Annual Report: 2010-2011

Osgoode Hall Law School of York University

Follow this and additional works at: http://digitalcommons.osgoode.yorku.ca/annual_reports

Recommended Citation
http://digitalcommons.osgoode.yorku.ca/annual_reports/7

This Book is brought to you for free and open access by the Reports, Plans, and Policy Documents at Osgoode Digital Commons. It has been accepted for inclusion in Annual Reports by an authorized administrator of Osgoode Digital Commons.
Osgoode Mission Statement

Our mission is to contribute to new knowledge about the law and the legal system by being a centre for thoughtful and creative legal scholarship, to provide an outstanding professional and 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 to serve Canadian society and the world in ways that further social justice.

*Per jus ad justitiam: Through law to justice*

Table of Contents

1. Letter from the Dean
2. Faculty, Student, & Staff Achievements
3. Academic Programs
   8. Office of the Associate Dean and Office of the Assistant Dean JD Program
4. Office of the Assistant Dean First Year
5. Osgoode Professional Development
6. Graduate Program in Law
7. Research, Graduate Studies & Institutional Relations
8. Recruitment, Admissions & Career Development
9. Law Library
10. Office of Advancement
11. Information Technology Services
12. Communications
13. Budget
14. Medals & Class Standing Awards Spring 2011
15. Officers

*This report covers the period from May 1, 2010 to April 30, 2011.*

New Windows on Justice

The window illustrations in this report were developed from photographs of actual Osgoode windows taken by Cameron Johnston of Campus Services & Business Operations in the winter of 2011.
Letter from the Dean

Feeling the excitement mount as our renovated building neared completion, launching a strategic planning process that will enhance and deepen the direction in which the Law School has been heading, and increasing our engagement with outside communities made for an energizing 2010-11 fiscal year for Osgoode Hall Law School. Those are three key highlights of the year that are documented in this Annual Report, which covers the period from May 1, 2010 to April 30, 2011.

Two months into the 2010-11 fiscal year, on July 1, 2010, I had the privilege of rejoining Osgoode as the School’s 18th Dean.

By the time this report is published, the Osgoode community will have moved back into our stunning new building. Two years of living in temporary office space in the Ross and Technology Enhanced Learning buildings at York will be behind us. (Fortunately, we were able to keep the academic wing of the Osgoode building open for classes during the construction period that began in the summer of 2009 and ended in the summer of 2011.) The Ignat Kanef Building, named in recognition of the lead donor to the Building Osgoode Campaign, will transform the law school experience for Osgoode’s students.

I want to thank the faculty, students, staff, alumni, donors and friends of the Law School as well as members of the York University community for their support and vision in making these “New Windows on Justice” a reality. Throughout the 2011-12 academic year, the School will host a number of signature events to mark our year-long building celebration and I invite everyone to join us for these landmark events.

In addition to our building renovation, another high-priority item for the Law School in the 2010-11 fiscal year was the creation of a new five-year Strategic Plan that would continue the momentum of Making a Difference, the 2006-2010 plan for the Law School spearheaded by former Dean Patrick Monahan. In the summer of 2010, building on the work of the 2009-10 Strategic Planning Committee under the leadership of then Interim Dean Jinyan Li, the Law School launched a strategic planning process intended to be inclusive, consultative, and coordinated.

We held a number of consultation sessions and invited input from students, staff, faculty, and alumni. Feedback from the majority of Osgoode community members was that the new Strategic Plan should build on the progress the Law School had made in the past five years and intensify efforts in the following three areas:

- experiential education and the exploration of law in action;
- research and pushing the bounds of legal knowledge, including new and innovative ways to access that knowledge; and
- engagement in the community, both in our backyard and throughout our city, province, country, and world.

The direction set out in the new Strategic Plan, which will go before Osgoode Faculty Council for approval in the fall of 2011, is already starting to be felt in those particular areas.

In the 2010-11 fiscal year, for example, Osgoode became the first Canadian law school to recognize experiential learning as a required element of the JD program. Starting in 2012, all students will complete a clinical, intensive or simulated course during their legal studies. In addition, new intensive programs in Anti-Discrimination Law and Intellectual Property Law came on stream. And innovative new partnerships with organizations such as the Centre for Addiction and Mental Health (CAMH), the Canadian Forces Judge Advocate General (JAG), and the Society of Ontario Adjudicators and Regulators (SOAR) were formed.

As well, I was greatly encouraged by our progress in developing institutional relationships in 2010-11. Two excellent international examples are the memoranda of understanding Osgoode signed with Jindal Global Law School in Delhi and the National Law University (Delhi) to collaborate in teaching and research.

In the next fiscal year, we expect to sign several more of these types of agreements not only with institutions in Asia, but also closer to home.

Such partnerships add to the uniqueness of the Osgoode experience and help to further distinguish Osgoode from other law schools. In the fall of 2010, the Law School, with the assistance of marketing research consultants, asked a number of our students, faculty and alumni to tell us what is distinctive about Osgoode. The goal of The Distinctly Osgoode Project was to bring together the voices of our community, particularly our students’ voices, and use them to craft a narrative by and for Osgoode.

Not surprisingly, openness, opportunity and flexibility; commitment to public law, social justice, and ethical lawyering; integration of theory and practice; and the notion of transformation are at the heart of the Osgoode experience and reputation.

In the coming fiscal year, Osgoode will continue to aim high, building on these distinct strengths, and building toward the future.

Not surprisingly, openness, opportunity and flexibility; commitment to public law, social justice, and ethical lawyering; integration of theory and practice; and the notion of transformation are at the heart of the Osgoode experience and reputation.

In the coming fiscal year, Osgoode will continue to aim high, building on these distinct strengths, and building toward the future.

Lorne Sossin '92

Lorne Sossin `92
Achievements

FACULTY

Professor Obiora Okafor was elected to the UN Human Rights Council Advisory Committee for a three-year term. Composed of 18 experts drawn from the 192 member states of the UN, the committee is the think-tank for the UN Human Rights Council and works to ensure that the council receives the best possible expert opinion on human rights matters.

He was also presented with the 2010 Canadian Association of Law Teachers (CALT) Award for Academic Excellence at CALT’s Annual Meeting June 21 to 22, 2010 in Victoria, B.C.

Professors Benjamin Berger, Faisal Bhabha and Dan Priel were appointed to Osgoode’s full-time faculty, effective July 1, 2011. Professor Berger comes to us from the University of Victoria Faculty of Law where he held a cross-appointment in the Department of Philosophy, with his work there focused in Religious Studies. Professor Bhabha has been a full-time Vice-Chair of the Human Rights Tribunal of Ontario and an Adjunct Professor at Osgoode. Professor Priel was previously a Visiting Professor at Osgoode and an Assistant Professor at the University of Warwick in the UK.

Professor Poonam Puri, who is Co-Director of the Henncich Centre for Business and Law, was appointed Associate Dean, Research, Graduate Studies and Institutional Relations (ADRGs) at Osgoode for a three-year term starting July 1, 2011. She held York University’s Walter L. Gordon Fellowship in 2010-11 and also received a Law Foundation of Ontario grant.

The South Asian Bar Association of Toronto (SABA) presented Professor Puri with its 2010 Lawyer of the Year Award (Female) at its annual awards dinner on Nov. 17, 2010 in Toronto. SABA is the Greater Toronto Area’s premier legal organization dedicated to promoting the objectives of South Asian members of the legal profession.

Professor Puri will succeed Professor Lisa Philipps who has provided outstanding leadership and service to the Law School during her term as ADRGS. On July 1, 2011, Professor Philipps will become the new Director of the York Centre for Public Policy and Law (YCPPL).

Professor Philipps as well as faculty members Mary Jane Mossmann, Trevor Farrow and Stepan Wood were each awarded Social Sciences and Humanities Research Council of Canada (SSHRC) grants in 2010-11. In Professor Farrow’s case, SSHRC, through the Community-University Research Alliances (CURA) 2010 competition, awarded the Canadian Forum on Civil Justice, which is housed at York University, a $1 million grant for an in-depth study of the effectiveness of the civil justice system.

