



FOR INFORMATION AND FEEDBACK

PUBLIC

OPEN SESSION

TO: Planning and Budget Committee

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PRESENTER: As above
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DATE: February 12 for February 28, 2018

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Faculty of Law, Academic Plan, 2017-2022

JURISDICTIONAL INFORMATION:

Divisional academic plans are considered by the Committee and the Academic Board for information and feedback. Prior to approval by the Provost and presentation to the Committee, it is expected that the relevant divisional Council would endorse the academic plan in principle. (*Planning & Budget Committee, Terms of Reference, Section 4.1*)

GOVERNANCE PATH:

- 1. Planning and Budget Committee [for information and feedback] February 28, 2018**
2. Academic Board [for information and feedback] March 15, 2018

PREVIOUS ACTION TAKEN:

See below.

HIGHLIGHTS:

The Faculty of Law's Academic Plan focuses on three broad objectives: improve the curricular and co-curricular educational opportunities for students; increase the Faculty's intellectual and policy impact at home and abroad; and enhance the student experience. To accomplish these goals, the Faculty plans to expand the range of supports for students and pursue local and international partnerships. To support the three broad objectives, the document includes plans for curricular and co-curricular evolution; responding to the Truth and Reconciliation Commission; new directions for graduate programs; teaching impact; research; international collaborations; student mental health; student excellence and diversity; and community engagement.

To inform the Academic Plan, beginning in the fall of 2017, the Dean hosted separate townhall-style consultations with each of the following groups: JD students; graduate students; staff; librarians; faculty; and alumni (through the Law Alumni Association Council). At each of these sessions, the Dean outlined proposed approaches to the Plan, and solicited questions and suggestions. Prior to approval, the draft academic plan was circulated to the three Associate Deans at the Faculty, the Dean's faculty advisory committee (the Course Assignments Committee), and to Faculty Council (which itself comprises representatives from JD students, graduate students, librarians faculty and staff).

The plan was considered by the Provost's Advisory Group on December 6, 2017 and was endorsed in principle by the Faculty of Law's Faculty Council on January 17, 2018.

FINANCIAL IMPLICATIONS:

The resource implications of the Divisional Academic Plan are as detailed in the plan.

RECOMMENDATION:

This item is for information and feedback only.

DOCUMENTATION PROVIDED:

- Faculty of Law, Academic Plan, 2017-2022

FACULTY OF LAW, UNIVERSITY OF TORONTO

ACADEMIC PLAN, 2017-2022

INTRODUCTION AND SUMMARY

The modern Faculty of Law at the University of Toronto was founded in 1949. Building on the tradition of the academic study of law at the University of Toronto established by Professor W.P.M Kennedy, Dean Cecil “Caesar” Wright and his colleagues rejected the profession-led, apprenticeship-oriented model of legal training prevailing in Ontario and established the Faculty of Law, University of Toronto. As we approach the seventieth anniversary of this profound re-conception of legal education, the Faculty of Law continues to benefit from its founding vision and its place within one of the world’s great universities. Its professors as scholars examine law and legal problems from a wide variety of perspectives, thereby expanding the world of ideas, creating legal change, and developing deep frameworks of law that they bring to their teaching. The vision that guided the Faculty in Dean Wright’s time remains our lodestar today: our Faculty teaches students how to *think*; how to find the law – not only what the law is. Such an approach prepares our already talented students for a lifetime of achievement.

The seven decade success of the Faculty’s potent mix of wonderful scholars and students is evident throughout Canada and the world. Our scholarship not only changes the way Canadian lawyers and academics think about law, but it makes a global impact. Our graduate ranks are replete with remarkable leaders, at home and abroad, in the profession, the judiciary, public service, business and beyond. It is no surprise that the Faculty has been recognized in many ways, from international rankings like the Times Higher Education Supplement that places us at the top in Canada and in the top ten of global law schools, to awards for our professoriate that include Killam Fellowships and Prizes, Royal Society of Canada Fellowships, Molson Prizes, University Professorships, Order of Canada appointments, Pierre Elliott Trudeau Foundation Fellowships, and more,¹ to recognition of our students that includes national and international mootting success, and remarkable placement rates in private practice, public service and clerkships. The Faculty, in short, is a Canadian and global jewel.

The Faculty’s success to date is just the beginning. With the opening of the spectacular Jackman Law Building and a vast improvement to our physical space, the Faculty is poised for even greater accomplishment in the future. There are challenges, to be sure, but great opportunities as well, and this plan outlines some key strategies to take advantage of those opportunities.

Before summarizing the Plan in this Introduction, the following are three broad objectives for the Faculty over the term of the Plan: improve the curricular and co-curricular educational opportunities for students; increase the Faculty’s intellectual and policy impact at home and abroad; and enhance the student experience. To accomplish these goals we will, amongst other things, expand the range of supports for students, and will pursue partnerships, locally and internationally. The initiatives outlined below all connect to at least one of these objectives, and often more than one.

¹ A complete list of awards and recipients can be found on our website at: <law.utoronto.ca/scholarship-publications/faculty-scholarship/faculty-honours>

Curricular and Co-Curricular Directions

The Plan affirms the academic, intellectual, interdisciplinary approach to law that is a hallmark of legal education and legal research at the Faculty of Law. The Plan also discusses a growing strength for our Faculty: the deep and broad suite of co-curricular activities that the Faculty provides and supports. The Plan begins substantively by outlining directions for our JD curriculum, co-curricular activities, and the important complementarity between the two. (A description of the different degree programs offered at our Faculty can be found in **Appendix A**.) It outlines opportunities for enhancing our educational environment both within the curriculum and co-curriculum. There are curricular advancements to pursue, especially in connecting our academic core with on-the-ground professional challenges that arise in practice, but also great opportunities to build co-curricular programming that, while adjacent to our academic program, provides students with professional and leadership skills that help set them up for future career success inside and outside the practice of law.

One particular curricular and co-curricular ambition, and an example of the important complementarity between the two aspects of our educational environment, concerns the Faculty's response to the Truth and Reconciliation Commission (TRC). With the guidance of a TRC Committee, and our Manager, Indigenous Initiatives, the Faculty has developed a strategy for incorporating Indigenous perspectives and contexts at the Faculty, both inside and outside the formal curriculum. The Plan outlines this approach.

The Plan then addresses important and ongoing changes to the graduate program. The key strategy for the graduate program is to develop and nurture programs that better match students with their motivations for graduate work in law. Student ambitions in the graduate program vary, and better matching enhances their experience. Expansion in the Global Professional LLM (GPLLM) program (see **Appendix A**) will also broaden our Faculty's intellectual impact, and has positive effects on our budget.

An ongoing priority for the Faculty is to increase the impact of our teaching. Relevant activities include some of the changes to the graduate program, especially the GPLLM, which increasingly includes non-lawyers seeking exposure to the approach to legal problem-solving that our Faculty offers. They also include exploration of online teaching, and inter-divisional teaching at the University.

Scholarly Directions

Scholarly research is, of course, an essential ingredient in the success of the Faculty of Law. Our research not only informs the classroom experience, but leads to deeper academic and policy thinking underlying the law in Canada and globally. Faculty research has advanced knowledge and influenced legal evolution in Canada and elsewhere. The Plan sets out present and future directions for research, including various strategies, such as lab initiatives, and cross-appointments, that seek to build our Faculty's connections with other institutions in order to deepen our research communities.

Another academic priority concerns international partnerships. The Faculty has many existing global collaborations, from a robust international student exchange program, to a remarkable visitor program, to multinational collaboration in the Centre for Transnational Legal Studies. The Faculty will take a strategic and ambitious approach to enhancing and deepening these relationships; one that does not take doing more and more things with partners as the goal, but rather takes doing great things with great partners as the goal.

Student Experience

While the curricular and co-curricular ambitions of the Academic Plan benefit our students, there are a number of other ways in which the Faculty can seek to enhance the student experience. A key priority concerns our students' mental health, which is a matter of increasing concern across all post-secondary campuses. The Faculty, under the leadership of our recently hired mental health counsellor, has developed a mental health strategy that takes a comprehensive approach, both in addressing sources of mental health problems and in providing supports to our students.

