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2011-2016 Strategic Plan: Experience Osgoode

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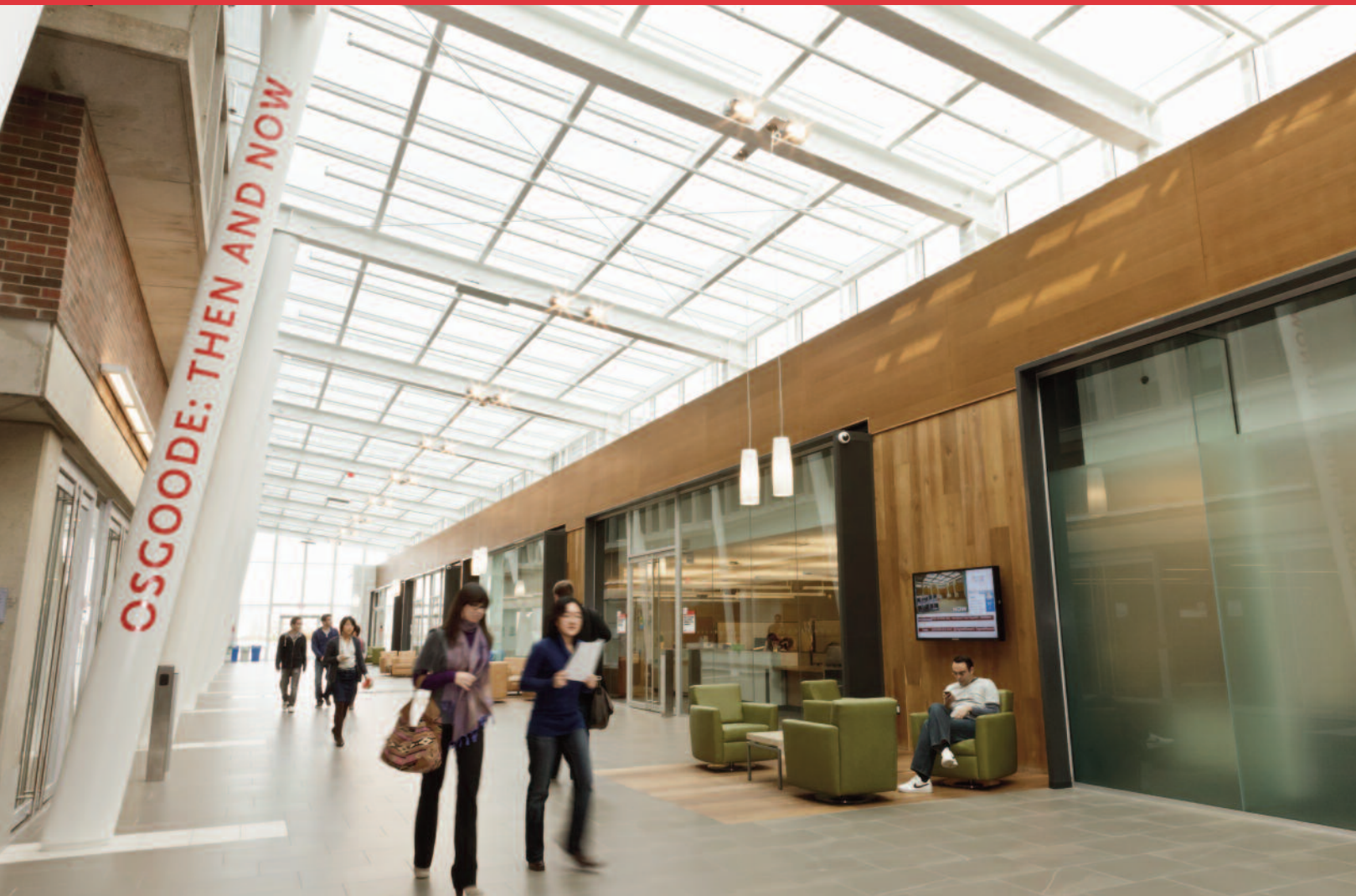


EXPERIENCE OSGOODE

STRATEGIC PLAN 2011~2016

Osgoode

INTRODUCTION



Light-filled and spacious Gowlings Hall. Osgoode: Then and Now, next to the main entrance to the Law Library, is a digital exhibit with photos, text and video celebrating the Law School's past, present and future.