Professor Dayna Scott also received awards from Health Canada, the Canadian Institutes of Health Research and the Law Foundation of Ontario.

In addition, three faculty received special teaching release for research purposes in 2010-11 through the Osgoode Research Fellowship (Professor Giuseppina D’Agostino and Professor Gus Van Harten) and the Law Commission of Ontario Scholar in Residence program (Professor Jamie Cameron).

BLG Fellowships were awarded to Professors Ikechi Mgbeoji and Peer Zumbansen for the summer of 2011. Professor Zumbansen is also the recipient of the 2010-11 York-Massey Fellowship. The Fellowship is awarded on an annual basis and allows a York faculty member to spend the academic year within the intellectual community at Massey College.

Professor Mary Condon was appointed a Vice-Chair to the Ontario Securities Commission, the regulatory body responsible for overseeing the capital markets in Ontario. During the term of her appointment, which will run from June 1, 2011 to May 31, 2013, she will be on a leave of absence from the Law School.

Professor Kent McNeil was inducted on November 27, 2010 as a Fellow of the Royal Society of Canada (RSC), the highest honour a scholar can achieve in this country. A faculty member at Osgoode since 1987, he was awarded a prestigious Killam Fellowship in 2006 to pursue research on the legality of European assertions of sovereignty in North America. He is the ninth Osgoode professor to be elected a Fellow of the RSC. The others are: Harry Arthurs, Jean-Gabriel Castel, Peter Hogg, Allan Hutchinson, John McCallum, Liora Salter, Brian Slattery and Sharon Williams.

Professor François Tanguay-Renaud was awarded a Hart Visiting Fellowship, one of the most prestigious fellowships in legal theory, to be held at University College, Oxford University, during the 2010-11 academic year.

The following faculty were also honoured with Osgoode Hall Law School Teaching Awards for significantly enhancing the quality of learning for Osgoode students.

Full-time Senior Faculty:
Sonia Lawrence, Marilyn Pilkington

Full-time Faculty:
Sean Rehaaq

Contract & Adjunct Faculty:
Leanne Shafir

Osgoode Professional Development Faculty
Leslie H. Macleod

Osgoode Professional Development Continuing Legal Education (CLE) Contribution Award
Alan D. Gold
Achievements

STUDENTS

The team of Devin Doyle '11, Anna Koppelman '12, Kim Lawton '11, Jonathan Park '11, and Leanna Yue '12 and their coaches Tim Pinos, Casey Chisick and Shane Hardy of Cassels Brock & Blackwell LLP won the Harold G. Fox IP Moot held on February 18 and 19, 2011 at the Federal Court of Appeal in Toronto. It was Osgoode's first time winning the competition, which saw teams from eight Canadian law schools vie for the Harold G. Fox Cup.

The inaugural Willms & Shier Environmental Law Moot was held February 19, 2011 at the Ontario Court of Appeal in Toronto. Founded by Osgoode in partnership with Willms & Shier Environmental Lawyers LLP, the competition attracted eight teams of law students from across the country to moot a fictitious appeal. Queen's University took home the trophy. The tournament was the脑child of Osgoode Professor Stepan Wood '92 who approached the head of the litigation group at Willms & Shier Environmental Lawyers, Marc McAree LLB/MES '93, who embraced the idea with enthusiasm. The Osgoode team of Darren Hall '11, Simon Leith '12, Elias Lyberogiannis '12 and Rebecca Zaretsky '11 won the Warren K. Winkler Cup, the award for the top Canadian law school at the International Competition for Mediation Advocacy (ICMA). The team placed third overall out of 15 law schools from the United States, Canada and India in the competition, which was held March 7 to 11, 2011 at Osgoode Hall in downtown Toronto. They were coached by Professor Leanne Shafir and Professor Emeritus Fred Zemans.

Hats off to the Osgoode team of Lindsay Beelen '11, Kate Doyle '12, Saktish Pillai '12, Jennifer Pocock (Wang) '11 and Shimmy Posen '11 who finished a strong second overall in the inaugural Donald G. H. Bowman Tax Moot. This was the first year of the moot organized by Windsor Law School and sponsored in large part by Fraser Milner Casgrain LLP. The award for Best Factum (Appellant) went to Doyle and Pocock and Posen received the award for Best Advocate. Professor Lisa Philipps served as Faculty Coach for the team. Professor Jinyan Li also provided invaluable insight and advice, as did coaches from Osler Hoskin and Harcourt LLP: Al Meghji, Pooja Samtani, Martha Macdonald and Scott Wilkie.

The weekend of February 19 to 20, 2011 also saw Osgoode's 2011 Concours Laskin team of Jessica Mathewson '12, Jen Quito '11, Bronwyn Roe '12 and Chanakya Sethi '12, with Umair Abdul '12 as the team's researcher, receive more awards than any other school team at the Concours Laskin moot competition hosted by the University of Ottawa. Our team was fortunate to be coached by Andrea Gonsalves of Stockwoods LLP and assistant coach Ashley Waye of Bales Beall LLP. In addition to winning Second Place School Overall and Second Place Team Facta, our oralists went up against 16 teams representing schools Canada-wide. Chanakya was First Place Oralist; Jen was Fourth Place Oralist; and Chanakya and Jen also won First Place Pair in the Final Round.

Third-year JD students Dorothy Charach and Eric Pellegrino, won the 2011 Arnup Cup. They beat teams from Ottawa, Queen's, the University of Toronto, Western and Windsor for the right to represent Ontario in the prestigious Sopinka Cup, Canada's national trial advocacy competition, which was held in March in Ottawa. Their coaches were Moiz Rahman '96, Crown Counsel with the Department of Justice, and Jonathan Rosenthal '87, who is in sole practice in Toronto as a criminal defence counsel.
JD students Brent Kettles '11, Christopher Harris '11 and Marc Rodrigue '11 participated in the Commonwealth Law Moot Competition, held in Hyderabad, India from February 5 to 9, 2011 along with their coaches, Osgoode alumni Frank Au and Ngai On Young. The team finished third overall, and Brent was awarded a tied prize for the Second Best Oralist in the Preliminary Round. There were nine teams in the competition who qualified from regional competitions throughout the Commonwealth.

More than 130 Osgoode students took part in this year’s Lerners Cup Mooting Competition, Osgoode’s premier intramural mooting competition. Chris Hunter '13 and Stephanie Marple '12, won the competition. Thomas Wilson '13 and Jenn Aubrey '13 were the second-place team.

For the first time since its inception in 2005, the Osgoode Cup Undergraduate Mooting Competition was entirely student-run this year. Presented by the Osgoode Mooting Society and the Osgoode Debate Society, the 2011 competition saw 52 teams of undergraduate students from 15 schools in five provinces compete on March 12 and 13. That’s double the number of teams that competed in the 2010 Osgoode Cup. Hats off to Osgoode Cup Co-Chairs, Andrew Monkhouse '12, President of ODS, and Jessica Mathewson '12, Vice-President of OMS; Chief Bailiff Brent Kettles ’11 (a former Osgoode Cup winner) and everyone else who was involved in the organization including more than 60 law students and practitioners who served as judges for the competition.

The 2011 Osgoode Cup, which was won by a team from the University of Western Ontario’s Richard Ivey School of Business, was generously sponsored by Lenczner Slaght LLP, Osgoode’s Legal and Literary Society, Gowling Lafleur Henderson LLP and the Office of the Vice-President Academic and Provost for York University.

Parkdale Community Legal Services presented the Frederick Zemans Prize in Poverty Law to third-year JD student Nathan Higgins ’11 on February 23, 2011 for delivering “exceptional service for the clinic and the community.”

JD student and former Osgoode Debate Society president Brent Kettles ’11 was the 9th ranked overall speaker and top-ranked Canadian debater at the World Universities Debating Championship (WUDC). The WUDC is the world’s largest and most prestigious debating tournament comprising 340 teams (680 individual debaters) as well as 300 adjudicators from more than 50 countries. The tournament was held at the University of Botswana in Gabarone, Botswana from December 27, 2010 to January 3, 2011.