Another important element of the student experience concerns diversity. The diversity of our student body is a strength of the Faculty and we are committed to our efforts to promote diversity, including our high school outreach programs, proactive recruiting of applicants from underrepresented communities and holistic admissions process. The Faculty will continue to promote diversity in a number of ways.

Fundamentally, it is essential that in a time of rising tuition that there is a robust student financial aid program in place that mitigates financial obstacles to attending our Faculty. The Faculty, now and going forward, prioritizes the growth of student financial aid for incoming students, and our post-graduate debt relief program for JD graduates.² While there has been progress in recent years, much remains to be done.

Intellectual diversity in the student body is also fostered by outreach and welcome to students with academic backgrounds that traditionally have been underrepresented in law schools, such as Science, Technology, Engineering and Mathematics (STEM). We will continue to work to ensure representation from across the academic spectrum, which in turn will enrich our academic atmosphere.

The Faculty has long taken community engagement to be an important aspect of its mission. In part, this emphasis arises because of our educational ambitions: our remarkable clinical and pro bono programs provide outstanding experiential education opportunities to our students, while also making an important contribution to society. This is especially important, given the access to justice crisis in Ontario and beyond. We continue to identify opportunities to connect our students with the broader Toronto community, as well as our local community here at the University. The Plan identifies these efforts and considers expansion opportunities in the future.

² More information on the post-graduation debt relief program can be found at: <law.utoronto.ca/academic-programs/jd-program/financial-aid-and-fees/back-end-debt-relief-program>

1. CURRICULAR & CO-CURRICULAR DIRECTIONS

This is a time of significant change in the legal profession in Canada and elsewhere. Technology has begun to challenge lawyers' provision of certain services, and the test will grow over time. The rise in number and influence of in-house counsel as purchasers of legal services from, and competitors to, private practitioners has tested the training models long relied upon by private practitioners. For example, in-house counsel are often reluctant to pay for the time of articling students and junior associates; this has put pressure on the training of junior lawyers on the job. And with a significant increase in the numbers of would-be licensees seeking articling positions, in part because of growth in Ontario law school enrollment, and in part because of growth in demand for Ontario licenses from internationally trained lawyers, there has been an articling position shortage, with too few positions for the number seeking them. While our JD graduates continue to have placement rates in the 95% range, the "articling crisis" has precipitated a re-examination of the licensing process in Ontario, which in turn has created pressure from some in the profession that law schools provide some or all of the apprenticeship training that has been left to articling for several decades.

These changes on their own and in combination have invited some law schools, in Canada and elsewhere, to re-examine their priorities. Our Faculty, which was founded out of resistance to the apprenticeship model of legal training, is not changing its fundamental values. The success of our Faculty is in significant part *because* of our commitment to an academic, interdisciplinary, intellectual, well-rounded legal education. We did not and do not have such a commitment only because law provides fertile territory for intellectual exploration, but rather also because such an approach to a legal education produces better lawyers, and better leaders, than an apprenticeship, learning-by-doing model. An intellectually flexible, creative graduate with excellent judgement is poised for a lifetime of success, even if she has learning to do while starting up in practice.

The premium on creative problem-solvers is going to increase over time. Technology, and organizational innovations like greater reliance on paralegals, will increasingly disintermediate lawyers from routine legal work. Creative problem-solving, and wise counsel, will increase in relative importance for successful lawyers and other professionals. The Faculty's emphasis on developing the capacity to think like a lawyer and imaginative problem-solver, rather than on specific skills, was always appropriate for a student body as talented as ours, and is perhaps especially so going forward.

Such an academic approach is reflected in the versatility of our graduates and the wide range of careers in which they find themselves, from law to policy to business to government. Our alumni include senior law firm partners, leading in-house counsel, professors, mayors, premiers, a prime minister, CEOs, judges – the list goes on. The success of our graduates in a variety of endeavours is a reminder that a legal education ought to be thought of as a pathway to leadership in a variety of contexts. Learning legal reasoning, rather than learning a specific, black-letter rule, or a practice skill like how to docket hours, teaches students to make sense of complexity, and to isolate key matters on which decisions turn. Such an approach to problem-solving is unsurprisingly useful in a host of contexts, and this provides another reason to maintain our commitment to our academic roots.

The Faculty's approach to teaching the leaders of tomorrow has certain requirements for success. For one thing, it requires scholarly, interdisciplinary professors who are able to bring their research insights to their pedagogy. It also requires committed and smart students who are capable of absorbing the more intellectually challenging material that the academic approach requires, and are capable of using those lessons to go on to leadership in the profession and elsewhere. The Faculty has both key ingredients, and the values of Dean Wright and his colleagues are at least as applicable today as they were in his time.

An unwavering commitment to academic values does not imply stasis. We are a dynamic, constantly evolving Faculty, and if anything the pace of change is likely to accelerate with time. Before identifying directions for the future, it is helpful to observe that a major strength of our Faculty is the deep and broad suite of co-curricular activities that the Faculty provides and supports. The Academic Plan identifies both curricular and co-curricular opportunities, but importantly also sets out how the two complement one another. Fundamentally, while it achieves more than this, the academic curriculum aims to educate students how to think intelligently and creatively to answer legal questions, while co-curricular programming has a range of objectives that include connecting the academic with professional skills training, fostering volunteerism and connections with the broader community, building the law school community and personal well-being. While the academic curriculum should and will remain focused on a liberal legal education, there is opportunity within aspects of co-curricular programming to offer students professional skills training that, alongside the intellectual core of what we do, helps set our students on the path to professional success. The Plan first considers directions for curricular development, and then turns to co-curricular priorities.

Curricular Evolution

One future curricular development concerns law and technology. New technologies have an increasingly important impact on the substance of law, and on the practice of law. For all the reasons set out above, it would be a mistake for the Faculty to get distracted from its educational mission to focus excessively on the practice-related aspects of technology. We ought not, for example, to offer a course on how to use e-discovery software. There may be little intellectual value-added from such an objective, software is increasingly user-friendly, and in any event today's standard software is unlikely to be tomorrow's. Teaching how technology raises new and challenging legal questions, on the other hand, is squarely within our curricular mission. Indeed, while there is much room to innovate further, we have already evolved in important ways to address the new questions. We have added courses within the JD curriculum that self-consciously examine technology's impact on law, and will continue in the future to support professors' efforts to expand our curriculum. Existing courses, privacy is a prominent example, are radically different courses today from even a decade ago. We have also established new courses, and an entire Global Professional LLM concentration on Innovation, Law and Technology, which examines a range of legal and business questions associated with technological change. This program is an excellent development in its own right, but will also benefit the JD and LLM curriculum, if only because of learning from this program. (A description of all degree programs, and list of combined programs, can be found in **Appendix A.**) In short, innovation and technology has been and will continue to be an essential consideration as our curriculum evolves.

Another curricular development concerns the role of learning from professional experience. Experiential learning has gained prominence in law school and university curricula in recent years. The Faculty has great strength in what is typically considered experiential learning. We have excellent clinical and similar opportunities, with Downtown Legal Services, the David Asper Centre for Constitutional Rights, the International Human Rights Program, Pro Bono Students Canada and a number of externships. (A description of these programs and a list of externships can be found in **Appendix B**.) We also participate in a wide range of moot court competitions, competitions that not only simulate litigation hearings, but in addition involve the broad participation of practitioners both as coaches and judges. (See **Appendix C**.) As confirmed by recent Faculty Council committee reports, however, it continues to be essential that, where credit is given for these experiences, there be a significant connection to the academic backbone of our Faculty. For-credit externships, for example, require students to take a seminar in which they offer academic reflections on their experience. This commitment to the academic mission is of fundamental importance.

There is scope for growing the connection between academic study and professional experience. The U of T Law approach to experiential education within the curriculum is not only about academically rigorous clinical and externship opportunities, but is also about exposing students to problems that working professionals confront, while relying on our academic frameworks to help solve them. One excellent example that the Faculty has emphasized significantly in recent years is co-teaching by a professor paired with a professional. Such courses successfully challenge our professors to weigh strategic and other issues that arise in practice against their respective intellectual framework. Similarly, the courses challenge conventional wisdom in practice, asking professionals to answer legal questions as a matter of first principles rather than experience. This approach aptly captures the U of T approach to experiential learning.

