

Strategic Planning 2021-2025: A Discussion Paper

September 2020



law.strategic.planning@queensu.ca

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Dean's introduction

As we plan the next chapter in the story of Queen's Law, we face challenges and opportunities that seem wholly unprecedented and at times overwhelming. Our society stands in a moment in time that may, in years to come, be considered a critical turning point. Many of you may have experienced in recent months a sense of despair—that old assumptions no longer hold true, that ideas that once seemed obvious are no longer trusted, that we seem to confront a situation in which, to paraphrase Yeats, things fall apart and the centre cannot hold. Yet you will likely also have witnessed, in yourselves and those around you, a remarkable sense of resiliency, a renewed sense of community, and a willingness to see cherished values in new ways. It is often through the disruption of established practices that people gain insights necessary to reshape those practices to reflect better the enduring values they presuppose.

To chart a new strategic plan for the law school at this moment in time thus presents both challenges and opportunities for us. Indeed, this may be a good moment to pause and to reflect upon what role a university law school should play in a world that confronts such a complex array of troubling questions. My personal view is that law schools will perform an important public service in reinforcing ideals of legality that will be central to ensuring peaceful and democratic responses to the pressing challenges of the months and years to come—but they will do so only if they can reimagine how the law school's educational and research missions may further new ways of honouring these ancient ideals.

But these are only my own opinions. The purpose of this discussion paper is to invite you to offer your opinions and ideas about how Queen's Law should chart its next four or five years, and to offer you some themes and questions around which you might develop your thoughts.

Our Strategic Plan 2021-2025 will provide direction for every member of our community. It will communicate our vision to those who aspire to join our Faculty as students, researchers, teachers, and staff; to those alumni who wish to maintain their relationship with, or reconnect with, their law school; to the wider university; to the legal profession; and to Indigenous, national, and international communities. This exercise is an opportunity to outline how we will improve upon our contributions to legal education and legal research, and how in the process we may better perform our responsibilities in shaping the next generation of leaders in our society.

We embarked on this process before the COVID-19 pandemic and the unprecedented global crisis it has unleashed. The full effects of this crisis remain to be seen, but already our students, staff, and faculty have been profoundly affected. Also, we engage in this process at a moment when the public discourse about race and racism appears in a period of fundamental reorientation, and questions arise about the responsibilities that law schools have in relation to the addressing systemic racism within law and the administration of justice.

We are, simply put, in uncharted territory. How we teach, what we teach, our research collaborations, our role as a public institution, and the world into which our graduates enter—all are characterised by uncertainty. Such uncertainty can be paralysing. But uncertain times also

call for reflection, creativity, renewal, and boldness. We should not lose sight of our long-term planning and vision, which should inform how we respond to the immediate challenges we face.

At Queen's Law, we will confront these challenges as a community, guided by our values, our enduring commitments, and our founding ideals. Our motto at Queen's Law is *soit droit fait*. Adapted from Norman French, the expression can be translated as *let right be done* and as *let law be made*. It communicates the ideal that law be just. We know that law can be an instrument of power. The experience of racialized and Indigenous Canadians before the law has too often failed to live up to law's ideal. We know, too, that law can be a narrative for justice. My commitment as Dean of Law at our leading law school is to encourage a spirit of honest and respectful debate about law's place in the world and about the changes that we, at Queen's Law, need to undertake in order to live up to our motto. Core to our mission is to nurture the next generation of leaders. Core to our mission is public service. Everything we do should answer to this.

I am grateful to the other members of our Strategic Planning Committee for helping us to explore our path forward together over the next five years. Between them, they represent our alumni, our staff, our students, our researchers, our administrators, and our adjunct professors:

- Professors Ashwini Vasanthakumar and Grégoire Webber (co-chairs)
- Associate Dean Josh Karton (Graduate Studies and Research)
- Assistant Dean Laura Kinderman (Education Innovation and Online Programs)
- Professor Alyssa King
- Ross Denny-Jiles (Law '22 and President, Law Students Society)
- David Sharpe (Law '95 and Chair of the Dean's Council)
- Professor Robert Yalden

No committee can be wholly representative of the rich diversity of our many communities. And so while our Committee members have special responsibility for the task at hand, our strategic planning exercise is one that needs the participation of all of you – students and staff, faculty and alumni, and the many communities, Indigenous and legal and other. Together, you give shape to our mission and to our future. Some aspects of this Discussion Paper will be of special interest to some of you, but know that we welcome your thoughts on every aspect of our mission.

Mark D. Walters
Dean of Law

Consultation Schedule

This Discussion Paper begins a process of consultation and provides a first opportunity for you to share your thoughts on our *Strategic Plan 2021-2025*. This Discussion Paper does not set the parameters of the Strategic Plan and it does not exhaust the issues to discuss or options to pursue. It is intended solely to initiate discussion and consultation. Our target is to present the final version of a Strategic Plan for Faculty Board approval in the 2020-2021 academic year.

Before then, you will have many opportunities to make your voice heard. Our consultation process will be thorough and, depending on present and developing circumstances, could include a dedicated town-hall meeting with students, a roundtable with staff, a Faculty retreat, and consultations with alumni, including members of the Dean's Council, the Alberta Council and the British Columbia Council. Perhaps many or all of these meetings will need to be online.

The consultation schedule sketched below is liable to revision as we evaluate developments with COVID-19 and the recommendations of our public health authorities. We are committed to a thorough consultation rather than to a fixed timeline by which to conclude such consultation. We outline the following three broad phases of consultation and sketch a rough corresponding timeline for each, again with the commitment to revise such timeline as needed:

1st phase: Fall 2020. In this first phase, the Committee is seeking broad input on some general directions that will inform a first draft of the Strategic Plan. The Committee members hope to meet with as many of you as possible. The challenges of doing so are new, given social distancing requirements now in effect, but we will explore different possibilities to meet by other means.

2nd phase: Fall and Winter 2020. On the strength of the first round of consultations, the Committee will prepare a first draft of the Strategic Plan. This first draft will be shared and will help target consultations on some possible specific proposals.

3rd phase: Winter 2021. On the strength of the second round of consultations, the Committee will prepare a second draft of the Strategic Plan and will benefit from consultations on the revised draft with a view to Faculty Board approval.

Throughout these consultation phases, we welcome feedback, comments, and any resources you judge helpful. We endeavour to meet as many of you as possible and invite you to reach your Committee at any time at law.strategic.planning@queensu.ca.