Osgoode Research Coordinator Inbal Marcovitch received the York International 2011 Award (in the staff category) for Outstanding Contribution to Internationalization. The award was given out March 25, 2011 at the Cultural Gala, York International’s annual year-end event featuring a dinner, cultural performances and the awards ceremony.

At the annual faculty and staff holiday luncheon in December 2010, Graduate Program Manager Lisa Bunker was presented with the Louella Sturdy Leadership Award, which is given annually to the Law School staff member who has made an outstanding contribution through his or her leadership and teamwork with members of the Osgoode community.

The Wendy Rambo Outstanding Service Award, given annually to a Law School staff member who consistently provides a high level of service and makes significant contributions to the Osgoode community, was presented to Administrative Assistant Hazel Pollack. Hazel has since retired after more than 25 years of dedicated and loyal service to Osgoode Hall Law School.
During the 2010-11 academic year, the Office of the Associate Dean continued with its principal responsibilities for the JD teaching program and for full-time faculty and adjunct faculty matters. This work overlaps with the responsibilities of the Office of the Assistant Dean, JD Program, the Office of the Assistant Dean, RACD and the responsibilities of the Office of the Assistant Dean, First Year. In a report of this sort, it is difficult to encapsulate all the work that was done. We have set out below some of the most important areas of work and accomplishments in 2010-11.

1. THE BUILDING RELOCATION

During 2010-11, the Associate Dean’s office continued to work closely with the Building Project Committee, the Office of the Assistant Dean, JD Program, and the Office of the Executive Officer to ensure adequate teaching space and conditions for our JD Program. A number of challenges continued to present themselves and were addressed, including the poor quality of particular classrooms on campus, notably the Senate Chamber, the lack of adequate plug-ins for student laptops, double bookings and locked classrooms in the early part of the fall semester.

The re-opening of the renovated classrooms, the return of the MDC, the opening of student social and study space, together with the ability to write final examinations in both terms in our building, made an enormous difference to the students’ experience.

The best planning cannot prevent the unexpected, such as a fire at the University on December 14 that disrupted both first-year and upper-year examinations scheduled for that day, as well as forced the temporary re-location of students from on-campus housing. However, best efforts were made to minimize the impact of the disrupted examination schedule, and all students were able to write on one of two alternate examination dates.

2. THE OFFICE OF THE ASSISTANT DEAN, JD AND THE JD PROGRAM

2010-2011 was a year of transition in the Office of the JD Program. Ronda Bessner was appointed as the Assistant Dean of the JD Program in late April 2010. In addition to responsibilities for overseeing the JD Programs, Student Records and Financial Services, and supervising a full-time staff of seven, Assistant Dean Bessner assumed responsibility for (i)

a) Academic Success and Student Wellness

Assistant Dean Bessner was appointed with the express mandate to develop and inaugurate a new Academic Success and Wellness Program. She developed and presented a number of academic success sessions (e.g. Legal Citations, academic integrity, primary research, secondary research, publication of papers, interdisciplinary research) in the fall and winter terms. She encouraged students to submit their papers for publication. She also organized a number of sessions devoted to wellness (e.g. nutrition, physical and mental health) and the popular weekly Yoga sessions. A session on finances and debtload was introduced this year for upper-year students. Assistant Dean Bessner continued the tradition of establishing close and supportive working relationships with a number of student organizations and clubs, with a focus on those groups requiring a bit more institutional support and encouragement.
b) Accommodation for Students with Disabilities: Audio Recording & Dean’s Scribes
The support of Osgoode students with disabilities is a major focus of the Office of the JD Program. Considerable effort was expended by the Associate Dean, Assistant Dean JD, the staff of Osgoode IT and Programs and Records to develop a new Audio-Recording Policy for the 2010-11 academic year. The policy also addressed issues of religious accommodation.
A Dean’s Scribes program (volunteer peer notetakers) was developed by the Assistant Dean and implemented in 2010-11, and was extremely well-received by all students involved.

c) Joint and Combined Programs and Exchange International Programs
Osgoode’s many programs and exchanges continued to be the focus of the Assistant Dean JD, including the IBL LLM program, together with the exploration of new partnerships (e.g. Kent Law School). A new publication on Toronto and resources on and off campus was prepared and distributed to all incoming first-year and international students. Information and academic success sessions were offered by the Assistant Dean JD to support the international and exchange students.

d) Administration of Examinations and the Academic Rules
The Assistant Dean JD and the Manager of Programs are the first line of contact for students in relation to examination accommodation and requests for deferrals and extensions. This involves a great deal of counseling as well as ensuring the integrity of the process. In 2010-11, there was a renewed commitment to integrity and consistency in the administration of the academic rules in relation to deferred examinations.

e) New Initiatives and Partnerships
Assistant Dean Bessner worked closely with Dean Sossin to establish a new reciprocal studies partnership between Osgoode and Ryerson’s Yeates School of Graduate Studies, as well as the new Law in Action within Schools (LAWS) initiative, which will be housed at Osgoode and U of T. A Dean’s Scribes program (volunteer peer notetakers) was developed by the Assistant Dean and implemented in 2010-11, and was extremely well-received by all students involved.

f) The JD Academic Program
Notwithstanding the many challenges created by the building renovation and relocation, we were able to successfully offer the full array of courses and seminars that we have offered in past years. Faculty Council approved a new Anti-Discrimination Intensive which will commence in the fall semester of 2011. A new fall term Upper-Year Reading Week (in the first full week of November) was approved by Faculty Council and the University Senate, and will form part of the sessional dates in 2011-12. The Assistant Dean JD and the staff in the Office of the JD Programs provided valuable support in the process of assessing and proposing this new Reading Week.

3. CURRICULUM REFORM
The first-year curriculum reforms were introduced three years ago and in accordance with the approval of such reforms by Faculty Council, the implementation of those reforms is now under review. The process began last summer and the Academic Policy Committee subsequently struck a sub-committee, Chaired by Assistant Dean First Year Bruce Ryder, to review the success of the reforms in relation to the five originally stated objectives. Building upon a meeting of first-year instructors was convened on May 12, 2010, a further meeting was held on June 22, at which curriculum review was discussed. The important feedback from instructors during that meeting will be one of the many sources of data utilized by the sub-committee.

The Upper-Year Curriculum Reform Working Group, chaired by Professor Obiora Okafor, completed its work in 2010-11, culminating in a report to Academic Policy Committee and ultimately to Faculty Council for approval. It is expected that the new curriculum reforms, notably the addition of a third-year writing requirement and a praxicum requirement, will form part of the 2012-13 first-year syllabus.

The University Undergraduate Degree Level Expectations (UDDLEs) - or learning outcomes - were approved by Faculty Council in 2010. To accomplish the goal identified of ensuring that the articulation of course learning outcomes are explicit and clearly stated, the Associate Dean’s office has worked to gather from all instructors their course outlines and these are reviewed to ensure, among other things, the inclusion of learning outcomes.

4. TEACHING AND LEARNING
The process of curriculum reform highlights the continuing focus at Osgoode on teaching and learning and ensuring student engagement in the JD academic program. Consistent with this focus, the sixth Osgoode Course Design Institute was held on June 7, 2011 organized by the Standing Committee on Teaching and Learning and chaired by Assistant Professor Shelley Kierstead. This year’s Institute, focused on “Inclusion and Alienation in the Classroom” at which a number of York, Ryerson and Osgoode colleagues shared their innovative pedagogical approaches. The Assistant Dean JD organized the student panel and presented statistical information on Diversity from the 2010 LSSE survey.

Osgoode’s emphasis on teaching and learning was also demonstrated by the four recipients of Osgoode Teaching Awards for 2010-2011, each of whom exemplified the commitment to excellence and innovation by faculty to the learning experience of Osgoode students. This year’s recipients were Professor Marilyn Pilkington, Professor Sonia Lawrence, Professor Sean Rehaag and Adjunct Professor Leanne Shafrir.
5. OPIR

The Osgoode Public Interest Requirement (“OPIR”) continued to be ably directed by Visiting Professor Richard Haigh. Professor Trevor Farrow, Director of Clinical Education in 2010-11, took the lead on the schedule review of OPIR which was presented to Faculty Council in the winter term. Two ongoing issues need to be monitored: ensuring student registration in OPIR and whether, and under what circumstances, waiver or modification of the requirement is ever appropriate. In the 2012-13 academic year, students from U of M in the Combined JD/BCL Program will be required to satisfy 15 OPIR hours.