In part because of the Faculty's location in the heart of Toronto, there is ample opportunity in the future to expand the connections between our Faculty and legal professionals, thus better linking the academic core of our program with professional questions and expertise. To this end, we envision expanded and novel forms of engagement with adjunct faculty, including more courses that are co-taught between professors and adjuncts. In a similar vein, we have allocated offices in the Jackman Law Building to short-term visits from Justices from the Court of Appeal for Ontario. To pursue such opportunities and to link academic and professional experience wisely, the Faculty recently hired, with support from a gift from The Honourable Hal Jackman, a Manager, Experiential Education. Her objective is to work with faculty, students and staff to create new programs, and perhaps ad hoc exchanges between the Faculty's scholars and professionals. Our professors, for example, have arranged for their students to visit nearby court proceedings, and afterwards to have discussions with professionals or judges involved in the cases. While there may well be opportunities to establish new formal programs, a clinic related to business law, for example, there will also be many ways in which our exchange with professional experience can grow through ad hoc, episodic efforts. The appointment of the Manager, Experiential Education reflects this priority.

Co-Curricular Evolution

While the academic program will remain focused on an intellectual, scholarly curriculum, there is significant opportunity to increase the capacity of students to build their professional skill sets in the co-curricular program at the Faculty. Some such opportunities have long existed at the Faculty, such as building advocacy skills in mootings (see **Appendix C**), or gaining client-management skills in clinics. Other initiatives, such as inviting alumni to speak with students about their careers, have been considerably enhanced recently. Two such examples are the invigoration of the Dean's Leadership Lunch Series featuring senior alumni; and the establishment of the Lawyers Doing Cool Things speaker series (see **Appendix D**) featuring more junior alumni pursuing alternative career paths in- or outside the law.

The Faculty inaugurated the Leadership Skills Program (LSP) in the 2015-16 academic year. This program was originally established as a series of seminars for students to hear experts speak on varied topics related to professional success, such as professional communications and leadership styles. The LSP in the 2017-18 academic year is expanding to offer deeper opportunities to build capacity in skills that have professional application, but are not necessarily developed within the core curriculum. For example, the Faculty, working with the Rotman School of Management, recently commenced offering a Rotman@Law Certificate program. Law students will have access to three online courses that Rotman developed for its incoming MBA students as introductions to accounting, finance and statistics. Law students are not required to take the courses, but if they choose to do so, they will receive a certificate indicating their exposure to these very valuable professional skills. The idea is not to render our students experts in these topics, but to expose them to the basics, thereby demystifying the topics, and better equipping them to ask the right questions when they come across the issues in their future careers (or academic courses, for that matter). (More information about the LSP and Rotman@Law can be found in **Appendix D**.)

Rotman@Law within the LSP provides a model for thinking about building student capacity in other skill-building areas. Future possible opportunities for the LSP include a program on law and technology, allowing students to build familiarity with some of the common technologies that practicing lawyers are currently relying upon, and will rely upon in the future. Another possibility would be a program on entrepreneurship that would touch on matters like networking and marketing. Another would be a program on law practice management. The LSP provides an excellent foundation from which to provide our students with complements to our distinctively academic curriculum.

Finally, especially in an age of remarkable opportunities in law and technology, the Faculty will explore ways in which there can be improvements to co-curricular business-related opportunities. Rotman@Law clearly is a step in this direction, but so too could be connections with the bustling start-up culture at U of T. Partnerships with entrepreneurial incubators on campus are worth exploring. There is also the possibility of a clinical business law experience, something that the Faculty has explored in the past.

Given the range of outstanding opportunities to build our co-curricular programming, the Faculty will explore appropriate ways to recognize student accomplishment in these programs. As

mentioned, the Rotman@Law program will have a certificate; analogies in other programs, or even a record of co-curricular achievement may be appropriate. But the Faculty must also be careful and strategic in creating opportunities for students without overwhelming. For example, the Faculty opted not to make Rotman@Law available to first year students until after April examinations. Such strategies will be important going forward.

To summarize, our commitment to an academic curriculum is unwavering: more than ever, our graduates must be broad thinkers. There are specific skills, however, that may give students a boost on their way to professional success, and the co-curricular program, especially the Leadership Skills Program, provides a platform to pursue these opportunities.

Response to the Truth and Reconciliation Commission

The Faculty has a strong commitment to educating Indigenous students, and to providing non-Indigenous students with insight into Aboriginal law and Indigenous culture. The Faculty has long had a special admissions category for Indigenous students. Our Manager, Indigenous Initiatives provides support to our Indigenous students, and leads efforts to expose the broader law school community to Indigenous culture, practice and traditions – both within and outside of a legal context (see **Appendix E**). Our curriculum has for many years contained significant elements of Aboriginal law in select courses, including for example first year constitutional law and property law (both of which are mandatory for all JD students), as well as offering Aboriginal focused practicums and externships. The student-run *Indigenous Law Journal*, now fifteen years old, is the first and only Canadian legal journal devoted exclusively to articles regarding Indigenous legal issues.

While our commitment to Indigenous and Aboriginal education is long-standing, the 2015 Final Report of the Truth and Reconciliation Commission of Canada (TRC) reminded the Faculty that we can and, indeed, should, do more to help achieve reconciliation and educate our community about Indigenous culture and Aboriginal law. With this view, the Faculty established a TRC Committee for the 2015-16 academic year to examine the Faculty's response to the TRC's Calls to Action. On the Committee's recommendation, it is now a standing committee co-chaired by Professor Douglas Sanderson (Indigenous Faculty Advisor and a member of the Beaver Clan of the Opaskwayak Cree First Nation) and former Dean Mayo Moran (Professor of Law and Provost and Vice-Chancellor of Trinity College), who since 2007 has chaired the Government of Canada's Independent Assessment Process Oversight Committee that assists in the implementation of the Indian Residential Schools Agreement. Under the guidance of the Committee, the Faculty has developed a strategy for incorporating Indigenous perspectives and contexts at the Faculty, both inside and outside the formal curriculum.

From a curricular perspective, the TRC Committee recommended that the Faculty not create a mandatory, standalone course on Indigenous/Aboriginal Law, but rather infuse the broader curriculum with Indigenous/Aboriginal content. This content is now a mandatory part of certain courses and programming; for example, Introduction to Legal Methods (an intensive introductory program for all incoming JD students) includes lectures delivered by Professor Sanderson on Indigenous history and its connection to law and reconciliation; and sessions on legal professionalism include examination of cultural differences as well as lawyering in an

Indigenous context. We have also introduced new courses on Indigenous legal issues in both our regular curriculum and in our program of intensive courses delivered by Distinguished Visitors. To assist in the incorporation of Indigenous content in a variety of additional courses, research assistants have recently been provided by the Faculty to work with professors and adjunct instructors to assist with developing Indigenous content for class discussion, including an examination of Indigenous legal traditions for comparative purposes. We also have plans to develop an internal database wherein faculty can upload and share the Indigenous-related materials that they are using; and to facilitate exchanges so that faculty who teach in similar areas can get together and learn how their colleagues are incorporating Indigenous content in their courses.

We will continue to evaluate our decision to not proceed with a mandatory course, ensuring that the ambition of normalizing Indigenous content in the curriculum is realized, and will modify the approach, as needed, based on feedback from faculty and students.

For the first time in 2016 we offered an intensive course on Anishinaabe legal traditions, which was taught at Cape Croker Reserve by Professor John Borrows, a leading Indigenous law scholar. The course was a resounding success and was repeated in September 2017, this time as a co-curricular offering, which allowed us to expand the number of participants. We will continue to consider adding further courses on Aboriginal and/or Indigenous law to the curriculum.

The Faculty is actively working to expand co-curricular opportunities as well. We will continue to rely on the leadership provided by Professor Sanderson, as well as our Manager, Indigenous Initiatives, Amanda Carling, to build educational and other activities that embed Indigenous perspectives within our community and help contribute to reconciliation. One such example is the KAIROS Blanket Exercise, which is an interactive workshop that educates participants on the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada.³ To date, over 250 students, faculty and staff have participated in the exercise, and we are considering making participation mandatory for JD students. Another example is the Indigenous Initiatives Office Speaker Series, which features prominent Indigenous lawyers and scholars and has in the past included Justice Harry LaForme, Justice Murray Sinclair and Phil Fontaine.