Challenges and opportunities

At the time of the Strategic Framework 2014–2019, there was one organizing question for Queen’s Law: **should we expand JD enrolment?** Expansion was not an end in itself; it was tied to the question of growth: growth in Faculty numbers, growth in our research footprint, growth in our course offerings, growth in our supervisory opportunities for graduate students, growth in career opportunities for our staff, growth in our alumni presence—in brief, growth in Queen’s Law’s reputation.

The decision to expand our first year JD enrolment from 165 to 200 students helped to deliver growth in all these areas. Our Faculty complement grew from approximately 28 FTE to 36 FTE during the last five years. The calibre of our appointments during that period has markedly increased our national and international reputation. New courses are on offer for our students, including innovative courses like the Trade Law Practicum, the Conflict Analytics Lab, and the Colloquium in Legal and Political Philosophy. New and upgraded staff positions have helped to advance the Faculty’s missions. Our JD placements remain the envy of Canadian law schools and our graduate program has grown exponentially, with our doctoral graduates now embarking on academic careers.

For all of these reasons and others, Queen’s Law has consolidated its position as a leading law school in Canada and built a reputation as one that is fast-growing and ambitious—as the one to watch. This illustrates the importance of a Strategic Plan. In five years, the decision to expand our JD enrolment—the main product of the last strategic plan—has transformed Queen’s Law.

Is there a defining question, similar to the question of JD enrolment in 2014, that will help us chart our trajectory over the next five years? There may be more than one defining question; there may be no organizing questions, but rather a commitment to continue the trajectory set out in 2014. No matter the position we take on these organizing reflections, the challenges and opportunities facing Queen’s Law in 2020 are not the same as those that faced us in 2014. In particular, we highlight the following areas of priority:

- curricular reform and the meaning of a “Queen’s legal education”;
- equity, diversity and inclusion;
- financial stability;
- internationalization;
- reconciliation;
- research excellence;

These may not be the only areas of priority and not all may be on a par in terms of their priority status, but they are areas worthy of reflection and attention as we begin to chart the next five years at Queen’s Law.

Today, we confront an **uncertain financial horizon**. The Government of Ontario's decision to cut tuition by 10% and to freeze tuition for the 2020-2021 academic year has put Queen's Law in a deficit budget for the first time in recent memory. With more than 85% of our expenditures devoted to salaries, there are few economies that we can realize in order to absorb our current deficit. Happily, thanks to sound financial planning over the years, Queen's Law has a carry-forward that allows us to absorb our immediate deficit. Yet, we must continue to plan for tuition uncertainty in the immediate future, as well as the possibility of declining provincial grants. This uncertainty calls on us to consolidate existing sources of revenue and to explore the possibility of alternative sources and to consider organizational efficiencies and cost savings.

Though the financial challenge facing us today is new, the question of tuition revenue has long been a challenge for Queen's Law. After the deregulation and then freeze of tuition fees by previous governments in Ontario, the tuition differential between Queen's Law and competitor Ontario law schools is significant and growing over time. Across a JD program of 600 students (200 per annum), for example, the annual tuition revenue difference between Queen's Law and the University of Toronto Faculty of Law is approximately \$9 million.

This longstanding challenge informed the previous Strategic Framework's decision to explore alternative sources of revenue. The Certificate in Law program was launched in 2016-2017; the Graduate Diploma in Legal Services Management launched in May 2019; and the new Graduate Diploma in Immigration and Citizenship Law is expected to launch in January 2021. These different ways of fulfilling the Queen's Law legal education mission have increased and diversified our sources of revenue, thereby allowing us to absorb the tuition cuts with more resilience than other Ontario law schools. Under current projections, these online programs will allow us to absorb tuition cuts and return us to a balanced budget. However, these projections assume that the online legal education market remains stable, which may not be the case if other law faculties compete with Queen's Law for such program offerings or if the evolving economic situation reduces the pool of students.

These online certificate and diploma course offerings are not only alternative sources of revenue. More fundamentally, they advance legal education and access to justice and affirm a commitment to public service by legacy law schools like our own. Indeed, changes to the legal profession and the practice of law have always invited the question: **what is a modern law school?** Ryerson University's new Faculty of Law, which will soon admit its first cohort of students, promises a special focus on legal practice, with an integrated third year semester wholly devoted to a professional placement. Their JD graduates are to be 'practice ready' and eligible for admission to the bar without articling. In contrast to this 'practice-first' focus at Ryerson, other Canadian law schools have sought to distinguish themselves with a special focus on an area of law, such as business law or Indigenous law.

Queen's Law has had a traditional reputation in certain core areas of law and has an emerging reputation in others, but it has not institutionally identified itself with a given area of law or with a targeted or exclusive focus on legal practice or legal scholarship. Instead, as a professional program in a research university, Queen's Law has always been at the intersection of the practice and study of law. We have combined a rich range of educational opportunities that allow students to craft their own path in law school, offering clinical and professional placements and experiential opportunities on campus and at the Bader International Study Centre (BISC), all alongside courses ranging from the doctrinal to the theoretical.

This Strategic Planning exercise is an opportunity to explore whether we ought to revisit the balance struck by our generalist mission. The basic model of legal education established in the mid-twentieth century was premised upon a division of labour between university law faculties and provincial law societies. Law schools provided an academic grounding in law, which law societies supplemented with practice-oriented bar admission courses and bar exams and the articling requirement. Over time, law societies have largely withdrawn from a teaching role and are questioning the system of articling. This invites university law faculties to be more practice-oriented in their approach to legal education, all the while researchers are increasingly more academic in their orientation. **How much change is needed in our development of legal education?** And what opportunities and risks exist in adopting this kind of change? How will Queen's Law need to change in order to maintain its first-class JD placement rate as legal practice turns to AI and legal work is outsourced to other markets? As student placement opportunities may become fewer due to such developments, the opening of new law schools will result in more law graduates entering the market each year. How can Queen's Law position its JD graduates so that they remain favourites each year in securing career placements that set them on an exciting career trajectory?

As part of these reflections, we may wish to reflect on how the vision of the kind of law faculty we want to be, and the role we want to play in Canada and internationally, has stood up relative to peer law schools. Are adjustments needed to our mission and vision in order to ensure that we can exercise even more of a leadership role in future? What must we undertake to achieve in order to continue to attract the best students at all levels, to retain and build on the momentum driving the growth of the faculty, and to convince potential new revenue streams and donors that we are *the* Faculty to invest in?