6. GRADES REVIEW, ACADEMIC DISHONESTY, STUDENT CODE OF CONDUCT, SAC APPEALS

Review and approval of all JD grades is the responsibility of the Grades Review Committee, consisting of five faculty members and chaired by the Associate Dean. With respect to grade appeals and other petitions from students, the Academic Standing Committee (ASC) retains principal responsibility at Osgoode.

The Associate Dean’s Office has principal responsibility for replying to appeals from our ASC to the Senate Appeals Committee (SAC). In the 2010-11 academic year we responded to a Student’s Application for Leave to Appeal and received a positive decision from SAC. We have two outstanding applications to which to reply.

The Office of the Associate Dean retains principal responsibility at Osgoode for dealing with academic honesty matters, and academic offence matters such as plagiarism and cheating. The Associate Dean dealt with seven academic dishonesty complaints in 2010-11, including three that had been investigated by then Associate Dean Janet Mosher. In those three matters, charges had been laid and the matters proceeded by way of an acknowledgment of dishonesty on the part of the students. A joint summary of the matter and joint submission on sanction between the Associate Dean and student was prepared and submitted to an Academic Discipline Panel. The Panel accepted the submission in both matters.

In two other cases, one involving an exchange student from a civil law jurisdiction, and the other an Osgoode student, complaints were received concerning alleged plagiarism. In relation to these two matters, the Associate Dean concluded that there did not exist reasonable and probable grounds to proceed with a charge of academic misconduct. The Assistant Dean JD participated in most of the exploratory sessions with the Associate Dean.

The Associate Dean is, by virtue of the office, a local adjudicator for the Student Code of Rights and Responsibilities. Complaints referred to the Associate Dean under the Code are not restricted to Osgoode students. In the 2010-11 academic year, one matter was referred to the Associate Dean as Local Adjudicator. In addition, the Associate Dean, on behalf of the Law School, made a complaint under the Student Code in relation to the misuse of York and Osgoode IT services. The matter was settled under terms drafted by the Law School. The support of Osgoode and York IT was exceptional in the investigation of this matter.

7. TEACHING AND ADMINISTRATIVE RESPONSIBILITIES - FULL-TIME FACULTY

A major concern of the Associate Dean’s Office is the planning of teaching and administrative assignments of the full-time faculty. There are constant challenges in making these assignments, while also encouraging faculty research, and promoting teaching and supervision in the Graduate Program. The appointment of three new members of the full-time faculty, effective July 1, 2011, will be of great assistance to the delivery of the program: Assistant Professors Faisal Bhabha and Dan Prieh and Associate Professor Benjamin Berger. In 2011-2012, Professors Bhabha and Prieh each will assume responsibility for a course in the first-year program (Ethical Lawyering in a Global Community and Torts respectively), each will offer one small upper-year course/seminar. Professor Berger will teach two sections of Evidence in the upper-year program as well as a new course: Law and Social Change: Law and Religion.

8. TENURE AND PROMOTION

The Associate Dean’s Office continues the task of leading on the management of these files and Mark Hamilton, the assistant to the Associate Dean, does a tremendous amount of work shepherding files through this process.
In 2010-11, two candidates successfully moved from the pre-candidacy to candidacy stage. These two candidates will be considered for tenure and promotion in 2011-12. Two colleagues have indicated their intention to pursue promotion to full professor (likely in the second full professor cycle, with appointments effective July 2012).

With the appointment of three new members to the Faculty effective July 1, 2011, two of whom are in the pre-candidacy stage, it will be necessary to arrange for Visiting Committees to assist each through this process. Although the third new appointment to the Faculty has been appointed with tenure, it nonetheless will be advisable to arrange for a collegial mentor to support his entry and integration into the Osgoode community.

9. TEACHING RESPONSIBILITIES – ADJUNCT FACULTY

Osgoode has always had as part of its teaching tradition an active role for adjunct faculty drawn from all parts of the legal profession, including distinguished judges, private practitioners and government lawyers and policy-makers. The adjunct faculty provides a necessary complement to our full-time faculty, and remains a real strength of Osgoode’s teaching program. In 2010-11, 100 Adjunct and Visiting Faculty members were appointed as instructors or co-instructors in 68 courses or seminars in the Upper-Year JD Program. In the first-year program, five substantive courses (Contracts (Sections C & D), Torts, Ethical Lawyering in the Global Community (Section A), Property (Sections B & D) were taught by adjunct and visiting faculty. Eleven first-year Perspective Option seminars were taught by adjunct faculty.

Osgoode’s traditional practice of looking to appoint Osgoode’s full-time graduate students as instructors in the JD Program will end in 2011-12 due to the requirement of the Faculty of Graduate Studies that our hiring practices come into compliance with the Collective Agreement, which governs the process and number of full-time graduate students who can serve in this capacity. As a result, we will be able only to look as needed to part-time graduate students or to full-time graduate students from other universities.

As well as the role of the Associate Dean’s Office in coordinating the appointment of adjunct faculty, the various administrative offices make an effort to facilitate the experience of adjunct professors in managing the preparation of course materials, the scheduling of classes, and the process of examinations and evaluation. Adequate support and oversight of the adjunct faculty is important to the success of the JD Program. In that regard, the Adjunct Faculty Workshop was held again this year on June 23, 2011, with thirty-four Adjuncts in attendance (twenty-seven of whom are new instructors in 2011-12).

Challenges for 2011-12

- Ensure the move back to the new building proceeds with no disruption to the resumption of the fall term on August 29;
- Completion of the review of the first-year curriculum reforms and decisions regarding whether changes are required;
- Ensure academic and adequate administrative preparation and support for the introduction and implementation of the upper-year curriculum reform that will be introduced for the incoming class in 2012;
- Prepare for the new Accreditation Criteria introduced by the Canadian Federation of Law Societies;
- Review of Academic Rules governing deferred examinations and accommodation;
- Monitor the impact of the new fall term Upper-Year Reading Week;
- Undergraduate program review previously scheduled for 2011-12;
- Revisit and revise Audio-Recording Policy in the context of the new building;
- Monitor the impact of the OHFA MoU re. teaching credits for large classes and related issues concerning teaching release;
- Ensure core first-year and upper-year, as well as graduate courses are taught by full-time faculty;
- Ensure closer coordination between different parts of the Law School in relation to teaching needs (JD, Graduate Program, OPD);
- Complete the digitization of student records;
- Introduction of records management systems and protocols that bring us into compliance with FIPPA;
- AODA compliance.

This report was submitted by
Ronda Bessner
Assistant Dean, JD Program

Shelley Gavigan
Associate Dean
This report covers activities from the summer of 2010 through June 2011, the second of my three-year term as Assistant Dean, First Year. This report will briefly review the main aspects of the role of the ADFY and plans for the coming year.

1. ACADEMIC SUCCESS PROGRAM

The Academic Success Program is the mainstay of the ADFY program. Its purpose is to provide an effective introduction to legal studies for our students. It has two main components: the Academic Skills Sessions and the Dean’s Fellow Program.

a) Dean’s Fellow Program

The Dean’s Fellow Program provides academic support through peer-assisted group study sessions attached to the first year classes in Torts, Contracts, Criminal Law, State and Citizen, Property and Legal Process (Civil Procedure component). DF sessions provide an opportunity for students to come together in a relaxed, collaborative, and productive group setting to compare and process the quality and content of their notes, discuss readings, practice problem-solving strategies, and predict test items. DFs may also provide general academic support and advice to first-year students and may serve as a liaison between instructors, students and the ADFY, for example by helping to communicate and resolve any concerns that arise in particular courses.

Dean’s Fellows are upper-year students who were enthusiastic and engaged learners in the course (usually taught by the same instructor) in their first year. DFs are selected by the instructor (there is no formal application process), with the “match-making” assistance of the ADFY in some cases, on the basis of their suitability as teachers, mentors and advisors.