Our commitment to experiential legal education, to research which makes a difference in the world, and to ensuring every student contributes to and strengthens the communities in which he or she lives and works, all reflect a Law School which looks outward rather than inward.

In the summer of 2010, building on the work of the 2009-10 Strategic Planning Committee under the leadership of Interim Dean Jinyan Li, we launched a strategic planning process intended to be inclusive, consultative, and coordinated. Since Osgoode Hall Law School's last five-year Strategic Plan, *Making a Difference*, was issued in 2006, Osgoode has engaged in an ambitious series of planning initiatives, including separate, major curricular reforms of its first-year and upper-year programs, a research plan, several faculty complement plans, a data collection exercise initiated by the Strategic Planning Committee, as well as the commencement of a major renovation of our building following the completion of a landmark campaign. While the Osgoode community recognizes the value of a new Strategic Plan, we also received consistent feedback that the new Plan should enhance and deepen the direction in which the Law School has been heading.

Osgoode's progress is defined by three important and complementary trajectories – first, toward experiential education and the exploration of law in action; second, toward the intensification of research and pushing the bounds of legal knowledge, including new and innovative ways to access that knowledge; and finally, third, toward an engaged Law School in the community, both in our backyard and throughout our city, province, country, and world. Osgoode is supremely fortunate to have one of the finest Law Libraries in the common law world, with resources that ensure that Osgoode's educational mission, its research activities and its goals of engagement with diverse communities can be achieved effectively.

This Strategic Plan also builds on York's Provostial White Paper. The White Paper sets out a number of key themes which are also advanced in this Plan, including experiential education, research intensification, and community engagement. The White Paper both informs and reinforces the goals set out in this Plan, as does York's University Academic Plan.

We held a number of consultation sessions and invited input from students, staff, faculty, and alumni. This Plan, which was approved in principle by Osgoode's Faculty Council on January 9, 2012, represents a collective view on the best way forward. We are grateful to all those who shared their thoughts, offered their suggestions, and urged us to be realistic and ambitious, clear and imaginative.

It is of course difficult to identify a single guiding light for a Law School as diverse in its strengths as Osgoode. That said, it is possible to see the themes discussed below as all focused on Osgoode's engagement with outside communities. Our commitment to experiential legal education, to research which makes a difference in the world, and to ensuring every student contributes to and strengthens the communities in which he or she lives and works, all reflect a Law School which looks outward rather than inward.

It is fitting then that this Plan has been developed in the same year Osgoode returns to its transformed building, in which windows have been cut in our signature red brick walls, and a new atrium and open spaces have been added to let light stream in and focus our sights on the world around us.

Lorne Sossin '92, Dean

Click [here](#) to view a short video interview with Dean Lorne Sossin on the Plan's overarching themes.

Who We Are and the Difference We Have Made - Building on Osgoode's Traditions

Osgoode's mission statement commits the Law School to the pursuit of academic and professional excellence and justice through law. As a Law School, we are dedicated to the contribution to new knowledge about the law and the legal system by being a centre for thoughtful and creative legal scholarship, the provision of an outstanding and professional liberal education to our students so that they can assume positions of leadership in the legal profession, among legal academics, and in all aspects of public life, and service to Canadian society in a manner that furthers social justice.

Between 2005 and 2010, our mission was advanced through three central priorities of the Law School's Plan, *Making a Difference*:

- Building a more engaged learning community;
- Promoting the Law School's engagement with and connections to the broader community; and
- Establishing Osgoode as a global law school.



Graduate students, from left, Noel Semple, Shanthi Senthe and Priscila Becker with Graduate Program Director Ruth Buchanan.