We recently sought to begin building a relationship with the Mississaugas of the New Credit (MNCR) First Nation, on whose traditional lands we are located. Recent efforts to develop this partnership have included the following: organizing a Faculty trip to the MNCR August Pow Wow; connecting the MNCR with University of Toronto Libraries to assist in digitally archiving their collection of historical materials in a searchable format; asking for a “welcome song” to be sung at our events; and, organizing a See Yourself Here Day for Indigenous Youth, where high school-aged members of the six Mississauga communities that are near Toronto spent a day at our Faculty with the objective of introducing them to a legal education and the law school environment (see **Appendix D**).

³ For more information on the Blanket Exercise see: <kairosblanketexercise.org>

We are also working to increase the presence of Indigenous objects in our physical space. We recently commissioned a beautiful piece of art from Jay Bell Redbird, an Indigenous artist who was specifically chosen by our Indigenous Law Students Association. The painting is on prominent display in the Osler, Hoskin and Harcourt LLP Atrium of the Jackman Law Building. In Falconer Hall, we have hung wampum belts, which are used by Professor Sanderson to teach about early diplomacy with settlers on Turtle Island. Also regarding our physical space, we have outfitted certain rooms with the necessary ventilation to allow for smudging, and are in the process of exploring whether we can modify additional spaces to allow for the same.

New Directions for the Graduate Program

The graduate program has a remarkable record of success. Our students consistently secure prestigious scholarships, including the Vanier Canada Graduate Scholarship, Trudeau Doctoral Scholarship and SSHRC Doctoral Fellowship. Graduates of the program occupy more tenure-track positions in Canadian law schools than those of any other institution. Professionally, our graduates are prominent in a range of institutions, including the Supreme Court of Canada, where two of the Justices are SJD graduates. In the coming years we will expand the graduate program while at the same time gaining greater focus by adding concentrations. Thus, the program will simultaneously grow and better match students to their particular academic and professional ambitions. These changes will provide an improved educational experience for graduate students, broaden the impact of our teaching, and will provide financial benefits to the Faculty.

In recent years our master's level programs have had a mix of students with different ambitions for their studies. In the LLM cohort, for example, we have had some students seeking professional development, and others with academic ambitions. In the GPLLM, we have had some students seeking exposure to global business law, and others keen to understand better Canadian law, oftentimes with the ambition of becoming licenced lawyers in Ontario. (A description of the Faculty's degree programs can be found in **Appendix A.**)

In 2017-18 we added two concentrations in the GPLLM program, in part to better match students to their ambitions: a Canadian legal studies concentration is aimed at students who, for professional or other reasons, want to learn more about core Canadian legal subjects. The program has been successful in attracting students who are seeking to be licenced in Ontario, as well as students, including non-lawyers, with an interest in learning about the fundamentals of Canadian law at our Faculty. This concentration provides a better fit than the LLM for students with focused professional ambitions for their studies, and for non-lawyers seeking out of interest or professional motivation an engagement with legal education. Another concentration in innovation, law and technology attracts students with a particular interest in these topics. We plan to add in 2018-19 a fourth GPLLM concentration in the law of leadership to attract students with ambitions to understand better the legal framework that governs the management of organizations in the public and private sectors.

These GPLLM developments are a priority for the Faculty. An essential element of this program is substantial participation by our full-time faculty in the teaching of these courses, which helps ensure a top-notch academic experience for the students, and also allows for our faculty to extend the reach of their pedagogy. This extension of teaching impact is a product both of

greater numbers in the program, and of the interesting mix of legal and non-legal backgrounds of the students. The program requires a significant investment of staff and faculty time for its overall success, but the efforts are well worth it.

One potential by-product of the expansion of the GPLLM is a reduction in the size of the LLM cohort. As students with more professional ambitions are attracted to the GPLLM program that is better designed to match their goals, the LLM program is likely to fall in size. Students in the LLM will more consistently view the program as an opportunity to further their intellectual exploration of law, perhaps as a step on the way to becoming an academic, rather than a professional building block.

In respect of both the LLM and the doctoral SJD programs, we will work to attract top international students. An important means to this end is to pursue international collaborations with leading international law schools. For example, a donation by Dr. Gallant Ho recently established the Gallant and Betty Ho Fellowship, which pays tuition and some additional expenses for graduates of Tsinghua Law School who enrol at our Faculty in the LLM program. Another kind of partnership was struck with the National University of Singapore (NUS), pursuant to which NUS students in their fourth year of the NUS LLB may enrol in our Faculty's LLM program; NUS will count the year of study at U of T towards completion of the NUS LLB, while U of T will allow the students to earn an LLM from our Faculty. Such partnerships benefit our Faculty by enriching the community with international perspectives, enhancing the global impact of our teaching, and creating ambassadors for our Faculty when our graduates either return home or go elsewhere in the world. The Faculty is proud of our record in placing our LLM and especially SJD graduates in academic positions in Canada and abroad, and these partnerships are one means to help ensure future success.

Teaching Impact

There are a number of ways in which the Faculty is aiming to grow and extend the impact of its teaching. As noted, the expansion of the GPLLM program has this benefit, and collaborations with leading international institutions will help attract top graduate students, who not only learn from our Faculty and become our ambassadors, but often become academics themselves, extending our global intellectual impact. With the leadership of Professors Dawood, Niblett and Shaffer, the Faculty also for the first time has invested in creating an online course, a video version of Introduction to Legal Methods. The Faculty will make the course available to current students as a complement to the in-person version of this course, and will explore the possibility of broader distribution, which would have the benefit of extending the reach of our teaching (and generating revenue).

The Faculty will also work to establish faculty exchanges with international law schools that, alongside incoming intensive visitors to our Faculty, entail the visit of our colleagues to partner schools. Such visits help internationalize the teaching impact of our faculty. Similarly, Professor Lisa Austin is in 2018 piloting a co-taught course with a colleague at the Buchmann Faculty of Law at Tel Aviv University that will connect classrooms in Toronto and Tel Aviv by video. Such efforts, while self-evidently valuable for our students, offer another chance for our faculty to share their thoughts and pedagogy with a broader, international audience.

Closer to home, the Faculty in 2017 created and offered a course to U of T undergraduate students on an introduction to law and legal methods. It has proven very popular, with a considerable waitlist for its second iteration in 2018, and we will explore its continuation and possible expansion for the 2018-19 academic year.

Another local effort to broaden our intellectual impact concerns interactions with the legal and policy community, especially but not only our alumni, in the Toronto area. In recent years, in part with the opening of the Jackman Law Building, we have made greater efforts to welcome alumni to academic events, like public lectures, workshops and roundtables. Including our alumni in these events both enriches the events and our alumni. We will continue in the coming years to work on expanding the range of academic-professional engagement, and thereby the impact of our academic work.

2. SCHOLARLY DIRECTIONS

Research

Our Faculty's research not only informs the classroom experience, but leads to deeper academic and policy thinking underlying the law in Canada and globally. We are tremendously proud of the recognition that the achievements of our colleagues have received inside the University and beyond. Our faculty include five University Professors, the University's highest and most exclusive academic appointment; and recent internal awards include the Carolyn Tuohy Impact on Public Policy Award and two Connaught Global Challenge Awards received by colleagues as part of new interdisciplinary U of T research teams tackling globally pressing issues. Close to one quarter of the faculty are Fellows of the Royal Society of Canada, four belong to the Order of Canada, and one was recently elected to the elite Institut de Droit International. Among the prestigious external honours received by our colleagues since the last Academic Plan are a Guggenheim Fellowship, Killam Fellowship, Konrad Adenauer Research Award, Molson Prize, Mundell Medal, and Pierre Elliott Trudeau Foundation Fellowship. The Dean's Office will continue to build on this outstanding record by supporting nominations to these and other major research awards. Our flagship academic journal, the *University of Toronto Law Journal* (UTLJ), is ranked first among all general refereed law journals worldwide – a position that it has impressively held since 2007. The UTLJ has an international scope and has featured work by highly regarded scholars from many countries, including Australia, Israel, Germany, New Zealand, the United States and the United Kingdom.