Here, it is worth reiterating that our 'beyond the JD' legal education offerings are not merely revenue-generating endeavours; they share in and advance the dual mission of our JD program: legal education understood both as a scholarly mission and as a professional undertaking. Reflecting on our educational mission and identity allows us to reflect on the entirety of our course offerings—JD, graduate, certificate, diploma, and international—and to integrate these in a way that reflects the core values imparted by a Queen's legal education.

The Truth and Reconciliation Commission's Call to Action 28 highlighted the special role of the law and of legal education in realizing the constitutional **commitment to reconciliation**. The Faculty of Law has undertaken a variety of initiatives to address the recommendations of the Truth and Reconciliation Task Force. The appointment of an Indigenous Recruitment Officer and Support Coordinator in 2017 has been instrumental in supporting Queen's Law in building relationships and partnerships with Indigenous communities. Through this position, the Faculty has enabled visits to Indigenous communities and events, campus tours, and direct interactions with Indigenous high school and university students, demonstrating to them the possibilities of a law school education at Queen's and guiding them through to the application process.

But recruiting Indigenous students is not enough; we need to create a climate in which they will flourish, and provide a legal education that trains jurists to navigate the commitment to reconciliation with sophistication, care, and understanding. How can we redouble our efforts to

recruit Indigenous professors? What changes in the classroom could all faculty make? How do we ensure our shared physical space embodies our commitment to reconciliation?

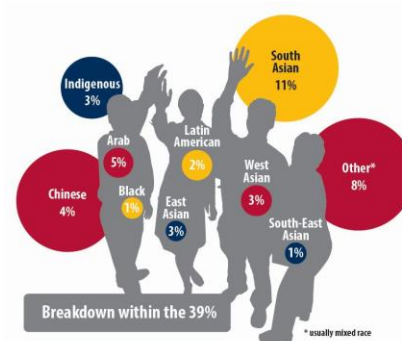
The Strategic Framework 2014-2019 has set the Queen's Law research mission on an aggressive upward trajectory. The calibre of appointments during that period is the strongest in the country. The composition of our faculty is international and our recent appointments have been recruited from the UK, France, the US, and beyond. How can Queen's Law continue this aggressive upward trajectory towards an **international research stature** while maintaining and expanding our reputation for **excellence and expertise in Canadian law**? The two are mutually reinforcing: faculty research that engages and influences Canadian legal developments enhances our international reputation as *the* Canadian law school of import; our international research stature in turn enables our greater domestic influence.

Our research footprint in some core areas is now highlighted by four 'areas of interest' in business law, constitutional and public law, criminal law, and international law. Should Queen's Law seek to expand these areas to encompass others, for example in labour and employment law, in migration law, or in the philosophy of law? In turn, and as explored below, what can the Faculty do to help our researchers flourish? As we undertake a review of our Workload Document, these questions will be live in the immediate term.

Our growing international research profile is of a piece with the Faculty's **international orientation**. This orientation is evident in our faculty appointments, research focus and impact, curricular offerings, and the careers of our alumnae. This international orientation could be better reflected in our international presence and reputation, which would enhance the range of the students we attract, the opportunities we provide them, and the opportunities to collaborate internationally and to ensure our research has global impact. Often, the study of law is assumed to be jurisdictional. If, as it appears, the direction of travel is to look beyond national jurisdictions in both the study and practice of law, how can internationalization at Queen's Law reflect this so as to better serve our students, faculty, and alumnae, *and* better put us in consonance with the outwards-looking focus of Queen's University.

Internationalization enhances the extent to which Queen's Law reflects diversity and supports our ongoing efforts to enhance **equity, diversity, and inclusion**. In September 2016, the Faculty began to conduct an annual demographic survey of the incoming JD class to assess the diversity of the student body. The survey helps us track changes over time to ensure we are meeting our diversity and inclusion goals. In 2019, the response rate was 84%. The percentage of first-year students who self-identified with a racial or ethnic status other than white was 39%.

The results indicate under-representation of two groups: Indigenous and Black Canadians. How can we ensure that communities who are under-represented in the legal profession are applying to Queen's? And once students are here, are we ensuring that they find our community an inclusive and empowering place? What special issues do the goals of inclusivity and diversity present for



39% identify as member of a racialized group

curricular reform or other program changes? And how do we recruit and retain racialized staff and faculty?

Lessons learned from the Strategic Framework 2014-2019



Many of the challenges we face present opportunities for reflection, growth, and change. In embarking on this process, it is helpful to revisit the processes that informed the previous Strategic Plan and the outcomes it secured.

The Strategic Framework 2014-2019 outlined two organizing ideas to increase the Faculty's revenue: expanded enrolment in the JD class, and the development of new net revenue-generating programs beyond the JD

program, including undergraduate teaching and professional education. Together, these ideas helped shape the following **five objectives**:

1. Increase our faculty complement to strengthen research and teaching excellence and faculty diversity;
2. Maintain and enhance a vibrant research culture;
3. Develop new and innovative curricular and student programs to respond to a changing legal profession, and maintain exceptional student placement rates;
4. Maintain and enhance a collegial, diverse and inclusive environment for faculty, staff, and students; and
5. Develop strategic revenue generation options.

These objectives were identified through a broadly consultative process that prioritized ongoing communication and exchange and that afforded faculty, administrative staff, students, alumnae, and others opportunities to engage in several different formats.

Each of these objectives was associated with a number of specific goals and performance indicators. For example, the first (increase our faculty complement) was to be measured in part by increasing our Faculty appointments from 28 to at least 34 by 2019; the second (a vibrant research culture) was to be measured in part by establishing two new professorships (the Allgood and Sigurdson Chairs) and strengthening funding for the PhD program; the third (curricular and student programs) was to be measured in part by establishing a new family law clinic and a new Legal Research and Writing Program in the first year of the JD program; the fourth (collegial, diverse and inclusive environment) was to be measured in part by increased diversity among

students, staff, and faculty; and the fifth (strategic revenue generation) was to be measured in part by enrolment in the online Certificate in Law and additional online course offerings.

One significant lesson to take from the previous plan and its successful execution is that the relationship between the law school and the broader Queen's Law community is centrally important. It was only through the generous support of alumni that the Allgood and Sigurdson chairs were established. But alumni provide far more than just generous financial support. Many initiatives that make the student experience at Queen's rich and diverse are possible only because the involvement and support of our graduates. Through various means, Queen's Law alumni have given their time, their expertise, and their insights. The advice given by members of the Queen's Law Dean's Council, the Queen's Law Alberta Council, and the Queen's Law British Columbia Council has been instrumental. As we consider the future of the law school and legal education, engagement with our alumni will be critical.