The DF program was introduced at Osgoode in the 2003-04 academic year to serve as a resource for first-year students dealing with academic, course-related issues and the transitional challenges of adapting to the law school environment, and an opportunity for upper-year students to develop teaching and advising skills. The DF program focuses on facilitating learning rather than teaching the substantive content of courses, although it is left open to individual instructors to determine the precise role to be played by DFs, as well as the number and nature of DF sessions to schedule. Typically first-year instructors had their DFs hold at least several DF sessions per semester, most commonly to discuss learning and exam preparation strategies or to take up sample exam or review problems.

In 2010-11, 23 upper-year students served as DFs. Over the course of the year, the DFs cumulatively held 64 DF Sessions. The students’ need for DF sessions is particularly pronounced in the fall semester, especially in the semesterized courses (Contracts, Criminal and Torts). The majority of DF sessions are held in the fall (between mid-September and the end of November). While DF sessions are voluntary and held “off schedule”, attendance in the fall is very strong (typically about 50 students per session). In the winter, first-year students have less need for academic advice, so there are fewer sessions and
attendance drops off (typically to about 25 students). The following chart depicts the number of DF sessions held in 2010-11:

<table>
<thead>
<tr>
<th></th>
<th>Section A</th>
<th>Section B</th>
<th>Section C</th>
<th>Section D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts</td>
<td>No DF</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Criminal</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>No DF</td>
<td>13</td>
</tr>
<tr>
<td>Torts</td>
<td>4</td>
<td>No DF1</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>State &amp; Citizen</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Legal Process</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Property</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Fall Total</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Winter Total</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>Total Year</td>
<td>18</td>
<td>17</td>
<td>20</td>
<td>9</td>
<td>64</td>
</tr>
</tbody>
</table>

Three first-year instructors opted not to appoint a DF in 2010-11. While participation in the DF program is not mandatory, I will be urging first-year instructors to appoint a DF, as the role is much appreciated by DFs and first-year students. Students in a course without a DF feel “cheated” relative to their counterparts in other sections and often have difficulty in their first semester at Osgoode in finding appropriate upper-year mentors to offer advice on learning strategies in a particular course. These students turn to me to help them to locate an upper year mentor, and a number of upper year students have kindly agreed to take on an “informal DF role” at my invitation. In the coming year, I am hoping to have universal participation from first year instructors in the DF program. About half of the first year instructors have already appointed their DFs for the 2011-12 year, and I will be contacting others to remind them to do so as soon as possible.

Like previous ADFYs who established the parameters of the DF program, I am an enthusiastic supporter of the program and recommend its continuation in its current form. The DFs themselves, first-year students, and first-year instructors all report positively on their experience with the role. For first-year students, they appreciate the presence and availability of a designated upper-year academic advisor who typically has many useful insights into the kinds of learning expected by the instructor in a particular course and into the learning strategies that will be most helpful in meeting those expectations. For the upper-year students serving as DFs, it is a real honour to be selected for the role and to be treated by the Law School not just as a learner but also as a partner in teaching and learning. Many DFs bring a great deal of enthusiasm to the role. They see it as an opportunity to develop their speaking and teaching skills and an opportunity to “give back” by sharing the successful learning strategies they developed in first year. The DFs receive a modest honorarium for their efforts. The Dean and I hosted an appreciation lunch for the DFs in March to express our gratitude to them for their support of first-year students’ learning. At that event, and in further discussions with the DFs, we identified a number of ways to strengthen the program going forward. They are:

1) Ensuring that DFs are not all “academic stars”; instead, they should be chosen principally on the basis of strong communication skills, commitment, reliability and ability to facilitate first-year students’ learning;

2) The desirability of DFs working in pairs, as it gives more upper-year students the opportunity to serve as mentors and partners in teaching and learning; in addition, first-year students benefit from having more mentors, in part because it exposes them to multiple learning styles;

3) Better information gathering about what strategies and exercises DFs have found most successful and better transfer of this information to incoming DFs; and

4) Better advance planning and coordination of effort within and across sections.

In my communications with first-year instructors, I have emphasized that they should appoint a DF with the characteristics described in 1) above, and have mentioned the possibility of appointing a DF duo in accordance with 2).

To respond to concern 3), this summer my research assistant is helping me compile a complete record of the communications, documents and strategies used by the 2010-11 DFs. We will then append the “best of” this material to the Dean’s Fellow Handbook distributed to the incoming DFs toward the end of the summer. This will enable incoming DFs to draw upon and build upon the work of the previous year’s DFs in planning their own sessions and communications.

To achieve goal 4), we need to make greater efforts to ensure that each section has a roughly similar number of DF sessions, scheduled in a manner that the sessions are not “clumped” together in a burdensome manner. As the chart above illustrates, Section D ended up having half the number of DF sessions that other sections had in 2010-11. To help avoid this uneven distribution of DF advice in 2011-12, I will be urging DFs to meet with their instructors before the start of classes to map out a schedule of DF sessions for the semester and to share this information with me. I can then add the dates to the first year instructors’ calendar to avoid conflicts or other scheduling problems. Ideally, the schedule of DF sessions should be included in the syllabus for each course. At the training and information session I hold for DFs at the beginning of each semester, I will again be urging each DF to settle on a schedule of sessions for the semester. In addition, this year I
will be appointing one of the DFs in each section to serve as a “DF Coordinator” for that section for the semester. The DF Coordinators will be asked to facilitate communication between the DFs in each section and to arrange a monthly meeting between the ADFY and the DFs for their sections where we can share information about students’ progress and identify any emerging concerns.

Several of this year’s DFs expressed an interest in extending the DF model into some of the upper-year core courses. Assistant Dean Bessner and I have had some discussions about this possibility. While these conversations are ongoing, we have doubts about whether upper-year students have a significant need for peer mentorship beyond what they already have through their own contacts. If an instructor in an upper-year core course such as Taxation or Business Associations thinks a modified DF model could be useful in his or her course, we might pursue it on a trial basis.

b) Academic Skills and Information Sessions
This past year, as in previous years, the ADFY and Assistant Dean Bessner organized a number of academic skills sessions and we will be meeting in early July to plan an array of sessions in the coming academic year, including sessions on Class Preparation, Notetaking and Participation Skills, Academic Rules (Grading Practices, Academic Honesty) and Code of Conduct, Organizing and Studying Your Materials (time management, preparing summaries), Wellness and Stress Management, Perspective Option Information, Exam Preparation, Exam Writing and Learning from Feedback, Writing and Researching Perspective Option Papers (January-February), and Course Selection Information.

c) Individual Academic Support
In the ADFY’s summer mailing to incoming students, in the summer webcast and open houses, and in the welcome assembly on the first day of orientation, students are introduced to the ADFY and the role of the office, and are encouraged to be in touch with me if they need any help or advice. About half of the students in the first-year class contacted me at some point during the year seeking advice about a range of issues. A number of the students I met with were experiencing multiple challenges, including learning/academic issues, financial problems, health issues, or other personal problems. A significant number of students experienced high levels of stress, particularly as exams or other deadlines approached (especially in the fall term leading up to December exams), with symptoms including inability to concentrate, inability to keep up with readings, generalized depression, anxiety or panic, feelings of inadequacy or inability to cope, confusion about learning expectations.

I provided advice to students about study skills, stress management, communication with peers and faculty, and academic support and individual counseling resources available at the university or elsewhere in the community, often in consultation with Assistant Dean Bessner, Associate Dean Gavigan or other staff and colleagues. When students met with me to discuss academic challenges they were facing, I would work with them to identify the source of the problem in order to strategize a solution. Many students met with me in November and December leading up to the first set of final exams (a particularly stressful experience for first-year students). After grades were released in late January, I met with many students in academic difficulty.