Under this Plan, Osgoode built on its foundation of excellence and innovation in teaching and scholarship while setting bold new directions designed to provide the institutional framework to build and support a culture of engagement. As we move forward, we have much to celebrate from *Making a Difference*. Osgoode undertook a major renovation, redesign, and expansion of the Law School's building, and we welcomed students to Osgoode Chambers, a residence for our law students. Osgoode became the first law school in Canada to introduce mandatory public interest service – 40 hours of law-related uncompensated work – as a graduation requirement. We recommitted ourselves to the development and promotion of best practices in legal education and to the importance of Law in Action, introduced an annual Course Design Institute, redesigned our first-year program to increase an emphasis on active learning, legal ethics, and professionalism, embraced both a local and global perspective, and developed an ambitious agenda for the most advanced and sophisticated technology in both research and teaching.

We continued to build the faculty through the appointment of stellar scholars and teachers. We appointed our first Research Chair, a Canada Research Chair in Transnational Economic Governance and Legal Theory. We also welcomed the Law Commission of Ontario to Osgoode and the opportunity it brought for collaboration on research and law reform initiatives for students and faculty. The expansion of the global reach accompanied an innovative redesign of the Graduate Program's research stream and professional stream LLMs.

Osgoode's commitment to ambitious curricular innovation, to active learning, and to excellence in legal pedagogy – exemplifying the University's motto, *The Way Must Be Tried* – will continue in our new Plan. The culture of engagement within and outside the Law School – so central to *Making a Difference* – will continue to flourish in the new building. The new Law Library, whose central location in the new building reflects and embraces our commitment to Osgoode as a learning community, also emphasizes how the Law Library is key to achieving our legal education mission, our research agenda and our engagement with the community beyond the Law School in Canada and the world.

Over the next five years, we intend to extend and deepen our commitment to these core values and principles and to continue to demonstrate leadership and creative innovation in law teaching, research, and service to the broader community for which Osgoode has been widely and justly acclaimed.

We welcome the opportunity to pursue and realize as yet unfulfilled aspirations from the last Strategic Plan, including adding to our faculty complement and establishing more Research Chairs in priority areas, including a Chair in Clinical Legal Education.



Osgoode's Passion and Pride: Osgoode Students

Osgoode students represent Osgoode's most visible and enduring contributions to the community and to the legal profession with their passion, their energy, and their commitment to excellence. As we derive energy and inspiration from our students, we also pledge to deliver to them an academic program and an approach to legal education that is defined by the themes: Excellence, Engagement, Experiential. These themes are elaborated upon in a variety of initiatives we hope to pursue in the coming five years.

Osgoode is internationally recognized for its emphasis on student-engaged pedagogy, experiential education, and reflective learning. Through continuing support for the Osgoode Course Design Institute, and enhanced technology, as well as other initiatives, Osgoode is committed to an ongoing leadership role in developing new approaches in legal education.

Attracting Excellence, Ensuring Access

Attracting the very best students and maintaining accessibility remain a primary commitment of the Law School. Osgoode's JD Admission process and criteria were substantially revamped in 2007 to stress both excellence and equity. Osgoode will continue to seek outstanding students whose academic abilities, varied experience and sustained engagement will make a social and intellectual

contribution to the Law School, and the broader community. Identifying new and building upon existing financial aid opportunities is an enduring priority for Osgoode's Advancement Office, and during the period of this Plan, this will extend to rebalancing financial assistance

Osgoode is internationally recognized for its emphasis on student-engaged pedagogy, experiential education, and reflective learning.

between funding for students as they begin Law School and funding for students as they graduate. Upon graduation, a growing number of students experience anxieties over career choice, particularly the challenges that high debt poses for students' ability to pursue social justice career paths or relocate to areas with high legal needs. Similarly, addressing financial access to Graduate legal education will continue to be a priority for the Law School.

An Integrated Student Community

Osgoode has a strong JD student community and a strong Graduate student community but too few opportunities for JD and Graduate students to engage with one another. Whether through courses and experiential opportunities, through research collaboration, or other forms of mentorship, we will pursue opportunities which facilitate interaction between JD and Graduate students in order to achieve an integrated student community.

Excellent Faculty:

Adding to our Complement

Osgoode's teachers and scholars are second to none. A cornerstone of Osgoode's commitment to the academic program is our Complement Plan and the ambitious goals of enhancing Osgoode's faculty resources and reducing the instructor/student ratio. Adding to our faculty complement will ensure that our commitment to excellence, experience, and engagement in our program can be realized. Over the next five years, we will increase our complement by at least 15%.