The specific goals and performance measures outlined in the Strategic Framework 2014-2019 summarized above highlight the importance of pairing broad objectives with specific goals and measurable outcomes. These help hold us to account over the life of a Strategic Plan, particularly as new challenges and opportunities arise, and they allow us to evaluate how successful we have been in living up to the expectations we set for ourselves. By that standard, the previous Framework was a success: it set high expectations and we met all of them, save a few.

Having specific goals and measurable outcomes also allows us to see what major activities the Faculty undertook over the past five years that were *not* envisioned in the Strategic Framework. Some of these, such as the recent tuition cuts by the Government of Ontario, were not envisioned, but the planning that started in 2014 on diversifying our sources of revenue allowed us to navigate this new financial challenge with greater resilience. Similarly, some program offerings, such as our forthcoming Graduate Diploma in Immigration and Citizenship Law, were not envisioned, but the decision made in 2014 to expand online legal education at Queen's Law positioned us to make this move. Innovative curriculum and research opportunities introduced with the Trade Law Practicum, the Conflict Analytics Lab, the Colloquium in Legal and Political Philosophy, and the new joint Graduate Program in Political and Legal Thought were also not expressly planned for, but followed directly from a commitment to expand our faculty complement.

In sum, the previous Strategic Planning exercise imparts the following lessons: early and ongoing consultation and communication; flexibility in consultation; the usefulness of broad commitments paired with specific objectives; and the importance of identifying broad plans and strategies that can lay the groundwork for resilience in the face of unforeseen challenges.

Possible key pillars for development in the Strategic Plan 2021-2025

The Committee has begun to reflect on some of the key pillars that could inform the formulation of broad objectives and, in turn, specific goals and performance measures that will be included in the Strategic Plan 2021-2025.

In suggesting these possible key pillars, we invite discussion. We recognize—and welcome—the likely absence of unanimity on these key pillars and what they entail. A rich diversity of views is not only inevitable but useful, reminding us of the many ways in which excellence in teaching, research, and community leadership manifests itself. Our hope is to agree on a shared vision for Queen’s Law that we can all see ourselves reflected in. In addition, although many of these pillars are mutually reinforcing, they are also in tension with one another in some respects. Some of these tensions are inherent and cannot be resolved; however, expressly recognising them can help mitigate them at an institutional level and lessen the burden on individual faculty members.

With these considerations in mind, we discuss three policy-making pillars—(A) the role of a Queen’s legal education, (B) enhancing research excellence, and (C) funding our mission—and three values to be pursued and realised within each pillar: (1) reconciliation, (2) internationalization, and (3) equity, diversity and inclusion. At this stage, we do not set out specific goals and performance measures, but welcome discussion on what goals and measures could be formulated under these pillars and, of course, whether others should be included. Although planning for the 2020-2021 academic year will be contingent on the exigencies of COVID-19, it is important that, to the extent possible, that planning is aligned with our longer-term vision and commitments. In rising to the challenges posed by the COVID-19 pandemic, it is important that we think boldly and creatively on these three pillars and values.

A. The Role of a Queen’s Legal Education

What is a Queen’s legal education? As we alluded to earlier, ‘What is a modern law school?’ is an enduring question for the legal profession; it is a particularly vexed one in today’s context of technological innovation, changes in the nature and goals of legal practice, and general debate about the role of the university in pluralistic societies. The *Strategic Plan 2021-2025* affords an opportunity to reflect on our response at Queen’s Law.

Our primary mission is to educate prospective lawyers, but the ‘new law school’ sees the mission of legal education in a bigger sense. Queen’s Law is now educating undergraduate students and lifelong learners who may never go to law school; lawyers already in practice who welcome additional forms of education; and, soon, professionals who are not lawyers, but who help navigate Canada’s immigration system.

A clear and bold vision of a Queen's legal education that is ambitious and innovative and that embodies our central values helps us communicate both outwardly and inwardly: it will situate Queen's Law within an increasingly crowded field of education providers, within the profession as a whole, and on the international stage; and it will aid in our curricular design, teaching innovation, and integration of our different programs and the varied constituencies they serve.

At the heart of each of these and other decisions will be an abiding concern for the basic mission of Queen's Law – which is not just to train lawyers, but to cultivate *jurists* who are committed to the social value of legality in its broadest sense, and who will step up as leaders in law and beyond in response to the challenging problems of our time. As our Faculty exemplifies, this basic mission can manifest itself in a number of ways, and a Queen's legal education can:

- provide a training ground for future practicing professional lawyers;
- energize social and legal activism to promote social justice;
- teach legal thinkers to think about or interact with impactful policy issues;
- instil in our students the art that is 'thinking like a lawyer'; and/or
- enhance the ability of future jurists to engage with legal issues on the global stage, in whatever they choose to do.

Queen's Law has not identified any one of these overlapping missions as *the* mission for our Faculty. Rather, in our course offerings, clinical and other opportunities, and research, Queen's Law offers to students a range of different facets of a legal education.

The JD Program. Like many law schools, the JD program is at the heart of Queen's Law. The JD student cohort is approximately 600 at any given time. Even with the increased complement of students in 2014, Queen's Law has maintained its high admissions statistics and standards and unparalleled placement rates and student support services. Yet, there is some risk to our JD program with the opening of new law schools, especially when they open in cities closer to some of our main recruitment markets.

Academic excellence remains a top factor for why students choose Queen's Law, and offering an innovative and multi-faceted curriculum is therefore a priority. This strategic planning exercise offers an opportunity to reflect on what curricular structure and offerings will fulfil our pedagogical mission in today's changing landscape.

The Core Curriculum

There has been recurring debate about the structure of the core curriculum and in particular the first year, a pivotal moment in our students' learning experience. The strategic planning exercise affords an opportunity for a thoroughgoing conversation on a number of issues. Among other things, there are questions regarding:

- whether the existing model of 'small sections' for the first year is fit for purpose or should be revisited in small or radical ways;
- whether to explore 'semesterization' of the first year courses, such that existing first year courses would be offered in one term rather than two, thereby creating more choice in the first year curriculum, combined with a series of upper year advanced course options;

- reviewing whether existing mandatory courses could be made optional and whether some optional courses could be made mandatory, including a mandatory course on Indigenous legal traditions as recommended in Call to Action 28;
- exploring opportunities for collaborative team teaching for first year and multi-section upper year courses;
- revisiting Introduction to Legal Skills (ILS) and Ethics in order to satisfy ourselves that they are providing our students with the necessary skills and learning for the practice of law; and
- inquiring whether there are new skills that should be integrated into our core curriculum, such as the role of Artificial Intelligence (AI) in the law.