Past Academic Plans have identified the expansion of faculty complement as a means to build our scholarly community, and thus to promote research. We have accomplished this goal, with one of the lowest faculty-student ratios on the continent. The Faculty's objective going forward will be to maintain this healthy complement of excellent and committed scholars. A steady state for faculty numbers does not imply, however, that there is no work to be done in building scholarly community. In addition to the international initiatives discussed in the next section, the Faculty will strive to intensify and promote innovative research collaborations within our walls

and to build connections with research-oriented constituencies in the larger University and beyond.

One avenue to support the expansion of scholarly community from within is the Faculty's new funding for "research labs." This funding is designed to encourage flexible and experimental forms of collaboration between colleagues in different fields of law focused on a particular research theme, such as the changing concept of sovereignty; criminal law theory; contemporary challenges to equality; legal, political and moral philosophy; and rethinking family law. The labs will foster exchange over a multi-year timeframe and will nurture collaborative approaches to scholarship inside and outside our Faculty. These labs join the well-established Critical Analysis of Law (CAL) Lab and the new Information Technology, Transparency and Transformation (IT3) Lab at the Faculty. The University of Toronto Law Journal's recently established annual conference, leading to a symposium issue of the Journal, is another opportunity to initiate and promote new conversations around timely research themes.

The Faculty strives to support and celebrate graduate and JD students as part of its research community, including by maintaining a list of student-authored publications on its website, supporting conferences organized by graduate students, and offering a number of writing prizes for JD students. The *University of Toronto Faculty of Law Review*, which began in 1942, is the only Canadian law journal devoted entirely to contributions written by students. The *Law Review* has been cited over thirty times by the Supreme Court of Canada, as well as by numerous appellate and trial courts.⁴ The Faculty also pursues opportunities that serve to involve our students further in faculty research and connect them to emerging research. For example, we are pleased to offer the Gerald W. Schwartz Summer Fellowship to exceptional incoming JD students. This new fellowship offers five JD students guaranteed summer employment as Research Assistants for a faculty member of their choosing. As another example, we are encouraging faculty to increase offerings of seminars, especially so in the case of seminars that fall squarely within colleagues' areas of scholarship. We also recently established the popular Emerging Issues Workshops, which rely in significant part on our faculty to provide insights into current events with a legal aspect.⁵

Another important strategy will be to build even deeper connections between our Faculty and other divisions at the University of Toronto. The Faculty of Law has a long tradition of budgetary cross-appointments, including with Classics, Criminology, Economics, Philosophy, the School of Public Policy and Governance, and Women and Gender Studies. Members of faculty currently head the Centre for Criminology and Sociolegal Studies, Centre for Ethics, Bonham Centre for Sexual Diversity Studies and Trinity College at the University of Toronto. Colleagues in these positions provide valuable bridges between divisions. Going forward, we will expand our efforts to seek out and support non-budgetary, status cross-appointments to foster further connections across campus, including perhaps especially with divisions with which we historically have had weaker connections (a recent non-budgetary cross appointment of a Law colleague to Engineering is an example). Other connections on campus have recently been

⁴ <http://utfjr.law.utoronto.ca/page/supreme-court-canada-citations>.

⁵ Topics for the Emerging Issues Workshops have included: senate reform; the U.S. presidential election; international trade; solitary confinement; climate change; the Trinity Western University accreditation case; and most recently, Brexit.

established, and more will be considered going forward. Since 2015-16, for example, Law and the Faculty of Arts and Science (FAS) make available an annual fund to support conferences that are planned by, and involve significant participation from, both Law and FAS scholars.

While research at the Faculty has long been, and will continue to be, in significant part the product of colleagues' initiative, various Faculty supports are well in place now to assist our colleagues in their work and in collaborating and disseminating their research; more are developing. Notably, the Manager, Indigenous Initiatives is available to assist faculty members seeking to integrate Indigenous perspectives into their research, as well as their teaching. The Research Office works with faculty individually to identify and apply for research funding, leading to a record number of SSHRC applications in 2017. Building on a series of how-to seminars for faculty offered last summer, a new Liaison Committee will bring librarians and faculty members together to design new ways to help faculty better track developments in their areas of interest, manage the increasing quantities of information and data now readily available, and more effectively disseminate their scholarship and identify its impact. A project is currently underway to post all faculty scholarship to TSpace, the research repository established by the University of Toronto Libraries. Items in TSpace are openly accessible, have priority search engine indexing, are full-text searchable, use permanent identifiers, and are protected against degradation or change over time.

International Collaborations

International partnerships in teaching and research are another scholarly priority. The Faculty as a whole and individual faculty members have many well-established existing global collaborations, and even more opportunities to create new ones. There are generally three elements to these partnerships: pedagogical collaborations, including student exchanges; scholarly collaborations, such as colloquia with partner institutions; and incoming and outgoing faculty visits, which have both pedagogical and scholarly benefits. Especially in respect of student exchanges, our past and ongoing priority has generally been to identify international partners from different legal cultures (civil law jurisdictions, for example⁶), so as to expand the range of perspectives to which our students and faculty are exposed.

Long-standing Faculty initiatives include each year inviting a robust and varied line-up of Distinguished Visitors who come for a two-week period. The visitors, from a varied and outstanding range of institutions such as Yale University, Tsinghua University and the Supreme Court of Israel, teach an intensive course, and often give lectures and workshops. The program provides an excellent opportunity for students to learn from leading international scholars, and for colleagues to interact and potentially collaborate with international researchers. The program also creates ambassadors for our Faculty, as the Distinguished Visitors return to their home institutions and elsewhere with a better understanding of the quality of academic life at our Faculty. Going forward, it will be helpful to create space for the program to flourish even more strongly.

⁶ Québec for this reason also provides opportunities for collaboration, such as the Beetz-Laskin Constitutional Law Conference involving our Faculty and the Université de Montréal Faculté de Droit.

One possibility would be the establishment of a one or two week intersession period that is largely devoted to intensive courses. Such an intersession would assist students significantly in fitting intensive courses into their schedules. It would also facilitate greater interactions between faculty members and visitors, including co-teaching. Another direction for the Distinguished Visitors program is to establish commitments with partner institutions for faculty exchanges. We have benefited from regular visitors from Tsinghua University and Tel Aviv University, for example, and colleagues have visited both institutions as well. A recently established Law and Philosophy Visitorship program brings emerging and leading academics working on issues in legal, moral and political philosophy to the Faculty of Law for short-term visits. Individual Toronto faculty have also taught at other law schools, including Georgetown, Harvard, New York University, Chicago, Yale, Universidad Torcuato di Tella (Buenos Aires), Institut des Hautes Études Internationales (Geneva), Université Panthéon-Assas (Paris II), Central European University (Budapest), Hebrew University, National University of Singapore, University of Melbourne and University of Auckland.

There is in general an opportunity for even further emphasis on the internationalization of the student experience. The Faculty's students have elected to go on international exchange at higher rates than in the past. It will be important to consider how best to continue to support such visits, including possible expansion of the range of options, going forward. As noted above in the discussion of the graduate program, we will also seek partnerships to help bring great international graduate students to our Faculty, such as allowing fourth year National University of Singapore (NUS) LLB students to enrol in the Faculty's LLM program, and in gaining the support of donors to help support international students to come to Toronto, such as Dr. Gallant Ho's generous support for Tsinghua students to enrol in our Faculty's LLM. As also mentioned above in the section on teaching impact, connecting international classrooms virtually is another way to internationalize the student experience. Finally, the Faculty is a founding partner of the Center for Transnational Legal Studies (CTLTS) in London, which is a collaboration between the University of Toronto, the University of Melbourne, Georgetown University, NUS, Hebrew University, King's College London, University of Fribourg and other leading international schools.⁷ Students and faculty from partner schools gather in London for a semester visit, and CTLTS puts on an annual conference involving faculty from partner schools. Our faculty have been leaders in this program, which received the Andrew Heiskell Award for Innovation in International Education. We have renewed our partnership until 2020, and this provides another means to internationalize the faculty and student experience.