Curricular Reform

Osgoode's Faculty Council has approved a new upper-year JD curriculum, the product of three years of intensive consultation and collaboration between students, faculty, and staff.



Some members of the JD Class of 2013 photographed outside Osgoode Hall in downtown Toronto during Orientation Week 2010.

We will introduce a new "practicum" requirement, which will ensure that every Osgoode JD student has an experiential learning opportunity to integrate and interrogate the relationship between theory, doctrine, and practice, and to learn from lawyering skills. This will require additional faculty involvement and administrative support.

We have recommitted to the importance of research and writing in the curriculum. We will introduce a third-year writing requirement to ensure that our students are producing research and writing in each of their three years at Osgoode.

This new writing requirement will be a flexible capstone element of the JD Program and is responsive to the diversity of settings in which Osgoode students will be deploying their research and writing skills.

By adopting the ambitious changes encompassed in the new upper-year JD curriculum, Osgoode has committed to delivering a JD Program that is both research and writing intensive, and rich in opportunities to integrate theory to practice and practice to theory. This goal will require the capacity to deliver courses, seminars and programs which expose students to a broad array of conceptual and theoretical approaches to law, and a similarly broad array of experiential opportunities. Over the

next five years, we are confident that our JD Program will produce graduates whose opportunities and achievements will reflect both Osgoode's traditional strengths and the focused new direction of our curricular reforms.

Enhancing Osgoode's Commitment to Indigenous Legal Studies

The Law School is committed to increasing the number of Aboriginal students in our JD and Graduate Programs and to enhancing the quality of their experience. During the period of this Plan, Osgoode seeks to appoint Aboriginal faculty and staff members



Clinical Education and Intensive Programs Information Session 2010.

to ensure leadership in the Law School's Aboriginal research, curricular and community activities. In addition to infusing existing courses and seminars with materials that reflect the Aboriginal experience, Osgoode hopes to offer courses covering Indigenous Laws in Ontario, Canadian and Global settings. Osgoode also will seek out partners among the Aboriginal community in order to expand the reach of the Law School's research and teaching.

Office of Experiential Education

Osgoode will establish the first Office of Experiential Education (OEE) at a Canadian law school. The OEE's mandate will be to develop programs to support and coordinate experiential learning initiatives, the Osgoode Public Interest Requirement, and our experiential courses and clinical and intensive programs. The OEE will work closely with the Clinical Education Committee, and Osgoode faculty to identify priority needs to support experiential education, and to ensure sufficient resources to meet those needs. The Office will take a leadership role in developing, enhancing and promoting Osgoode's experiential learning.

Partnerships

A number of innovations are planned which provide new and challenging curricular options for Osgoode students, many of which build on existing external partnerships and the development of new partnerships, such as our new Joint JD/MA in Philosophy with the Faculty of Liberal Arts and Professional Studies, and the new Anti-Discrimination Intensive Program in partnership with Ontario's Human Rights Legal Support Centre. We also propose to expand our curricular offerings of community-based Collaborative Research Teams and opportunities for students to work with external partners in the public and private sectors as part of their academic program. We will continue to develop and pursue enhanced integration of Osgoode's most innovative programs in the JD, Graduate, and Osgoode Professional Development (OPD) Programs.

Enhancement of partnerships with other universities will offer additional curricular or pedagogic benefits to Osgoode students, such as our new inter-disciplinary partnerships with Ryerson University and McMaster University, and a range of new or enhanced partnerships in India, China, Israel, and the European Union.

Osgoode Professional Development

Osgoode Professional Development's programs, including continuing legal education, continuing professional development, certificate programs and professional masters programs have emerged as a vibrant and vital aspect of Osgoode's educational mandate. Over the next five years, we plan to expand the professional masters opportunities for foreign trained lawyers and international students, expand the certificate programs, and build on Osgoode's leadership in providing legal education to legal and non-legal professionals and enhance the use of diverse technological platforms to deliver educational programs (webinars, video conference, podcasts, mobile applications).

We also plan to establish a number of Centres of Excellence to consolidate and build on Osgoode's leadership in key areas of post-JD professional teaching and learning.