Pedagogical Innovation

Queen's Law has invested heavily in classroom learning and the use of innovative tools, technology, and assessments to improve student learning. Indeed, this is one way in which the development of new non-JD on-line programs has boosted the law school's capacity and expertise in innovative approaches to teaching and learning. The lessons learned from the development of new programs are now feeding back into our approach to teaching within our established JD program. Have we explored whether there are other resources within the Queen's Law community to pursue a more integrated vision for legal education? Is the Queen's Law Library sufficiently a part of a JD student's education?

With the establishment of a new Assistant Dean of Educational Innovation and Online Programs and the appointment of an educational development team, there is now an institutional structure that will facilitate innovative teaching and learning in the law school. Part of the mandate for these resources is to support new ways of teaching and learning, including online and blended course development. The new positions are also responsible for developing new teaching tools for faculty, including online modules, a resource bank, and an induction program for new and existing faculty to provide skill development on course design and delivery, new technology support, and discipline-specific pedagogical best practices.

This strategic planning exercise could be an opportunity for a thoroughgoing rethink of the very structure of courses, with expanded opportunities for specialist intensive courses, reading groups, co-teaching, and others. Our governing question could be oriented around what is the best pedagogical approach for our students. On the whole, law schools have stayed true to the 3-credits for 3-weekly classroom hours model of teaching, supplemented by experiential and other non-classroom opportunities. **Might Queen's Law become a leader in reimagining our pedagogical approach to legal education?** Might the opportunity for collaborative team teaching for first year and multi-section upper year courses be combined with a commitment to tutorial teaching for small groups of students of 15 or fewer?

Our peer institutions in Canada and abroad have a rich variety of offerings and we have had success with these where we have offered them, such as with the colloquia and labs referred to previously. Such innovations have the potential to enhance the number and variety of offerings, to foster a vibrant interdisciplinary and scholarly culture, and to invite into the faculty and strengthen ties with international faculty, practitioners, Indigenous Elders, and judges—as visitors and as adjunct professors. They also foster research-led teaching by supporting faculty's research initiatives and commitments, thereby helping us strengthen another key pillar for

Queen's Law. Enabling these would call for exploring different ways of envisaging classroom scheduling options and workload calculations, which currently limit the flexibility required for such innovation.

Dual degree programs

Queen's Law offers joint JD degrees in six programs: with the BComm, MBA and Graduate Diploma in Business, MA (Economics), Master of Industrial Relations (MIR), and Master of Public Administration (MPA).

Should Queen's Law explore whether additional joint degrees could enhance our program offerings? For example, might a joint JD/PhD, perhaps offered with our partners in the Graduate Program in Political and Legal Thought, be worthy of study?

Experiential Learning

Through the Queen's Law Clinics, we provide approximately 108 clinic placements for academic credit each year for upper-year students. We also offer a number of programs providing experiential opportunities for credit, including the Clinical Family Law Placements, placements within community legal clinics, and Department of Justice internships; a competitive moot program; and a number of peer-edited journals of legal scholarship. In addition to credit opportunities, the Queen's Law clinics hire 25 student caseworkers over the summer, and offer approximately 70 volunteer positions each year. Our Pro Bono (PBSC) program, one of the largest in Canada, provides students with hands-on volunteer experience in legal and quasi-legal settings.

Our clinical program recently received a large gift, a testament to the enduring impact it has on our graduates and the stature it lends to Queen's Law. Our clinical offerings enable us to realize key objectives: experiential learning, fostering relationships with local communities, and expanding career paths and enhancing graduate success. Should we better integrate experiential learning in general course offerings, and if so how? Should we aim to prepare our JD graduate to be 'practice-ready'? **Should a JD degree from Queen's encompass the articling requirement?** If so, what is the best way to accomplish this goal? And how can we better develop these offerings to realize other goals, in particular, goals relating to reconciliation and internationalisation?

Specialization

Some Canadian law schools provide an opportunity for students to 'major' or to 'minor' in a given area of law if they design their course of study with a sufficient concentration of courses in a given field of law. Is this something that Queen's Law should offer? And, if so, in which fields of law?

Staff professional development

Our educational missions would not be possible without our staff, which support and serve our traditional teaching and research missions and our new initiatives. As we plan our next five years, how can we best create and support an engaged, focused, agile and professional staff committed to equity, diversity and inclusion? How can Queen's Law facilitate professional development and training? How can opportunities for creativity and collaboration be fostered and promoted? Such

questions are relevant to the JD program, but they are relevant to every aspect of the Queen's Law mission, including the graduate and online programs, research, fundraising, and more.

The graduate program. The LLM program is a one-year program with a projected intake of approximately 5 domestic and 5 international students per year. Projected intake for the PhD program is approximately 2-3 domestic students per year and 1-2 international students per year, depending on the availability of supervisors. Another approximately 25 PhD students are in the program at any given time, at various stages of completion.

Is Queen's Law doing enough to distinguish its graduate programs from competitor schools? Would it be of interest to review our PhD program, such that we admit fewer students but increase both supervision (for e.g., by assigning two supervisors to each PhD student, as do some foreign law schools) and financial support, such that the Queen's Law PhD offers a superior student research experience? Should the Faculty do more to help PhD students become competitive for academic appointments, for example by integrating opportunities for teaching experience or and faculty workshops?

Along similar lines, might Queen's Law expand opportunities for early career researchers by offering post-doctoral fellowships or Visiting Assistant Professor (VAP) positions?

The 'beyond the JD' program. Our graduate and online programs are increasingly central components of a Queen's legal education, are areas of innovation and growth for the Faculty, and enhance the outward-looking approach embraced by Queen's University as a whole.

To be sure, a key impetus for our online offerings was increasing our financial capacity for faculty appointments and program expansion. They reflect, however, an openness to innovation in format and content, as well as an expansive conception of the constituencies a legal education should serve and the purposes to which it can be put. Through these courses Queen's Law reaches audiences beyond the traditional law student.

Law schools are often categorized as practice-oriented *or* academic. Through its experiential, graduate and online offerings, Queen's Law has moved beyond these choices, offering both components of a legal education. Should Queen's Law look to its programs beyond the JD as a way not only to secure financial stability but also to realize other goals? In particular, can the expertise we acquired through our current online offerings facilitate further expansion into online and international programs, such as an international Executive LLM? Financial rationale aside, is this a development the Faculty is keen to pursue, and how would any such expansion affect the faculty and administrative staff resources and more generally?

