



Topic: Curriculum reform

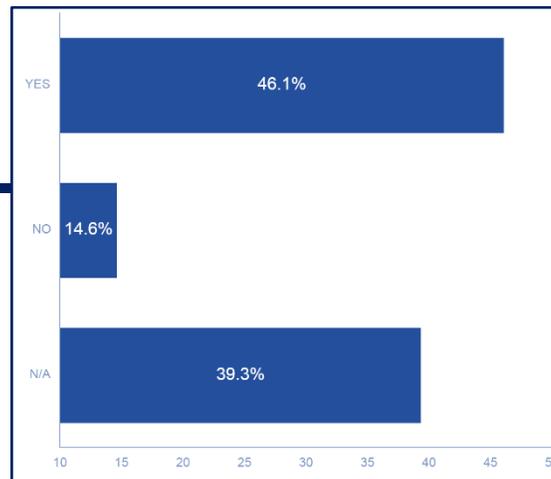


Introduction: Academic excellence remains a top factor for why students choose Queen's Law, and offering an innovative and multi-faceted curriculum is therefore a priority. This strategic planning exercise offers an opportunity to reflect on what curricular structure and offerings will fulfil our pedagogical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

Context: '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 to this question at Queen's Law.



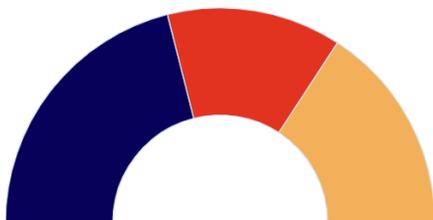
Are there skills that you judge should be offered as part of a Queen's Law education but are not currently offered?



Prominent themes:

- Preparing for disruptive technologies (future proofing)
- Practical/ business management skills (billing, networking, finance)
- Mitigating unconscious bias and discrimination in the profession
- Subject matter expertise around Indigenous law, climate change/ environment, racial justice
- Renewed focus on legal principles and developing critical, analytical legal thinking
- Corporate/regulatory law skills development
- Law practice management, client relationship skills
- Entering the public sector
- How technology is transforming the practice of law

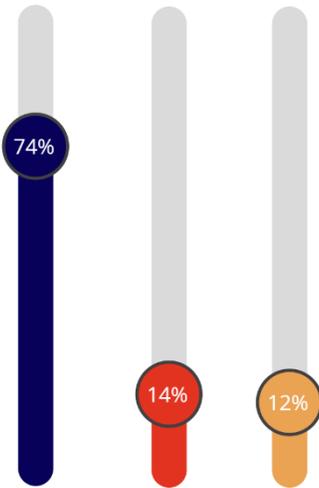
QUESTION: Are there **values** or **missions** that you judge should be core to a Queen's Law education but are not currently promoted or promoted sufficiently?



■ YES 42.1% ■ NO 26.3%
■ N/A 31.6%

Prominent themes:

- Access to justice; equality; anti-racism; anti-discrimination; reconciliation; environmental justice
- Inclusivity; diversity; addressing economic and social inequality; freedom of association
- Indigenous legal studies; commitment to nation-to-nation relations



QUESTION: Currently, each first-year student is assigned to one class as their small section, typically Contracts. Small sections have 25-30 students and small section students take all their classes together throughout the first year. **Should Queen's Law retain the current system of small sections?**

Prominent themes for 'replacing the current system':

- Semesterize first year
- Transition to smaller groups (16-20 students)
- Smaller class sections
- Rotate students through different cohorts
- Remove grouped sections

Yes, retain the current system

No, replace the current system

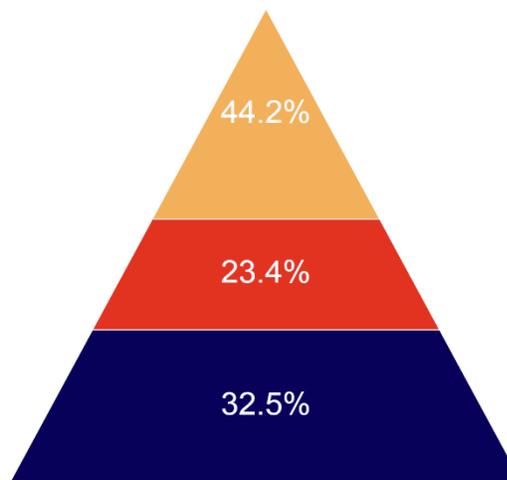
No opinion



Context:

Queen's Law currently offers six joint degree programs in partnership with other Faculties at Queen's. There are three joint degree programs offered with the Smith School of Business (BComm, MBA and Graduate Diploma in Business) and three joint degree programs offered with the Faculty of Arts and Sciences (MA in Economics, Master of Industrial Relations, and Master of Public Administration).

QUESTION: should Queen's Law explore whether additional joint degrees could enhance our program offerings, such as a joint JD/PhD degree as offered by some other Canadian law schools?



No opinion

No

Yes, the following new joint degree program should be explored

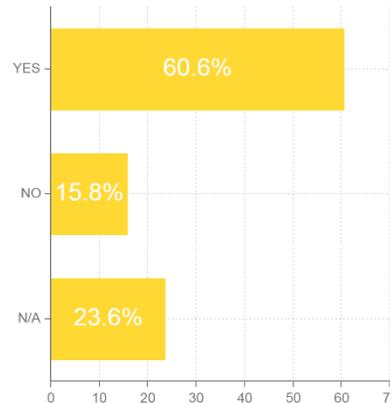
Prominent themes: law and philosophy; joint JD/PhD; environmental studies; JD/international affairs; health; psychology; computer science; political studies; BSocSci; criminology; criminal Justice; Master of International Relations / LLM



Context: Through the Queen's Law Clinics, we provide approximately 108 clinic placements for academic credit each year for upper-year students. Given space limits, not all students are able to take advantage of the experiential learning opportunity presented by the Clinics.



QUESTION: Should we better integrate experiential learning in general course offerings?



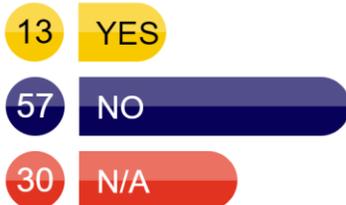
Context: some Canadian law schools provide an opportunity for students to 'major' or to 'minor' in a given area of law if they design their course of study with a sufficient concentration of courses in a given field of law.

QUESTION: Is this something that Queen's Law should offer?



■ YES 32.9% ■ NO 38.2%
■ N/A 29.0%

Question: Queen's Law currently offers two graduate degrees, an LLM and a PhD. Should Queen's place greater emphasis on its graduate offerings, even if this means diverting resources from other areas?



Question: The LLM and PhD programs follow fairly standard formats that are common across Canadian law schools. Should Queen's Law be doing more to distinguish its graduate offerings from other Canadian law schools?