Academic Success Program

In 2010-11, Osgoode launched an ambitious Academic Success Program under the leadership of the Assistant Dean, JD Program. The essential purposes of the Academic Success Program are to enhance the legal writing and research skills of Osgoode students and to ensure that students have the skills necessary for a variety of work in either the legal profession or other Post-Graduate programs.

Over the next five years, we will continue to develop this new program with a view to strengthening and supporting the development of excellent legal writing and research skills in our JD students. In particular, our Academic Success Program will develop programs that:

- Promote interdisciplinary research;
- Encourage students to submit papers for publication to both peer and non-peer reviewed journals;

- Encourage students to submit high quality papers to essay contests; and
- Ensure that international and exchange students studying at Osgoode have a solid understanding of Canada's legal system as well as research skills in Canadian law.

Career Development and Support

The Career Development Office at Osgoode will continue to pursue a far-reaching agenda to broaden and deepen our support for the diverse career aspirations of our students. New initiatives will strengthen Osgoode's capacity, particularly through mentorship partnerships with our alumni. Similarly, the Law School is committed to enhancing its capacity to offer career services for Graduate students.

Osgoode's Excellent Library and its Resources

To achieve an excellent program of legal education and diverse opportunities for learning, whether in programs of experiential learning or in professional development, Osgoode's faculty and students have access to the Library's array of expert resources, including reference librarians, online and specialized

databases, connections to other libraries and resources, and a superb collection of monographs, rare books and other resources. An excellent Library is also necessary to attract and retain outstanding law teachers and scholars for the Law School. In providing support for all of Osgoode's educational programs and learning opportunities, the Library aims to ensure that students and faculty have access to both resources and expertise that is second to none.



Osgoode's Innovation and Excellence in Research



The Harris-Taylor Family Reading Room in the Law Library.

The most critical component in extending the research capacity and learning opportunities of Osgoode students and in promoting greater effectiveness in research for Osgoode faculty and its research centres is the Library.

Osgoode is committed both to broadening and deepening our research culture. Under the leadership of the Associate Dean, Research, Graduate Studies and Institutional Relations, Osgoode has developed a Research Plan. This section of the Strategic Plan builds on and extends the goals set out in the Research Plan. Broadening Osgoode's research culture includes providing every JD student with meaningful research opportunities. Some of the goals and priorities over the next five years in relation to research intensification include the following:

Osgoode's research centres and institutes, including the *Nathanson Centre on Transnational Human Rights, Crime and Security*, the *Hennick Centre for Law and Business*, the *Institute for Feminist Legal Studies*, *IP Osgoode*, the *Canadian Forum on Civil Justice*, *CURL*, the *National Network on Environments and Women's Health*, and the *York Centre for Public Policy and Law* all serve as driving forces for Osgoode's research. Osgoode faculty and students also benefit from centres and institutes outside the Faculty with whom Osgoode has an ongoing relationship, such as the Law Commission of Ontario. These centres and institutes attract visiting scholars and fellows, organize conferences, disseminate papers, host blogs and serve as catalysts for Osgoode's research activities. We will continue to look to these centres and institutes for leadership and innovation in research and the dissemination of research (including capturing events and speakers in more easily

downloaded podcast and/or digital formats) and attempt, where possible, to leverage their resources to attract external support for Osgoode's research endeavours. Additionally, Graduate students increasingly will be integrated into the work of the research centres and the funded research projects led by our centres.

Osgoode students will be engaging in more research and more writing than ever before, as the upper-year JD curriculum reform is implemented. The third-year writing requirement, in addition to the existing research and writing requirements, will require greater institutional support – whether through faculty supervision, library support or new initiatives such as developing new writing instruction and tutor programs.

Osgoode's Graduate Studies program has achieved a national and international reputation for its excellence and rigour and the quality of our graduates. Osgoode needs to continue its support for Graduate studies, including support for Graduate conferences and courses, support and mentorship for Graduate

supervisors, and sufficient financial and intellectual support for our students.