Reconciliation. The Faculty has undertaken a variety of initiatives to act on the recommendations of the Truth and Reconciliation Task Force. Several joint initiatives have resulted, including: the Pro Bono Students Canada (PBSC) research project to support the work of the Akwesasne Justice Department; a new PBSC project in collaboration with the Akwesasne Community Justice Program to create a booklet consolidating and updating information on the resources and services offered by the Program; and a project on tobacco trade with students from the International Trade Law Practicum course for the Mohawk Council of Akwesasne. Other Faculty initiatives include a partnership with the Ministry of the Attorney General to fund three

summer students to provide legal support to Indigenous communities; and The Chief Don Maracle Indigenous Knowledge Fund, recently established with a gift of \$250,000 from David Sharpe, Law '95.

These initiatives are all significant, but more can be done. In terms of our current course offerings, no full time, permanent member of academic staff teaches Aboriginal Law. Indigenous Law is not a course on offer. A very small number of faculty include Indigenous issues as an area of research focus. Indigenous legal traditions are explored as part of the first year curriculum and elsewhere, but a more sustained focus would assist Queen's Law in better realizing Call to Action 28. And as Indigenous students have repeatedly urged, the very name of the building in which these courses are offered is not conducive to Call to Action 28.

How can Queen's Law commit in a more sustained way towards fulfilling the TRC recommendations, and what would this entail? Should the Faculty hire for a position expressly in Indigenous Law, perhaps by fundraising for a Chair? Other departments at Queen's, such as Religious Studies, Philosophy, Languages, Literature and Cultures, and Cultural Studies have done so, indicating a University-wide trend that Queen's Law could participate in. In addition, how can we support and encourage existing faculty who wish to introduce Indigenous perspectives into their course offerings and research so as to 'mainstream' Indigenous perspectives into Queen's Law more generally?

Internationalization. International opportunities, including the spring international law programs at the Bader International Study Centre (BISC) and international internships and exchanges for credit, are central to the Faculty's academic program. In the spring of 2019, 38 first-year students (19% of the class) participated in the BISC programs. 52 third-year students (26% of the class) were on exchange in 2019-2020. In turn, the Faculty hosted 30 incoming exchange students. We are adding Lund University, Seoul National University, Waseda University, and Bocconi University to our list of exchange universities. In addition, we are in various stages of talks with existing and possible partners in China, the US, and Australia for new exchange possibilities and a new joint JD/LLM program. We are also about to finalize a partnership with NLU Delhi in an effort to increase our exchange programs in the JD and graduate markets.

Our strategy is to develop new exchanges with highly reputable law schools that offer English-language programs with complementary term dates and timelines. Our international programs are a significant draw for students, allowing us to compete for the most qualified students; once here, these international experiences enhance students' learning experience and professional capacities. Should Queen's Law look to expand its exchange programs and international partners? Can we ensure that these opportunities are available to all students, regardless of financial circumstances?

Equity, Diversity and Inclusion. As reviewed above, the survey of incoming JD classes conducted since 2016 indicates our student body more than reflects the diverse composition of the Canadian population on a number of counts. For one, 39% of the first-year class identified with a racial/ethnic status other than white, significantly higher than the most recently available StatsCan data (2011) that indicates 18% of the Canadian population aged 15 to 24 self-identify as a member of a visible minority. Almost one-quarter of our first-year students speak a language at home other than French or English. More than 12% of first-year JD students identify as having

a disability, which is much higher than the StatsCan benchmark of 5% for 15 to 24 year olds. 4% of the 2018 respondents are the first in their family to graduate from university and 75% are the first in their family to attend law school. 21% of our first-year students come from households making under \$70,000 per year. And just under a quarter (24.4%) of the 2019 respondents indicated they were born outside Canada, exceeding the Canadian average of 22%. Almost half (49%) indicated they had parents or guardians who were born outside Canada, far outstripping the Canadian average of 17.4%.

However, only 1% of our incoming JD class identified as Black and 3% as Indigenous—groups that Canada’s legal system routinely fails. And our faculty is less diverse than our student body. Remedying under-representation is not only important for fostering a more diverse learning environment for all our students, but also for ensuring that Queen’s Law fulfils its mission to the legal profession and to the administration of law and justice in Canada.

How can we celebrate and support the diversity of our student body, and engage with our student leaders in doing so? How can classroom innovation aid in creating an inclusive learning environment that responds to students’ different learning needs and styles? How can we support the socio-economic diversity of our class, ensuring that all students succeed at Queen’s Law and beyond? Finally, do our course offerings and faculty appropriately reflect the diversity of our student body? How should the faculty engage with the 2019 Law Students’ Society (LSS) Report on Faculty & Diversity?

B. Research Excellence

Queen’s Law enjoys a robust reputation as a leading Canadian law school, and offers a range of courses and exchanges that institutionalize international relationships. We have an increasingly internationalized faculty, with vibrant international collaborations, research that is global in scope and relevance, and scholarship that is internationally recognized irrespective of its jurisdictional or subject-matter focus. We should aim to enjoy an international reputation, including through global rankings, which will strengthen the quality and viability of our graduate programs, increase the global reach of our research, and sustain more international programs and initiatives.

Research excellence will continue to play a key role at Queen’s Law, ensuring that we remain a pre-eminent centre for legal scholarship with a national and international reputation for excellence. The research interests and ambitions of the faculty are increasingly looking outward, beyond Canada’s borders. We wish to position ourselves as a centre for research excellence that engages with the world, and is known internationally and in Canada for its contributions to legal scholarship. How can this ambition be advanced? Research prominence is a primary driver of recruitment for faculty and students in the JD and graduate programs, such that excelling in this aspect of our mission furthers other aspects too.

The expansion of the faculty in the last few years has brought to Queen’s Law a new group of scholars with enormous potential. This creates both opportunities and challenges. How will the law school provide a supportive environment in which newer faculty members can flourish as researchers and scholars? In a competitive world market for legal academics, how does Queen’s continue to attract and retain the best legal scholars?

Internationally recognized research. Queen’s Law researchers are publishing monographs with the best publishers and contributing articles to leading journals. How can the Faculty nurture, facilitate, and celebrate their research contributions?