In respect of international research collaborations, we have initiated several international partnerships in recent years, such as an annual Faculty conference with Tsinghua University, and a colloquium in legal, political and moral philosophy between University of Toronto, UCLA and University of Oxford legal theorists recently initiated as a research lab. The lab program, as noted in the research section, offers faculty members an opportunity to experiment with thematic international collaborations that may be of limited duration or may lead to longer-term scholarly networks.

In a globalizing academic environment, there will be many more opportunities for international collaboration than those that the Faculty will pursue. The Faculty will continue to take an

⁷ More information on the Center for Transnational Legal Studies can be found at: <ctls.georgetown.edu/index.cfm>

ambitious but strategic and selective approach to enhancing and deepening our international relationships. Consistent with our priority to seek partners in different legal cultures, an ambition in the near term is to deepen scholarly and pedagogical ties with a partner from Continental Europe.

3. STUDENT EXPERIENCE

Student Mental Health

Student mental health challenges have been intensifying of late on campuses generally, and at our Faculty in particular. The mental health of our students is a continuing priority. We have established a Mental Health Committee, which, after engaging in consultations with the law school community and examining practices at other post-secondary institutions, developed a Mental Health Strategic Action Plan. Under the leadership of our Manager of Academic/ Personal Counselling and Wellness, Yukimi Henry, who was appointed in 2016, we are implementing the Plan with the view to creating a supportive and inclusive environment for students to optimize well-being and learning potential. The Plan takes a comprehensive approach, both in addressing sources of mental health problems, and in providing programming, accommodations and other supports that not only assist our students in times of crisis, but also provide guidance for dealing with the mental health challenges that will present themselves regularly in law school and beyond.

Our Manager of Academic/Personal Counselling and Wellness has been a tremendous resource, not just in developing the Mental Health Strategic Action Plan, but in providing direct counselling services to our students. For 2017-18 we are pleased to have expanded our in-house counselling capacity by welcoming a new M.S.W. practicum student to the law school, who also offers counselling appointments for students.

Recognizing the importance of mental health, it will be a criterion that is considered when any future curricular changes are contemplated. For example, the move to a semesterized first year program has been positive for our students in this respect, in that it reduced the number of final examinations in one short period in the spring.

Student Excellence & Diversity

The diversity of our student body is a strength of the Faculty. No single perspective has the answers to something as fundamental to society's structure as law, and perspectives are informed by experience. The Faculty will continue to strive to increase our diversity in a number of ways.

It is essential for reasons both of excellence and diversity that in a time of rising tuition, there is a robust student financial aid program in place that mitigates obstacles to attending our Faculty. Academic potential is distributed across socioeconomic demographics, and the Faculty must continue to welcome students from varying backgrounds. The Faculty in recent years, and going forward, has placed a priority both in its budgeting process and in fundraising efforts to grow student financial aid for incoming students. There has been very positive reception to this

fundraising priority to date, with significant contributions received from Norman and Gay Loveland, as well as Hal Jackman and others. We have also established a Dean's Fund in support of financial aid, and are delighted that all seven living deans have contributed to the initiative. Additionally, our path-breaking and unique post-graduate debt relief program for JD students assists graduates who have lower incomes following graduation with the repayment of academic student debt, thereby, amongst other things, better ensuring that our graduates can make career choices based on interest rather than debt-induced financial pressure.⁸

While there has been progress in recent years, much remains to be done, and we will continue to strive to ensure that no student turns down an offer to our Faculty on the basis of financial cost.

Diversity in the student body has broadened dramatically over the years at our Faculty. About a third of our JD students today identify as being members of racialized communities, and close to a quarter were born outside of Canada (and close to 60% of their parents were born in another country). The Faculty's efforts to promote diversity, both within our community and more broadly in the profession, include high school outreach programs such as Law in Action within Schools (LAWS) and See Yourself Here, which specifically target students with backgrounds that have traditionally been underrepresented in the legal profession. LAWS is a full-year, intensive academic and extra-curricular experience for high school students that exposes participants to the legal profession and supports them to succeed in school. See Yourself Here is a one-day annual event that brings students to the law school with the objective of demystifying university, law and the legal profession. This year, for the first time, we offered See Yourself Here for Indigenous Youth (as an independent event from See Yourself Here). (Further details about LAWS and See Yourself Here can be found in **Appendix D.**)

Additionally, we strive to recruit proactively Faculty applicants from underrepresented communities, including making specific outreach efforts to Indigenous communities (under the leadership of our Manager, Indigenous Initiatives) and Black students.

Through our Law School Assistance Program, which includes comprehensive preparation and training for the Law School Admission Test (LSAT), we provide support to high-potential, economically disadvantaged students applying to law school (see **Appendix D**). We also waive application fees for economically disadvantaged JD applicants to the Faculty.

With recent changes to our admissions process, we now take a broader view of the applicant and significant reliance is placed on personal statements. We are mindful of practices at other post-secondary institutions and are evaluating whether we should further refine our admissions process to get a fuller picture of the applicant. For example, we are considering the submission of supplemental information, such as a video interview or online exercises.

The Faculty plans to continue with the distinct admissions process in place for Indigenous students, and likewise will continue to provide ongoing support to the Indigenous students who ultimately enroll in our Faculty to help ensure their success.

⁸ More information on the post-graduation debt relief program can be found online at: <law.utoronto.ca/academic-programs/jd-program/financial-aid-and-fees/back-end-debt-relief-program>

Intellectual diversity in the student body is also fostered by outreach to and welcoming of students with academic backgrounds that have traditionally been underrepresented in law schools. Science students, for example, bring a way of thinking that will differ from English literature students, and working to ensure representation from across the academic spectrum will enrich the classroom experience and the overall academic atmosphere. In this regard, we are delighted that Professor Lisa Austin has recently been cross-appointed to the University's Department of Electrical and Computer Engineering, and received (along with Professors David Lie and Avi Goldfarb) a Connaught Global Challenge Award for the Information Technology, Transparency, and Transformation (IT3) Lab; and Professors Ben Alarie, Anthony Niblett and Albert Yoon have, in conjunction with Rotman's Creative Destruction Lab,⁹ launched an enterprise that uses sophisticated AI software to answer tax and other legal questions. We will strive to encourage further collaborations between our Faculty and STEM-related departments and organizations, and hope that this will help attract STEM-oriented students to the Faculty.

We are proud to be one of only three law schools in Canada that tracks and publishes our student demographics. Our recruiting materials highlight the range of diverse background from which our entering students come – both in terms of ethnic diversity, and also in terms of academic backgrounds – and we will continue to do so moving forward. Our commitment to diversity is set out at the following page on the Faculty's website: <law.utoronto.ca/about-law-school/inclusivity-and-diversity-faculty-law>.

Community Engagement

The Faculty has long taken community engagement to be an important aspect of its mission. In part, this emphasis arises because of our educational ambitions: our remarkable clinical and pro bono programs, including Downtown Legal Services, the David Asper Centre for Constitutional Rights, Pro Bono Students Canada, the International Human Rights Program, and various externships provide outstanding educational opportunities to our students, whether for academic credit or not (see **Appendix B**). But they also make a large and important impact on society. In a time when there is an access to justice crisis in Ontario and elsewhere, committed and brilliant law students, along with committed and brilliant staff, are a powerful resource.

Our recently hired Manager, Experiential Education is tasked with identifying experiential opportunities for our students both inside and outside the classroom, including opportunities to connect the students with the broader Toronto community. Furthermore, we will continue to consider new opportunities to establish additional clinics and/or externships that align with our commitment to providing our students with an academic education.

Our community also includes the local community here at the University, and we are constantly seeking ways to engage with other faculties and departments. As mentioned above, new for this year, we are piloting the Rotman@Law co-curricular program, an exciting collaboration between our Faculty and the Rotman School of Management (see **Appendix D**). We will continue to consider additional collaborations across campus, including with, for example, Engineering

⁹ More information on the CDL can be found online at:
<rotman.utoronto.ca/Degrees/MastersPrograms/MBAPrograms/FullTimeMBA/Program/CreativeDestructionLab.aspx>

and/or law and technology enterprises, so that interested students can be connected to the burgeoning start-up world.