2. CURRICULUM REFORM
We have just completed our fourth year of experience with the first-year curriculum reforms implemented in 2007-08. A report to Faculty Council on the success of the reforms is overdue. I will be chairing a sub-committee of the Academic Policy Committee tasked with preparing a report to Faculty Council in the coming year. The issues and scope of the review were discussed at the first year instructors’ meeting in June. Professor Shelley Kierstead has agreed to serve on the sub-committee, and we will be seeking the participation of at least one more faculty member and several students. We will be consulting with and seeking feedback from all first-year instructors on their impressions of the success of the reforms and any suggestions for further reforms they consider worthy of consideration. The role of the sub-committee is to review the success of the reforms; the sub-committee’s role is not to make new curricular reform proposals, although it might make some recommendations on modest adjustments that could be made to better achieve the objectives of the 2007 curricular reforms.

3. CURRICULUM SUPPORT
Another focus for the ADFY is providing guidance to first-year students in developing their plans of study for law school. In November 2010, we held a Perspective Option Selection Session and a number of students sought my advice on how to select from the impressive range of choices. Assistant Dean Bessner and I held a session on upper-year course selection for first-year students in March 2011. Materials from this session – an audiorecording, worksheet and PowerPoint slides – were posted on the ADFY website. In June, I provided individual advice in person or by email and Skype to over 30 students on the upper-year course selection process and career planning generally.
4. SUMMER: PREPARATION AND CONTACT WITH INCOMING STUDENTS

As in past years, the ADFY is busy during the summer planning for the upcoming year and communicating with the incoming class. In early July, a mailing will be sent to incoming students with a signed copy of Allan Hutchinson’s The Law School Book and other information about the exciting year ahead. Many students mention the value of having Professor Hutchinson’s book to read during the summer months. The welcome letter from the ADFY included in this package urges students not to worry about getting a jump on their course readings and aims to stimulate their curiosity about law. The letter also suggests that students give careful thought to their finances, time management skills, and support networks, and to create space in their lives for both focused study and balance, since all of these aspects of their lives will be critical to their success at law school. The ADFY participated in the summer webcast organized by Mya Bulwa in June and will be communicating with a number of incoming students over the course of the summer.

5. ORIENTATION WEEK

The ADFY works with the upper-year students on the Orientation Committee, and overseeing all aspects of the planning process to ensure compliance with Osgoode’s values, policies, and aspirations. This year, as I will be participating in skills training for students in the Anti-Discrimination Intensive Program at the same time as Orientation Week, Richard Haigh has agreed to assist me as faculty coordinators of “OWeek”. Richard and I will be arranging the academic schedule for Orientation Week and for planning and either delivering or overseeing many of the information sessions held early in the term. The ADFY’s office advocates for and supports an Orientation Week that creates a sense of a stimulating, inclusive and welcoming community, in which academic events are prominent, and the atmosphere is professional (albeit friendly and fun). In addition, the ADFY makes efforts to have a greater faculty presence during orientation, since this is one way by which the tone of the events can be elevated and community connections created.

Orientation events are packed into the first week of semester. On the first day, we hold a welcome breakfast followed by a welcome assembly, faculty BBQ, a keynote address by a leading member of the profession (last year, by Nathalie Des Rosiers, General Council of the Canadian Civil Liberties Association), and a tour of Old Osgoode. In the rest of the week, students have nine hours of instruction in Ethical Lawyering in a Global Community, three hours of instruction in Legal Process, a financial services session, a Clubs Fair, a CLASP BBQ, and a Social Justice Brunch. The number of social events was pared down last year, in part at faculty’s urging, and in part because of funding restrictions. Richard and I are working with this year’s Legal and Lit Orientation Co-Chairs, Sandra Alsaffawi-David and Stephanie marple, and with Osgoode staff and faculty, on planning this fall’s Orientation Week schedule. We expect that this year’s schedule will be very similar to last year’s schedule. We will try to limit the number of evening events to ensure that students have sufficient time to prepare for their ELGC and Legal Process classes. Richard and I will be meeting with Orientation leaders in August to provide a briefing on their role and the importance of creating an inclusive and welcoming environment for all incoming students.

6. CONCLUSION

The office of the ADFY continues to develop programs and materials which help introduce students to law school, and which support students in making a deeper commitment to their own responsibilities as students and members of the Osgoode community. The Law School’s support of the office of the ADFY reflects our collective commitment to encouraging and supporting first-year students in their pursuit of scholarship, personal growth and community service within and beyond Osgoode.

This report was submitted by Bruce Ryder, Assistant Dean, First Year.
Academic Programs

Graduate Program in Law

Osgoode’s Graduate Program is one of the largest and most influential research-based programs in North America. Thirty students have convocated from the program since June 2010. Of those, 12 received PhDs, 18 received LLMs. Of the LLMs, seven graduated on the basis of the new Major Research Paper option, which involves additional coursework and a correspondingly shorter piece of original research. (An alumni tracking project conducted in August 2011 revealed that 119 Osgoode graduate alumni currently hold academic appointments in North America.)

Graduate students have long been an important part of the Osgoode research community through their involvement and collaborations with individual faculty as supervisees and research assistants. A focus of both the Research office and the Graduate Program (research stream) in the past year has been to institutionalize this area of strength, by more systematically integrating graduate students into the Osgoode research community. Efforts are being made to facilitate the involvement of graduate students in externally funded faculty research through the solicitation of job postings to an internal career services website and more effective coordination and communication with researchers with respect to the identification of suitable candidates. The Graduate Program has sought to foster collaboration between graduate students and faculty members not only on funded research, but also on conferences, workshops and other events. Institutional support for graduate student research has increased through the provision of publishing workshops (SSRN, journals and books). Funding for travel to student conferences has been increased by 60%. The number of graduate students posting on SSRN has also increased. Graduate student news and research accomplishments are profiled on the website, including notably the award of the Governor General’s Gold Medal award (University-wide) to doctoral graduate Irvin Studin.

Support for students seeking to pursue academic careers is improving, and efforts are being made to expand this aspect of the program through the creation of an academic jobs database and the expanding of staff support in this area. Work on the website is ongoing. While improvements to the accessibility of information for prospective students was the focus of recent updates, future improvements will focus on improving the website’s utility for current students, as well as incorporating profiles of current students and recent graduates on the graduate studies home page.

Our graduate survey revealed that Osgoode graduate alumni are currently working across North America, and in many countries in Europe, Africa, Asia, Southeast Asia, and South America. Building on this legacy, Osgoode is continuing to seek to increase the international profile and impact of its graduate programs. We continue to make efforts to expand the number of international students who apply to and enroll in our programs, and to ensure that funding is available for those students. As well, we encourage our doctoral students to benefit from interaction with international colleagues in the context of their participation in the multi-university ATLAS Agora, held at Deusto Law School, in Spain this year, at which four Osgoode students participated, and other similar programs.

Promoting a cohesive and connected graduate student community is an important goal of our program, but it has been a challenge during the last two years while our building has been under renovation, and space for graduate students in short supply. The Graduate Program will gain a considerable amount of excellent new group and individual work spaces in the renovated building, most notably in the allocation of a significantly increased number of carrels for graduate students in the building and a lounge/kitchen as well as a dedicated graduate computer room on the fourth floor.

Finally, the Graduate Program (Research Stream) at Osgoode had a change of Director in January 2011, as Professor Benjamin Richardson left Osgoode for UBC and was replaced by Professor Ruth Buchanan.

This report was submitted by Ruth Buchanan, Director, Graduate Program.
Osgoode Professional Development

Although 2010-11 was a year of mixed results, overall it was an extremely successful year financially, with Osgoode Professional Development (OPD) making a net contribution of $1.38 million on revenue of $7.35 million (18%).

The non-credit continuing legal education portion of OPD’s business did not grow as planned due to various factors, including a weak economy and an influx of competitors, including several American organizations. Revenues from the Professional LLM and the full-time LLM in International Business Law (IBL), however, were up substantially from the prior year ($483,118 or 17%) due to a higher number of student enrollments than anticipated. The resulting 9% increase in overall revenue, combined with lower than anticipated expenses mainly in salaries and marketing costs, resulted in OPD’s highest net contribution to date.

Given that net contribution was 136% of budget, we elected to pay off the full balance of the debt owed to York University for the 2008 renovations at 1 Dundas Street West, which was to be amortized over the next three years. Final net contribution after payment of the debt was $956,988. OPD’s accumulated carry forward stands at $3,491,200.