Promoting research

The balance between teaching and research responsibilities is an important question for every academic. How does Queen’s Law compare on the question of teaching loads for its tenured and tenure-track faculty vis-à-vis other law schools in Canada and beyond? How might curricular reforms and developments in innovative ways of teaching inform how we approach this question? Innovation in this respect could help Queen’s Law situate itself as one of the best places to flourish as a researcher—critical for both recruitment and for retention—and it also holds out the promise of more effective and focused approaches to teaching.

In addition to the bi-annual research report, as well as the merit review mandated by the Collective Agreement, should Queen’s Law explore other ways of highlighting the research activities of individual researchers so as to encourage publications in the best academic venues? The Faculty-wide work-in-progress series is active, but on the whole poorly attended, with regular participation from a select group of devoted colleagues. Some research communities have developed their own work-in-progress series. Might Queen’s Law do more? Would dedicated research mentors be welcomed by early career researchers? And should we consider one or more Faculty awards for research, akin to the Stanley M. Corbett Award for Excellence in Teaching?

International partnerships

In summers 2018 and 2019, colleagues from Queen’s Law partnered with King’s College London and the University of Oxford, respectively, to run workshops devoted to exploring work in progress in the philosophy of law and related areas. Colleagues from Queen’s Law partnered with Stanford Law School to host a symposium on ‘Borders: Laws of Physical and Conceptual Space’ in March 2020, until plans were interrupted by COVID-19. The Conflict Analytics Lab, reviewed below, has partnered with Columbia Business School and HEC Paris. Should Queen’s Law seek to devote some funding for such activities, knowing that the demands on the budget are many? Can Queen’s Law encourage such international activities in other ways?

Communicating our research and influence

The marketing and communications team at Queen’s Law promotes the research of faculty members in a variety of ways: social media, news stories on our website, research articles in our print magazines, bespoke websites for research initiatives and faculty-led publications, and in-house podcast, among other venues. Faculty members regularly pen opinion editorials, which are promoted on the Queen’s Law social media channels. The marketing and communications team connects faculty research to Queen’s University’s research promotion services and further supports faculty in working with The Conversation media platform. Can the Faculty do more to promote the research and public policy contributions of our researchers? Might media training assist faculty members in contributing more effectively to public policy issues and the development of the law?

In turn, Queen’s Law researchers are regularly cited by Canadian courts. Should such citations be promoted more actively by the Faculty?

Recognizing researchers

Our researchers have obtained national and international recognition, as winners of various prizes, as inductees to the Royal Society of Canada, as recipients of distinctions from the Governor General and the Law Society of Ontario, and as recipients of the Distinguished University Professor title at Queen's. Some law faculties in Canada have devoted resources to organize and facilitate nominations for such distinctions for their members. Should Queen's Law be more proactive in nominating colleagues for such recognitions and distinctions? Would doing so help promote Queen's Law as a Canadian and international leader in research?

Faculty appointments. Queen's Law has undergone significant faculty renewal in recent years, with an increase of over 10 FTE since 2013-2014. Of note, approximately 50% of our faculty have been appointed in the last 10 years. With the successful recruitment of a Queen's National Scholar (QNS) in International Economic Law, our faculty complement will be 37.65 FTE at July 1, 2021, bringing us close to our current target of at least 40 FTE.

That would leave approximately two positions to reach our target complement set in 2014. Is this target one to be maintained or should it be expanded? If the Faculty is to make only two appointments in the immediate term, subject to retirements or departures, which should be our priority areas? **Should an appointment in the area of Indigenous and Aboriginal law be first?**

Equity, diversity and inclusion

Our mission is to cultivate jurists committed to the social value of legality, who will go on to be leaders who embody law as a public service in the broadest sense. Achieving this mission requires that we create a research and teaching environment that reflects the diversity of experiences and needs that characterize the legal profession and those we seek to serve. What does such an environment entail? How can we ensure that we meet the needs of our student body, whose diversity of background is not reflected by our faculty? The 2019 LSS Report on Faculty & Diversity suggests that we are falling short.

How can we meet the needs of our faculty and staff? While we survey various attributes of our incoming faculty and staff through self-identification, we do not survey faculty and staff on their experiences at Queen's Law. Implementing measures that cultivate an environment in which they can thrive is essential for ensuring research excellence, but also to ensure that we recruit and retain the best talent.

Chairs, QNS appointments, and titles of distinction

Fundraising efforts during the previous Strategic Framework were successful in establishing two new professorships: the Allgood and Sigurdson Chairs. Moreover, during this same period, Queen's Law successfully recruited a Queen's National Scholar (QNS) in Labour and Employment Law and a QNS in Legal and Political Philosophy. Externally-funded chairs and the QNS scheme relieve some of the financial burden on the Faculty for such appointments, as do Canada Research Chairs. Of note, titles of distinction like these can also assist Queen's Law in recruiting exceptional legal scholars and in retaining them.

To this end, and even in the absence of funding, should Queen's Law seek to recognize the contributions of its researchers with titles of distinction, akin to the Distinguished University Professor scheme? The Queen's Research Chair program has been discontinued, but University Research Chairs programs and Faculty Fellows schemes are now growing in popularity in other Canadian universities. Should Queen's Law seek to promote the recognition of its researchers in these ways?

Research funding. The recent growth in our faculty complement has augmented our high research output and enriched our capacity to participate in research areas and clusters and to apply for Tri-Council research funding. Successful funding applications reduce draws on the Queen's Law operating budget to fund research assistants, conference travel, and associated expenses. Grants make possible more ambitious research projects, and are also valuable in supporting the graduate program and JD research assistants and in promoting the profile of our researchers. That said, grant writing can be a time-consuming exercise and may sometimes involve near the amount of time and thought as the preparation of an article for publication.

What is more, our success with Tri-Council funding is directly tied to our claim for Canada Research Chairs. Queen's Law has one (1) Canada Research Chair; by way of contrast, the University of Ottawa Faculty of Law (common law and civil law sections) has five (5) and the University of Toronto Faculty of Law has four (4). Our ability to secure a second Canada Research Chair is directly tied to our Tri-Council funding, which, at present and though strong, does not allow us to request from the University a second Canada Research Chair allocation.

The Faculty has invested in facilitating and encouraging funding applications, with dedicated peer reviewers and with targeted RA funding. Need more be done to support and to encourage faculty to seek out external funding? If so, what could be done? Beyond targeted internal funding for grant applicants, how should the limited Faculty budget for travel and RAs be allocated? Given the importance of attendance at some key conferences and workshops, especially for new researchers, should funding be available irrespective of whether a paper is being presented? Are there better ways for the Faculty's own research support money to be spent? Can these funds be administered in a more effective way?