Finally, there are several Faculty programs that have already been described in the “Student Excellence & Diversity” section above that have the joint benefits of promoting diversity in law school, and of promoting engagement with the community. LAWS, for example, hopefully encourages students from diverse communities to consider attending university and law school, but in any event exposes the students to the fundamental role of law in structuring a just society. See Yourself Here exposes students to the law school, and also promotes engagement with communities in Toronto and local First Nations. Just as we only recently added See Yourself Here for Indigenous Youth, we will be on the lookout for other such opportunities to engage with diverse communities. (Further information on LAWS and See Yourself Here can be found at **Appendix D.**)

CONCLUSION

The Faculty of Law at the University of Toronto is a globally significant educational institution. Our approach to legal education combines a fundamental dedication to an academic pedagogy with a powerful commitment to promoting the broad development of our students in a number of ways, through the Leadership Skills Program, through clinical work, through mooting, through community partnerships; the list is long. Our legal scholarship has been field-changing, and in some cases field-creating, and has advanced thinking and indeed law in Canada and around the world. We are fortunate to have the history we have had, and look forward to an even more dynamic future. This Academic Plan provides an outline of some of the ways we will move into that future.

APPENDIX A DEGREE PROGRAMS AT THE FACULTY OF LAW

Juris Doctor (JD) Program

The Faculty's JD Program is our entry-level program intended for students who wish to become practicing lawyers and/or those who wish to pursue further graduate studies in law.

More information can be found online at: <law.utoronto.ca/academic-programs/jd-program>

Master of Laws (LLM) Program

The Faculty's LLM Program is for Canadian and international law graduates seeking opportunities for advanced study and research. LLM students may go on to pursue further graduate legal education (through a doctoral program), enter directly into university teaching positions, or practice law. The LLM program can be undertaken with a strong emphasis on a thesis or coursework-only. Available concentrations are: Business Law; Criminal Law; Legal Theory; and, Health Law, Ethics and Policy.

More information can be found online at: <law.utoronto.ca/academic-programs/graduate-programs/llm-program-master-laws>

Doctor of Juridical Science (SJD) Program

The Faculty's SJD program provides an opportunity for outstanding law graduates to pursue academic research at the highest level. The program culminates with the student's dissertation, which must be drafted and successfully defended. SJD alumni pursue successful academic careers within law faculties, as well as in private practice, government, and non-governmental organizations.

More information can be found online at: <law.utoronto.ca/academic-programs/graduate-programs/sjd-program-doctor-juridical-science>

Global Professional Masters of Laws (GPLLM) Program

The GPLLM is an executive program that runs over 12 months and is structured to allow students to balance professional commitments with intensive student and professional development. The program is geared towards both practicing lawyers and professionals from a diverse range of industries. While the program provides a robust legal education, graduates who do not already hold a law degree will not obtain all the necessary qualifications to practice law.

The GPLLM is currently offered in three different concentrations:

1. Business Law: for students with significant corporate experience; intended to provide a multi-disciplinary perspective on the impact of globalization on the law and sophisticated legal institutions to business leaders, lawyers and policymakers.
2. Canadian Law in a Global Context: largely aimed at domestic students who have been internationally educated in law, as well as internationally trained and practicing lawyers;

intended to provide a multi-disciplinary perspective on the impact of globalization on the law and sophisticated legal institutions.

3. Innovation, Law and Technology: for students who wish to have greater exposure to how the law impacts technology and intellectual property within technology.

A fourth concentration, Law of Leadership, which is geared towards a wide array of leaders including those at hospitals, advocacy organization, institutions of higher educational, and for-profit corporations, will be offered for the first time in September 2018.

More information can be found online at: <gpllm.law.utoronto.ca>

Master of Studies in Law (MSL)

The MSL is designed for established academics and scholars who work and write in a discipline related to law, and wish to acquire a knowledge of law in order to add a legal dimension to scholarship in their own discipline.

More information can be found online at: <law.utoronto.ca/academic-programs/graduate-programs/msl-program-master-studies-in-law>

Combined Programs

The Faculty of Law offers students a wider variety of inter-disciplinary combined programs than any other law school in Canada. Each of these inter-disciplinary programs provides students with the opportunity to combine their J.D. degree with a second, graduate-level degree in another discipline. Through these programs, students save a year or more on the time required to complete the two degrees separately.

The Faculty of Law offers the following combined programs:

- Business: JD/MBA
- Criminology: JD/MA
- Economics: JD/MA
- Economics: JD/PhD
- English: JD/MA
- European and Russian Affairs: JD/MA
- Global Affairs: JD/MGA
- Information Studies: JD/MI
- Philosophy: JD/PhD
- Political Science: JD/PhD
- Public Policy: JD/MPP
- Social Work: JD/MSW

The Faculty also offers the below certificate programs. (These programs show a concentration on a specific topic that can include significant outside courses, but is completed within the law school; they do not offer a second degree, but rather demonstrate an academic concentration on a specific topic.)

- Aboriginal Studies: JD/Certificate in Aboriginal Legal Studies
- Environmental Studies: JD/Certificate in Environmental Studies
- Jewish Studies: JD/Collaborative Program in Jewish Studies
- Sexual Diversity and Gender Studies: JD/Certificate in Sexual Diversity and Gender Studies

More information can be found online at: <law.utoronto.ca/academic-programs/jd-program/combined-programs>

APPENDIX B

CLINICAL PROGRAMS & EXTERNSHIPS

David Asper Centre for Constitutional Rights

The Asper Centre, established through a generous gift from our Faculty's alumnus David Asper, has a mandate of realizing constitutional rights through advocacy, research and education. The cornerstone of the Centre is a legal clinic that brings together students, faculty and members of the bar to work on significant constitutional cases and advocacy initiatives.

More information can be found online at <aspercentre.ca>

Downtown Legal Services (DLS)

DLS is both a community legal clinic and a clinical education program, operated by the Faculty of Law and located downtown near Spadina & Harbord Street. DLS provides free legal services for low-income residents of Toronto in the areas of: criminal law, employment law, family law, refugee and immigration law, housing law and university affairs. Approximately 140 law students work at the clinic every year, under the close supervision of the Executive Director and five Staff Lawyers. The community benefits from the services that are provided to over two thousand clients annually; and our students benefit from hands-on learning that teaches them professional and practical skills to become successful lawyers.

More information can be found online at <downtownlegalservices.ca>

International Human Rights Program (IHRP)

The IHRP has a mandate of enhancing the legal protection of existing and emerging international human rights obligations through advocacy, knowledge-exchange, and capacity-building initiatives. It provides experiential learning opportunities for students and legal expertise to civil society through clinical legal education, volunteer working groups, summer internships, speakers and symposia, and the *Rights Review* magazine.

More information can be found online at: <ihrp.law.utoronto.ca>

Pro Bono Students Canada (PBSC)

PBSC is a national organization providing pro bono legal services to Canadian organizations and individuals. The national office is housed at our Faculty, and there are local chapters at all 21 law schools in Canada. PBSC's law student volunteers serve communities from coast to coast, working to increase access to justice by offering high quality, professional legal assistance to those in need. PBSC has three key objectives: (1) to provide law students with volunteer opportunities to develop their legal skills; (2) to have a positive impact on the legal profession by promoting the value of pro bono service to the next generation of lawyers; and (3) to increase access to justice across Canada.

More information can be found online at: <probonostudents.ca>

Externships

In addition to our on-site experiential opportunities, our Faculty offers externships in legal service clinics throughout the community, for which student receive academic credit:

- **Aboriginal Legal Services (ALS)** is a community legal aid clinic that provides free legal services to low income Indigenous people living in Toronto. Students in ALS serve people in a variety of areas, including victims' rights advocacy, criminal injury compensation, and Gladue Programs.
- **Advocates for Injured Workers** is dedicated to providing high quality legal services to injured workers. Students represent clients in their claims and appeals with the Workplace Safety and Insurance Board and the Workplace Safety and Insurance Appeals Tribunal.
- **Barbra Schlifer Commemorative Clinic** is a feminist legal clinic with an anti-oppression and anti-violence mandate. Students will provide direct client service and engage in public legal education, law reform, and community development initiatives that address the root causes of violence against women in society.