The lifeblood of research at Osgoode is our faculty. Rejuvenating faculty with an ambitious Complement Plan is central to achieving Osgoode's research goals just as it is central to advancing our curricular goals. Osgoode needs not only talented and energetic new faculty members but also faculty with ambitious research agendas, faculty with a commitment to student-first pedagogy, and faculty who contribute to the diversity and pluralism of the Law School through the diversity of their perspectives and experiences.

Beyond Osgoode's own research intensification, we seek to enrich our research endeavours through partnership and collaboration. For example, in 2010, Osgoode joined with York's Department of Philosophy and the Philosophy Department at McMaster University to establish the Ontario Legal Philosophy Partnership (www.olpp.ca).

The OLPP initiative will feature collaborative teaching, symposia, conferences and joint research grants.

The most critical component in extending the research capacity and learning opportunities of Osgoode students and in promoting greater effectiveness in research for Osgoode faculty and its research centres is the Library. Already recognized as one of the Commonwealth's finest law libraries, the Library is currently engaged in a number of new initiatives to improve its service capacity and efficiency for both JD and Graduate students, to provide enhanced support to new and established faculty in their research work, to collaborate with other libraries and research centres more effectively, and to provide greater access to legal knowledge and information to the York community and to other communities in Canada and beyond. At the same time, the Library remains committed to its significant collections of historical and contemporary print resources and to innovative digital projects to access these materials while preserving them for the future. In achieving these goals, the Library is committed to working with faculty in the JD program, the Director of the Graduate Program, the Professional Development Program, and the Associate Dean of Research, Graduate Studies and Institutional Relations.

We seek both to broaden and deepen Osgoode's research culture,

including improving our already well-respected standing based on the metrics which are widely recognized for research output, such as:

- Number of faculty with research grants;
- Value of funds brought into the Law School for research;
- Social Science Research Network (SSRN) downloads (including faculty and student papers); and
- Qualitative and quantitative assessment of faculty contributions to law and policy reform, public interest litigation, public debate and media commentary.

Osgoode is committed to disseminating its research both in traditional and innovative ways.

Osgoode faculty are well known for providing policy and law reform advice at the highest levels, for their frequent appearances as expert commentators, and for their active involvement in community-based research. Recent examples include the Nathanson Centre Forum on Afghan Detainee Policy, the Hennick Centre report to the Ontario Minister of Finance on Corporate Social Reporting, the RedLeigh project on Human Rights Education in Latin America, and the wide attention received by our award-winning blog <TheCourt.ca>. We are committed both to expanding the number and reach of such endeavours in the coming years, and to capturing this activity more effectively in our communication.

We want to achieve the maximum level of profile and reach for our faculty's research. To this end, every member of the full-time faculty should receive assistance to develop an SSRN page with clear Osgoode affiliation, linked to their faculty profile, and well populated with research papers. More generally, we will take steps to increase the visibility of faculty and student research through wide dissemination on SSRN and other web-based vehicles. A design template should be created for faculty web profiles which effectively conveys research areas and current research projects. The presentation and 'searchability' of faculty research on the Osgoode website should be improved. Finally, awareness should be raised amongst faculty about the use of scholarly blogging, social media and other emerging technologies to widen the dissemination of ideas.

Faculty, Graduate students and JD students should receive assistance in depositing their research in YorkSpace, so that it can be accessed more readily by any member of the public through Internet search engines.



Professor Trevor Farrow, Director of the Clinical Education Program at Osgoode and Chair of the Board of the Canadian Forum on Civil Justice.

Osgoode faculty are well known for providing policy and law reform advice at the highest levels, for their frequent appearances as expert commentators, and for their active involvement in community-based research.



IP Osgoode Professors David Vaver and Giuseppina D'Agostino.

Osgoode's Leadership in Community – From City Building to Global Outreach

In the next five years, Osgoode seeks to make a positive difference in our communities, with both initiatives that help support city-building in Osgoode's backyard and initiatives that take Osgoode faculty and students across the globe, including the following:

Osgoode's Public Interest Requirement (OPIR) was a signature initiative of the 2006-2010 Strategic Plan. As Director Richard Haigh reported to Faculty Council in the spring of 2011, OPIR has been an enormous success. Continuing to expand and enhance the placement opportunities for OPIR students, and enriching the learning opportunities through that program, remain priorities.