Research centres. In 2015-2016, the Faculty surpassed its goal of raising \$1M in pledges and donations to support the creation of the Centre for Law in the Contemporary Workplace. The Centre aims to provide an intellectual home for the Canadian labour and employment law community, focusing on research, curriculum development, teaching, and outreach. Building upon the fundraising success of the Centre for Law in the Contemporary Workplace, should Queen's Law seek to establish and to fund other research centres?

Some possible candidates include the Conflict Analytics Lab; a Queen's Centre for Ethics, Politics and Law, which would draw on existing collaborations with the Graduate Program in Political and Legal Thought and the Colloquium in Legal and Political Philosophy; and a Queen's Migration Hub, which would build on our multidisciplinary community of researchers who investigate different aspects of migration law and policy and the Graduate Diploma in Immigration and Citizenship Law program.

These are but a few ideas for possible new centres, and there are others that could build on our strengths in corporate and business law and in international law and provide researchers with

capacity to grow and expand. In turn, Queen's Law could instead seek to promote several smaller ventures, perhaps awarding some funding to key 'areas of interest' to provide them some greater capacity for events and other activities. Centres that exist in name only have a tendency to fail in their mission of promoting research excellence and impact, and succeed only in adding to the administrative burden of involved faculty and staff. In deciding whether to pursue further centres, then, it is important to evaluate the costs in terms of research time, administrative support, and financial resources for a centre to succeed.

C. Funding our Mission

Legal education beyond the JD. As reviewed above, the decision in 2014 to diversify the way in which Queen's Law offers legal education by going 'beyond the JD' has placed the Faculty in a comparatively strong *long term* financial position. That said, the tuition cut has meant that we are not in a sustainable financial position at present absent new revenue.

In the *immediate term*, the Faculty is focusing on three revenue-generating activities: (i) ongoing expansion of the Certificate in Law; (ii) full implementation of the Graduate Diploma in Legal Services Management and meeting enrolment targets; and (iii) developing the Graduate Diploma in Immigration and Citizenship Law to be launched in January 2021. The success of these activities is critical to improving the Faculty's financial situation, and to protecting its reputation for excellence.

The obvious immediate challenge for the law school is to make sure these ventures succeed in producing revenues that more than offset the significant investment in their development. But there are bigger questions at stake here. First, in focusing on these activities, need we ensure that we protect resources for our JD program and for our research excellence in the *immediate to medium term*? Second, how do we ensure that these additional offerings enhance, rather than detract from, our reputation, which will have an enduring impact on our financial sustainability, pedagogical mission, and research stature? Should all online offerings have oversight drawn from amongst our full-time faculty members on the model of the Graduate Diploma in Immigration and Citizenship Law? Third, are these ventures primarily ancillary sources of revenue or are they to be integrated as part of the Faculty's core mission to contribute to society and to pursue legal education as a public service? Fourth, should Queen's Law seek to build on the 'beyond the JD' education mission by offering other courses of study to the greater community? Might we explore an Intensive LLM program designed for legal professionals whose career may not allow them to take a full-time year away from practice? Or a dedicated course of study for foreign trained lawyers seeking admission to a Canadian law society? Might such a program, and others, further the internationalization of Queen's Law?

This strategic planning exercise affords us an opportunity to reflect on the choice in 2014 to go 'beyond the JD', to reflect on whether and how to integrate our online programs into a broader pedagogical mission and institutional identity, and to satisfy ourselves that these programs enhance the reputation of Queen's Law.

Fundraising. In four of the last five years, there has been broad solicitation from donors with significant campaigns, including the David Allgood Professorship in Business Law, the Stephen

Sigurdson Professorship in Corporate Law and Finance, QL60, and the Dean Bill Flanagan International Studies Award. Of special note, David Sharpe, Law '95, most recently donated \$250,000 for The Chief Don Maracle Indigenous Knowledge Fund to further the Faculty's commitment to Indigenous learning. These initiatives, together with successful fundraising campaigns in relation to naming opportunities on campus, suggest success with fundraising initiatives that target specific initiatives. As we noted above, there are good reasons to revisit the name of the law building. Some law schools in Canada and abroad have received generous gifts to name the building that houses the school; others have received gifts in exchange for naming the law school itself.

Which initiatives, beyond these, might future fundraising campaigns pursue? Student support remains a focal point for fundraising, particularly in light of changes to OSAP that will have a significant impact on students with financial need. Student support is also important for the Faculty's objective of increasing diversity within its student population and promoting our graduate program.

Building on the fundraising success of the David Allgood Professorship in Business Law and the Stephen Sigurdson Professorship in Corporate Law and Finance, should Queen's Law fundraise for additional chairs and professorships? If so, in which areas of law? Experience with fundraising efforts may suggest greater efforts when donors are invited to contribute to a new initiative rather than to existing programs and our core mission.

More generally, while Queen's Law has a history of exceeding its fundraising target on an annual basis, we have never secured a 7-figure gift or organized a 7-figure campaign. Which initiative might attract such a generous gift? Might this be an opportunity to explore a dedicated Chair or to expand on our Centres, which we canvassed above? Should we seek to inculcate a 'culture of philanthropy' at Queen's Law, such that we see fundraising as a collective endeavour we all partake in, with students, faculty, staff, and others meeting with prospective donors to share their stories about Queen's Law? How can Queen's Law communicate to potential donors and other possible sources of revenue that we are offering an education of importance to the law and its place in the world?

And what are other imaginative sources of funding the Faculty could pursue? Our two main alternative sources of revenue—fundraising and the 'beyond the JD' tuition—represent one-time investments and operating revenue streams, respectively. Are there different ways of imagining how Queen's Law can fund its mission?

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Next steps

This Discussion Paper is an opportunity for discussion and debate and all feedback is welcome. Your Committee makes no claim to settle any of the important and difficult questions that will require answers in formulating our next five years together. The goal of this Discussion Paper is to raise questions and to invite discussion.

Please make known your thoughts on any aspect of what is in this Paper and on what is not but should be. In addition to communicating via the consultation events that will be organized, there is a dedicated email address at law.strategic.planning@queensu.ca that can be used to share thoughts with the Strategic Planning Committee.

You may also keep up to date on developments by visiting our webpage at law.queensu.ca/about/governance/strategic-framework

This is an exciting time to be at Queen's Law and we hope that, in five years' time, we will be in a position to conclude that we did right by ourselves in charting out our future together.