the Munk School from Stanford University, where she earned her PhD and held positions as a lecturer and Interim Director of the International Comparative Education/International Education Policy Analysis Program.

She is currently working on a SSHRC-funded research project on the evolution of national education policies and reforms around the world. Her research also includes the politics of international assessments, gender and STEAM education. She has worked as an education consultant with the World Bank, undertaking monitoring and evaluation projects in Morocco, Tunisia, Vietnam and Laos. In 2016, she co-founded SKY Labo, an education non-profit organization that promotes inquiry-based approaches to STEAM learning. In January 2019 Japan’s Asahi Shinbun Press published a book co-authored by Kijima on design thinking and STEAM education and in March 2019 she was featured on Forbes Japan’s list of top 100 international women entrepreneurs.
Director, Centre for the Study of Global Japan

Phillip Lipsy

Associate Professor, Munk School and Department of Political Science; Chair in Japanese Politics and Global Affairs; Director, Centre for the Study of Global Japan; affiliated faculty, Asian Institute and Centre for the Study of the United States

Phillip Lipsy joined U of T in July 2019 as Associate Professor of Political Science, Chair in Japanese Politics and Global Affairs and Director of the Munk School’s Centre for the Study of Global Japan. He has a PhD in political science from Harvard University and was Assistant Professor at Stanford University before moving to U of T. He has published extensively on Japanese politics and foreign policy and undertakes research on international cooperation, international organizations, the politics of energy and climate change, the politics of financial crises and the international relations of East Asia. His work has appeared in journals such as International Organization, the American Journal of Political Science, and the Annual Review of Political Science.
Professor Linda White
Appointed RBC Chair in Economic and Public Policy

In August 2019 Professor Linda White was appointed as RBC Chair in Economic and Public Policy. This Chair is held by a member of the departments of Political Science or Economics on a five-year rotating basis, and is bestowed on an internationally renowned scholar who will provide intellectual leadership in policy research, development and implementation.

The RBC Chair holder is encouraged to work with scholars in other social science departments and from the schools of Law, Management, Environment and Social Work to excite interest, enhance teaching and promote research in public and economic policy. Linda White is a FutureSkills Co-Director (pg. 56) and a professor of political science and public policy, whose interests converge meaningfully with these areas: she specializes in issues surrounding welfare states and social and family policy, with particular foci on early childhood education and care and the politics of kindergarten to Grade 12 education reform; gender and public policy; and federalism, law and public policy.

Jonathan Hall Wins a 2020 Sakıp Sabancı International Research Award

In April 2020, Jonathan Hall, assistant professor in public policy, was awarded a 2020 Sakıp Sabancı International Research Award by Sabanci University in Turkey for his work entitled “Can Tolling Help Everyone? Estimating the Aggregate and Distributional Consequences of Congestion Pricing.” This international award was launched in 2005 to uphold distinguished examples of fresh research that could benefit Turkish society and culture. This year, the award acknowledged studies on topics ranging from inequality to income distribution, climate change to energy, traffic congestion to air pollution and transportation to housing.
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