THE PROFESSIONAL LLM PROGRAM

The objective of the Professional LLM program is to provide opportunities for serious, reflective learning designed to 1) respond to the increasing complexity and specialization of practice, and 2) to accommodate the lifestyle of working professionals. There are currently 17 specialized two-year Professional LLM programs which run on varying cycles, as well as a General LLM option.

In 2010-11, approximately 300 students were enrolled in each of three terms, and there were 83 enrollments over plan. A total of 157 new students enrolled in the program, down from 188 new enrollments in 2009-10.

In 2010-11, approximately 70 students each term (compared to 60 in 2009-10, 33 in 2008-09 and 17 in 2007-08) attended classes via distance learning technology, including students from every province in Canada, the USA, Bahrain, Barbados, Bermuda, Singapore and the United Kingdom. Distance students have added a new dimension and richness to the program and it is anticipated that they will continue to be a major source of growth.

LLM IN INTERNATIONAL BUSINESS LAW

The full-time LLM in International Business Law (IBL), which is designed for students with an undergraduate law degree from outside Canada, was launched in July 2008 with 17 students. This program consists of advanced Legal ESL with courses in Comparative Law, International Business Law, Cross-border Taxation, Global Corporate Law and Governance. Students also take electives from the JD program and have the option of applying for an unpaid two-month internship in a legal setting.

In July 2010, we enrolled 21 students (up from 16 the previous year and two more than budget) from six countries including Italy, China, India, Germany, Venezuela, and Hong Kong.

Students are completing internships at firms including Davies, Phillips and Vineberg LLP, Torys LLP, Osiers LLP, McCarthy's LLP, and financial institutions including RBC, Scotiabank, and TD Canada Trust.

In 2010-11, we undertook international recruiting initiatives focused on China and India. For the 2011-12 cohort, we have received to date 66 applications (versus 48 last year) from China, India, Saudi Arabia, Sudan, Kazakhstan, Pakistan, Mexico, Iran, Colombia, Nigeria, Ukraine, Peru, Dominican Republic and other countries. We have budgeted for 24 students in 2011-12. This year we have encountered increased competition, in particular from the Université de Montréal faculty of law, which has introduced a directly competitive program and is actively recruiting in China.
NON-CREDIT CONTINUING LEGAL EDUCATION (CLE)

From May 1, 2010 to April 30, 2011, OPD presented:

• 78 days of non-credit continuing legal education programming;
• 23 days of intensive workshops and the Intensive Trial Advocacy Workshop;
• 4 teleseminars (introduced this year with new technology);
• A National Committee on Accreditation exam preparation course for foreign qualified lawyers (“NCA Prep Course”) (introduced this year);
• 6 Certificate Programs, namely the Osgoode Certificate in Public Procurement Law and Practice; the Osgoode Certificate in Health Law; the Osgoode Certificate in Mental Health Law; Clinical Legal Risk Management Certificate; Pension Law Certificate and the Certificate in HR Law for HR Professionals. The last was a successful partnership with HRPA and further programs will be launched under this partnership. Although we exceeded our goal in numbers of participants attending the certificate programs – 236 actual registrations versus a budget of 185, we fell short of the target for number of certificate programs by one.

The above offerings allowed OPD to increase its CLE revenue over 2009-10 by approximately $134,000 or 3.5%. Revenue was, however, less than budget and the 3.5% increase is the lowest year over year increase in CLE revenue in a number of years.

Apart from the NCA Prep Course and the launch of three new certificate programs, namely, Clinical Risk, Pension Law and HR Law, new public programs launched in 2010-11 included Managing Legal Issues and Risks in Green Buildings, Intensive Course on Employment Contracts/Employee Terminations, FSCO and the New SABs, Lobbying and Government Relations, Elder Law, FSCO Arbitration, and Expert Evidence in Personal Injury Cases.

We also provided custom in-house training to several organizations including the Office of the Provincial Advocate, Canada Post, and North Bay Regional Hospital, and will be increasing our resources in this area in the coming year.

THE PLAN GOING FORWARD

Since we expect the economy to remain soft into the next fiscal, OPD has budgeted for modest revenue growth in 2011-12. The increased growth is anticipated to come from five new additional certificate programs, an additional offering of the NCA exam preparation course, and an increase in international students in the IBL.

Five Professional LLM programs will commence in September of 2011 (Alternative Dispute Resolution, Tax, Securities, Business and General) and six are slated for January of 2012 (Constitutional Law, Administrative Law, Business, Criminal, General and a newly approved program, Energy and Infrastructure Law).

We are also preparing for the launch of a full-time General LLM program in the fall of 2012. Currently that program is offered part-time only.

Other projects planned include the revamp of the OPD website, launching online on-demand sales of CLE content, taking LLM applications online and piloting an e-reader for use in the Professional LLM programs in the fall of 2011.

OPD’S ROLE IN OSGOODE’S STRATEGIC PLAN

Engagement as a Community
OPD has continued to involve more Osgoode faculty in its programs, particularly in leadership roles in the Professional LLM.

We have also been part of the India initiative lead out of the office of the Associate Dean, Graduate Studies, Research and Institutional Relations, with a view to exploring ways to internationalize the Professional LLM programs.

Engagement with the Community – Making a Difference
During 2010-11, OPD continued to increase its engagement with the broader community by developing broader programming and in particular, certificate programs which are of benefit to professionals and executives beyond the legal profession. We are also actively seeking additional partnership opportunities with professional and industry associations for certificate programs and we anticipate those will increase significantly.

OPD also sought out ways to reach out to a broader clientele by launching short webinars, where timeliness, convenience and affordability are key benefits.

Engagement in the Global Community
OPD’s ongoing efforts at engagement with the global community are primarily focused on the IBL. We plan to enhance accessibility to the IBL program by procuring bursary support for students; we also plan to expand the unpaid internship program outside of Canada. The growth of distance learning in the Professional LLM continues to add an international dimension to that program. Finally, the launch in 2010 of the NCA Prep Course attracted great interest both from within and outside of Canada, generating more than 70 participants live and by webcast for the initial offering.

This report was submitted by Victoria Watkins, Director, Osgoode Professional Development.
This year saw the creation of the Law School’s first five-year strategic Research Plan. This report reviews progress toward implementing the Research Plan and carrying out other mandates of the ADRGS, as well as challenges and goals going forward.

1. EXTERNAL RESEARCH FUNDING

Supported initiatives this year included:

- two applications by faculty to SSHRC’s new Partnership Development Grant (PDG) program. One project was granted $200,000 (approx.) over three years, and the other received 4A status (meritorious but not funded in this round). These applications require significant Research office support, but should be encouraged as it is an ideal platform for our faculty to lead emerging research teams and to lay the groundwork to apply for a large scale Partnership Grant.

- four Standard Research Grant (SRG) applications to SSHRC. Results here were in line with the average success rates across the country: one funded project, and one 4A.

- one SSHRC Workshop Grant to fund our collaboration with Jindal Global Law School

- several smaller CIHR grant applications, which are becoming more important as health-related research is shifted out of SSHRC

- one application for a SSHRC Killam fellowship (in submission)

- BLG Fellowships awarded to two faculty for summer 2011 (Professors Ikechi Mgbeoji and Peer Zumbansen)

- one faculty member secured the Walter Gordon Fellowship from York University (teaching buyout for one year)

Going forward:

- preparing to submit Letter of Intent for CFI competition later this summer, to fund additional infrastructure for the Centre for Innovation in Dispute Resolution

- planning September session with Dr. Phil Girard on “How to Succeed with SSHRC”

- recruiting candidates to nominate for a Banting Postdoctoral Fellowship later in the summer

2. INTERNAL RESEARCH SUPPORT

The Research office provided an Osgoode Research Development Grant of up to $1,000 to faculty who received 4A status on a tri-council grant application.

Two years ago SSHRC decided to stop funding release time for faculty and this has generated new pressures for teaching release to be funded internally. The ADRGS consulted with administrators across campus and is working with the Dean and Associate Dean to develop a policy on research-related teaching release.