Moving forward, our emphasis will be on collaboration with external partners, whether other units and institutions at York (for example, CLASP's partnership with York's TD Community Engagement Centre and our new Law in Action Within Schools (LAWS) partnership with the University of Toronto Faculty of Law and Toronto District School Board – which brings Osgoode students to our

neighbouring high schools, Westview Centennial Secondary School and C.W. Jefferys Collegiate Institute to help youth facing challenges to success in school and in accessing postsecondary education engage in their studies through law-related curriculum and after-school tutoring and mentorship).

In the coming months, we hope to develop a collaboration with the **Centre for Addiction & Mental Health (CAMH), ARCH Disability Law Centre**, and other partners to develop a mental health law training project, to better prepare Osgoode students to address the unique and compelling needs of those with mental health issues involved in legal proceedings.

The Canadian Forum on Civil Justice's move to Osgoode/York through the York Centre for Public Policy and Law will allow Osgoode students, faculty, and staff to participate in community partnerships to explore a major research project on the "Costs of Justice," and other research/policy projects to come.

We are greatly enriched by our partnerships with private and public bodies which allow Osgoode students to participate in placements, internships, and clerkships, including signature programs such as the Ian Scott Fellowships and the International Legal Partnership (ILP). We hope to grow these opportunities for students, particularly through strengthening relationships with India and China. In the next five years, Osgoode will develop a foreign clerkship program to augment its Canadian clerkship program. Osgoode will also grow ILP and other international opportunities for students to pursue public interest and pro bono placements abroad.

These initiatives all offer new possibilities for enriching the experiences of learning the law for our students and faculty at Osgoode, but they also provide excellent opportunities to envisage new ways of seeing legal education and research opportunities. They may also create new demands for the Library, its expert staff, and its resources and services, particularly in relation to initiatives in communities that do not have easy or available access to legal knowledge and information. In this context, the Library will play a key role in the design and ongoing evolution of these community connections for the future.



JD students, from left, Rachel Liang, Farzin Yousefian, Sarah Molyneaux, Nedko Petkov and Alwyn Phillips with Professor Shin Imai, Academic Director of the Intensive Program in Poverty Law at Parkdale Community Legal Services.

Osgoode seeks to make a positive difference in our communities, with both initiatives that help support city-building in Osgoode's backyard and initiatives that take Osgoode faculty and students across the globe.



JD student and CLASP senior division leader Avery Dyck, left, with CLASP Director Marian MacGregor.

Osgoode Re-imagined: Future Directions for the Law School



Osgoode's legacy is forward-looking and progressive, committed to breaking new ground, inclusivity, and change for the public good. In this Plan, we embrace our legacy in order to re-imagine our future. Some of the areas which will define Osgoode's future include:

As Osgoode looks to the future, we do so in a modernized, renovated and re-imagined space. The new building contributes in tangible and intangible ways to the future direction of the Law School. It will allow the Law School to ensure the high quality of the educational experience. It will bring together Osgoode's various centres, institutes and partner institutions such as the Law Commission of Ontario. It will allow Osgoode to grow, and we intend in the next five years to attract new centres or programs which will occupy the as yet undeveloped space on the fourth floor of the building. The building also will help bring the Osgoode community together, whether through new classroom, reading, study, and presentation space or through new space for gathering, sharing a coffee or a meal, or simply feeling "at home" at Osgoode.

Osgoode has a rich tradition of forging mutually beneficial partnerships with kindred institutions, ranging from our long-standing faculty exchange with Monash University in Australia, to our more recent relationship with New York University and the innovative ATLAS initiative involving doctoral students at Osgoode and peer institutions around the world. Osgoode's focus for the next five years will be on strengthening these strategic partnerships and developing new ones, particularly in Asia and Africa - with particular emphasis on India and China.

Osgoode's partnerships extend around the world but also throughout the University.