APPENDIX C

COMPETITIVE MOOTING

Our Faculty is proud to offer a very robust mooting program, with rich opportunities for our students to practice and improve their written and oral advocacy skills. In addition to a first-year competitive moot, we offer the opportunity to join moot teams that represent the law school at the following array of competitions:

- Arnup Cup Trial Advocacy Competition
- Bowman Tax Moot
- Appellate Moot on Canadian Tax Law
- Callaghan Memorial Moot
- Canadian Corporate/Securities Moot
- Canadian Labour Arbitration Competition
- The Fox Moot (intellectual property)
- Gale Cup Moot (constitutional-criminal)
- Isaac Diversity Moot
- Jessup International Moot
- Kawaskimhon National Aboriginal Law Moot
- Laskin Moot (administrative & constitutional law)
- Walsh Family Law Moot
- Willms & Shier Environmental Law Moot Court Competition
- Wilson Moot (s.15 of the Canadian Charter of Rights and Freedom)
- Winkler Class Actions Moot

Our students are consistently among the best in the country, bringing home national and international honours each and every year.

More information is available online at: <law.utoronto.ca/academic-programs/jd-program/mooting#mooting_in_first_year>

APPENDIX D

CO-CURRICULAR, OUTREACH AND CAREER-INTEREST PROGRAMS

Leadership Skills Program (LSP)

The LSP offers a series of innovative, high-impact workshops intended to ease our students' transition to the professional world by helping them develop key leadership skills. The workshops have been developed in consultation with students, alumni and numerous members of the legal profession, and are facilitated by industry experts. Workshop topics include:

- Understanding the legal profession – its unique culture, values and changing landscape
- How to communicate so that people will listen – verbal, non-verbal and electronic
- Thriving in a team environment – how to collaborate and manage conflict in a diverse workplace
- Building key relationships – networking and fostering ongoing professional contacts
- Developing your professional presence – understanding your strengths, promoting your brand, and projecting poise and confidence
- Getting the job done – how to take initiative, innovate and effectively manage your time

More information is available online at: <law.utoronto.ca/academic-programs/jd-program/leadership-skills-program>

Rotman@Law

The Rotman@Law Certificate Program, offered through the LSP, is a new collaboration between the Faculty of Law and the Rotman School of Management. Participants are given access to Rotman's superb online pre-MBA courses on accounting, finance, and statistics, thereby enabling them to build their business fluency, knowledge and skill-set before they enter the profession and start advising clients. The courses, taught by some of Rotman's top instructors, are as follows:

1. Financial Accounting with Dragan Stojanovic: The goal of this course is to provide a broad familiarity of the building blocks on which almost all financial accounting is built.
2. Foundations of Finance with Mikhail Simutin: The goal of this course is to develop a solid foundational understanding of the key concepts and methods in finance. Topics covered include: time value of money, bond valuation, stock valuation, Capital Asset Pricing Model, risk and return, and market efficiency.
3. Quantitative Reasoning for Managers with Harry Krashinsky: The goal of this course is to highlight how statistics can be used to solve many day-to-day problems that arise in a business environment or organization.

The Program is structured as a certificate; students must complete all three courses to receive a Rotman@Law certificate of completion. These courses do not count towards the JD program requirements. Upper year students can participate when they so choose. First year students are granted access after the completion of their April exams.

More information is available online at: <law.utoronto.ca/academic-programs/jd-program/leadership-skills-program/rotmanlaw>

Lawyers Doing Cool Things With Their Law Degrees

This program, which began in the 2016-17 academic year, features casual and intimate conversations with alumni about their interesting jobs, the important issues they are tackling, and how their law degrees got them there. Speakers are alumni who are earlier in their careers and moving the dial on important issues. Past speakers have included: Jeremy Millard, Legal Director at Uber Canada; Camille Labchuk, Executive Director of Animal Justice; Sandra Ka Hon Chu, Director of Research and Advocacy at the HIV/AIDS Legal Network; Ran Goel, CEO & Founder of Fresh City; and, Gave Lindo, Executive Director of Reelworld Film Festival.

More information is available online at: <law.utoronto.ca/academic-programs/jd-program/lawyers-doing-cool-things>

See Yourself Here Day

This is an annual program that provides high school students from diverse backgrounds with a chance to learn about the law school admission process and the legal profession. Participants attend inspirational speaker sessions, educational workshops, and a networking reception with law students, alumni and members of the legal community. The goals of the day include inspiring youth to pursue post-secondary education and the possibility of a career in law, as well as allowing the law school an opportunity to build relationships with youth.

See Yourself Here began in 2008 as an initiative of the Black Law Students Association, and has expanded to become an annual event that includes law students and participants from a broad range of equity-seeking communities that have historically been underrepresented in law schools and the legal profession. For the 2017 See Yourself Here Day, we hosted approximately 225 participants.

See Yourself Here for Indigenous Youth

For the first time this year, in November 2017, we held a See Yourself Here for Indigenous Youth aged 15-19 years. We hosted 50 First Nations, Métis and Inuit students, who were given the opportunity to meet current Indigenous law students and alumni, participate in a mock trial, and attend a lecture on an introduction to Canadian law. Chief LaForme welcomed the students with introductory remarks. The event was a great success, and we intend to repeat it in the years to come.

More information about both See Yourself Here programs is available online at: <law.utoronto.ca/admissions/youth-outreach/see-yourself-here>

Law School Access Program (LSAP)

Our Faculty offers a free Law School Admission Test (LSAT) preparation course for high-potential, low-income undergraduate students and recent university graduates. The LSAP is run once a year, from May to August, in order to enable participants to prepare for the fall sitting of the LSAT. Classes are held twice a week during the evening, and participants must commit to attend at least 90% of the lectures. The LSAP is taught by an experienced LSAT instructor, and includes all study materials, practice tests, and additional study group support. All program participants will receive a waiver of LSAT test and registration fees. We typically enroll 30 students in the LSAP each year, which is made possible by the generous sponsorship of Borden Ladner Gervais LLP.

More information is available online at: <law.utoronto.ca/admissions/youth-outreach/lsap>

APPENDIX E **INDIGENOUS CONTENT & PROGRAMMING**

Our Faculty has long been dedicated to enhancing Indigenous voices in our community and within the legal profession. We are proud to have one of the highest graduation rates for students of Indigenous heritage in the country. This is, at least in part, due to the tremendous work of our Indigenous Initiatives Office (IIO), which is led by our Manager, Indigenous Initiatives, Amanda Carling (a Métis lawyer) and Faculty Advisor, Professor Douglas Sanderson (member of the Beaver Clan of the Opaskwayak Cree First Nation).

The IIO provides innovative academic and experiential opportunities and mentorship for students of both Indigenous and non-Indigenous heritage through the following programs and initiatives:

- Certificate in Aboriginal Legal Studies (completed in conjunction with the Centre for Indigenous Studies through the University's Arts and Science division)
- June Callwood Fellowship¹⁰
- Indigenous Law Journal¹¹
- Indigenous Law Students' Association (ILSA)¹²
- Aboriginal Law Club
- Programming including the KAIROS Blanket Exercise, Visiting Elders, Fall Feast, Powwow 101 "lunch & learn", hand drumming, and smudging
- IIO Speaker Series, which has in the past featured Phil Fontaine, Former Chief, Assembly of First Nations; Justice Harry LaForme, first Aboriginal judge appointed to the Court of Appeal; and Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission
- Proactive outreach to, and recruiting of, Indigenous students

We are grateful for the Law Foundation of Ontario's generous support of the IIO.

More information is available online at: <law.utoronto.ca/programs-centres/programs/indigenous-initiatives-office>

¹⁰ For more information see: <law.utoronto.ca/programs-centres/programs/june-callwood-program-in-aboriginal-law>

¹¹ For more information see: <ilj.law.utoronto.ca>

¹² For more information see: <law.utoronto.ca/student-life/student-clubs-and-events/indigenous-law-students-association>