Osgoode's commitment to interdisciplinary teaching and research reflects York's broader leadership in this regard. Osgoode's thriving joint and combined programs, such as the highly successful JD/MBA Program, continue to strengthen these ties with other Faculties at York. Cross-Disciplinary Centres such as the York Centre for Public Policy and Law (with the Faculty of Liberal Arts & Professional Studies), York's Institute for Research and Innovation in Sustainability, and the Hennick Centre (with the Schulich School of Business) provide leadership and energy toward these collaborative programs. We look forward to adding a new and robust relationship with York's Faculty of Science and Engineering (and its emerging Faculty of Engineering) to this network. Law and Engineering bring different perspectives to shared areas of focus (for example, intellectual property, environmental sustainability, professional regulation and corporate governance). These and other common areas of academic inquiry may be the subject both of research and teaching collaboration.

Technology continues to define the future of legal education. In the next five years, we hope to move from technology enhancements to classroom learning, to a more seamless integration of on-line and in-class pedagogy. We also look forward to developing truly global classrooms. This includes harnessing the additional functionality of classroom and meeting space in the new building and continuing to invest in leading edge technology and training, so that Osgoode can continue and extend its leadership position in technology and pedagogy nationally and internationally.

Since its move to York University in the late 1960s, Osgoode's signature strength has been its Library.

Although initially focused on the collection of monographs as well as Commonwealth statutes, case reports, and commentaries, the Library has more recently been at the forefront in adopting electronic research resources and services. The location of the Library in the centre of the new Law School building emphasizes its central role at Osgoode, both physically and metaphorically. In its innovative arrangements for supporting legal education, its creativity with respect to supporting faculty research and research centres, and in its commitment to accessibility for the York community and beyond, the Library continues to offer an organizing centre for Osgoode's goals and aspirations.

For the future, the Library is aiming to achieve a number of goals:

Collaboration with other libraries:

These include more and better arrangements for collaboration with other law libraries in Ontario and in Canada with respect to the preservation and storage of older materials, shared responsibilities for developing collections of digitized historical statutes and reports from Commonwealth jurisdictions, and in the creation of library guides and other online learning resources for students.

Creation of Centres of Excellence for libraries:

In addition, the Library recognizes a need for the creation of Centres of Excellence in relation to research collections among Canadian law libraries, with individual libraries concentrating on particular areas of scholarship and generous sharing of these resources through technology.

An institutional repository for

Osgoode: Finally, the Library has plans for an institutional repository for Osgoode, with collections of faculty research, teaching materials and other specialized collections to be archived for future generations of scholars.

The Osgoode History and Archives

Project (OHAP) aims to preserve our past and advance research into Osgoode's legacy of leadership and nation-building. OHAP will ensure that Osgoode's future remains rooted in its rich history at the same time that it (re)examines that history and the place of Osgoode in the legal profession and the legal education community. This project will include an exhibition component, which will turn Osgoode's renovated building into a space where students, staff, faculty, and visitors will interact with Osgoode's stories every day. Planned exhibits include "A Day in the Life of Osgoode Students through the Ages," an oral/visual history video database, and the "Catalyst" exhibit on Osgoode graduates who broke down barriers in the legal and/or political system. The second aspect of the project is the development of a digital and physical archive which will preserve Osgoode's culture for future exploration and study.

The Osgoode and the Arts

initiative is an example of Osgoode extending the boundaries of legal education and legal research. This initiative brings together Osgoode faculty who explore representations of law in art and the extension of legal knowledge through art.

Specific aspects of the initiative will include new blogs, new courses, and a new seminar series on law and literature. This initiative has sparked interest from alumni and we hope also to use the new building as performance and exhibition space for art relating to or exploring the experience of law and justice.

The strategic direction for Osgoode is an approach as much as it is a set of projects and initiatives. We plan to be creative and ambitious in seizing initiatives. It is of course impossible to set out the kinds of opportunities which will emerge over the next five years. Rather than itemizing what the future may hold, we feel it is more appropriate to conclude with a word about Osgoode's attitude toward the future. We embrace change. We seek opportunities to experiment, to push boundaries, to expand horizons, and to lead. We take enormous pride in our accomplishments but recognize that we have much work ahead of us, and that the ideas and commitment of each member of Osgoode's community matter. As we move forward, we must do so together, and with a clear sense of our identity, our mission, and our potential. With optimism and confidence, we welcome the challenge.



Students gather in Osgoode's new building on August 29, 2011 for the start of the 2011-12 academic year.

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