Faculty members frequently seek small amounts of ad hoc funding for conferences, events or excess research expenses. Standard Operating Procedures (SOPs) have now been developed by the Executive Officer with clear criteria and defined processes for accessing funds in the Dean’s office for these purposes (SOPs are posted on the Faculty Council webpage).
Three faculty received special teaching release for research purposes in 2010-11 through the Osgoode Research Fellowship (Professors Giuseppina D’Agostino and Gus Van Harten) and the Law Commission of Ontario Scholar in Residence program (Professor Jamie Cameron). Three such awards have also been made for 2011-12 (Professors Jinyan Li and Dayna Scott; Osgoode Research Fellowship; Professor Aaron Dhir: LCO Scholar).

Three $5,000 grants were awarded to faculty carrying out team projects under the Harry Arthurs Collaborative Grant program in 2010-11, and three further awards have been made for 2011-12.

3. SSRN VISIBILITY

The table below summarizes our progress over the last two years on this open access web platform for legal scholarship:

<table>
<thead>
<tr>
<th>Downloads last 12 mos</th>
<th>B of authors</th>
<th>World Ranking (excluding US)</th>
<th>World Ranking (including US)</th>
</tr>
</thead>
<tbody>
<tr>
<td>June '09</td>
<td>7,665</td>
<td>58</td>
<td>10</td>
</tr>
<tr>
<td>June '10</td>
<td>15,107</td>
<td>86</td>
<td>6</td>
</tr>
<tr>
<td>June '11</td>
<td>25,062</td>
<td>103</td>
<td>5</td>
</tr>
</tbody>
</table>

Osgoode and U of T have pulled ahead of all other Canadian law schools on SSRN. The closest competitor is McGill (currently with 11,674 downloads, ranked 12th outside the US).

Going forward, Osgoode should aim to be the #1 SSRN law school in Canada and ranked 3rd outside the US. We have reduced the “download gap” between Osgoode and U of T from 13,326 in June 2009, to 3,655 currently. This catch up can be attributed to two main factors. First, the budget of the Research office has supported a workstudy position year round and we have been able to recruit talented students for this role. Further progress relies on maintaining this resource. Second, the ADRGS has worked closely with the SSRN student to maximize postings and downloads and has relentlessly cajoled and helped faculty to post their work. Graduate and undergraduate students have received more modest support to use SSRN (mainly in the form of group workshops). Nevertheless, there remains much room for growth as many faculty are still less visible on SSRN than they could be. Continued signals from the Dean’s office about the importance of this initiative will be helpful.

4. RESEARCH INDICATORS

The baseline study of comparative research data (citations, publications, etc.) that was completed in 2009-10 is currently being updated. The annual publications survey will be administered by the Research office in the summer of 2011. The purpose of gathering this bibliometric data is to obtain a range evidence about our research intensity and performance over time, and relative to comparator institutions, to inform internal and University planning.

Efforts were made over 2010-11 to address the lack of any online presence for the Supreme Court Law Review, in which Osgoode faculty have published extensively for many years. Unfortunately the publisher has been slow to address this problem and alternate solutions are now being explored (a online archive, mass SSRN posting).

5. RESEARCH COMMUNICATIONS & KNOWLEDGE MOBILIZATION

Initiatives this year included:

- **Osgoode Knowledge** - Research & Ideas – The ADRGS and Advancement office worked together to profile a faculty research project in each monthly e-brief sent to alumni. Eight recent publications were featured over 2010-11 and these have proved popular with e-brief readers. These short accessible articles will be repurposed as “Research Bytes” on the new website (see below).

- **The Academic Minute** – The Research office worked with others on campus to create Canada’s first Academic Minute (with Professor Allan Hutchinson), an audio and video presentation by a faculty member which is featured on a US-based higher education website and also aired on US National Public Radio. We are now recruiting more faculty and filming versions for our own website (Professor Dayna Scott this month).

- **@OsgoodeResearch** – This twitter account was launched as a pilot project on June 6, 2011, with a mandate to connect academic research to the news stories of the day. Faculty seem to like having their work tweeted and time will tell if it is sustainable. With two weeks down we have 63 followers.

- **Forum on Scholarly Blogging** – This session featured four faculty super-bloggers who showed how they use social media to circulate ideas and publicize research (summary and links available here: http://www.iposgoode.ca/2011/02/blogging-tweeting-and-the-next-generation-of-scholarly-collaboration/).

- **Website Redesign** – A new architecture has been developed for the Research website as part of the web modernization project. The new site will feature an improved publications search function, more photos and videos, less text, and more social media presence. We are grateful to workstudy student Marina Guergis for developing the layout and design. IT staff are now working to program the new site with the content we have provided.

6. RESEARCH EVENTS AND VISITORS

The Research office serves as one of the main portals (along with the research centres) for processing visiting scholar applications, planning for and hosting distinguished visitors, and supporting research-related events. Highlights in 2010-11 included:

- **Genest Global Faculty Robert Howse (NYU), Bridget Hutter (LSE) and Jolene Lin (HKU)**

- **Joint workshop with Jindal Global Law School (October 2010)**

- **Faculty seminar series**
7. RESEARCH CENTRES

The Research Centres organize the bulk of research events at Osgoode and serve as hubs of intellectual activity and community. The ADRGS met with centre directors and staff to promote communication and to discuss common needs or issues. Some centres continue to express the need for additional administrative support. One centre is concluding its CFI grant and the ADRGS and Dean’s office are working with the director to establish a post-grant governance structure.

8. INTERNATIONAL PARTNERSHIPS

ATLAS: The ADRGS selected four doctoral students to attend this year’s Agora at Deusto University Faculty of Law. The program continues to receive very positive feedback from students and to build our profile as a global, research intensive law school.

University of Capetown: UCT has approached Osgoode with a proposal to strengthen our bilateral relationship through a student exchange agreement, new graduate student opportunities, and a faculty visitor program. We have expressed our interest in the proposal and details will need to be worked out in 2011-12.

Due to the number of events being planned in the year we reopen the building, it is recommended that we keep the number of Faculty seminars low.
Prato summer program with Monash University: The ADRGS concluded a written agreement with Monash to continue Osgoode's participation in this program for a further three years. Osgoode is committed to sending faculty to teach one or two courses in the program each summer, depending on the number of Osgoode students who attend.

Kent Law School: An MoU and Student Exchange Agreement with Kent Law School in Canterbury, England are close to completion, and are expected to provide exchange and visiting opportunities for undergraduate and graduate students as well as faculty.

Osgoode-NYU Dual Degrees: The two law schools have mutually agreed to wind down the JD-JD and JD-LLM following the initial term of these agreements. While students who participated had an outstanding experience, numbers were low relative to administrative costs mainly due to additional tuition and living expenses for students and competition from other international and clinical learning opportunities. The two law schools will continue to collaborate as partners in the ATLAS program and through joint conferences and ad hoc faculty visits.

India initiatives: Osgoode made significant strides in developing institutional relationships in India in 2010-11. A key partner has been Jindal Global Law School in Delhi. The two faculties held joint workshops on North-South issues in transnational governance in Toronto (October 2010) and Delhi (March 2011), and have signed an MoU committing to ongoing collaboration in teaching and research. A special joint issue of the Osgoode Hall Law Journal is in progress. Six Osgoode students travelled to India this summer to work as pro bono law clerks and legal researchers. Most recently we have entered an MoU and Student Exchange Agreement with the National Law University (Delhi), and have entered discussions toward agreements with two other top Indian law schools. The ADRGS also worked with the Dean to establish a South Asia Advisory Council in Toronto to provide advice and support as we develop our relationships and programs further.

China initiatives: The law school is currently doing due diligence to identify potential partners in China, to build on our warm relationship and Student Exchange Agreement with the Faculty of Law at the University of Hong Kong.

Israel initiatives: The law school historically has had active research and teaching connections with the law schools at Bar Ilan, Tel Aviv, Hebrew and Haifa Universities, and Bar Ilan is an ATLAS partner. We are exploring the potential to strengthen one or more of these relationships.

9. INTERDISCIPLINARY PROGRAMS

2010-11 saw the first recruitment cycle to admit students into the JD/MA (Philosophy) approved in 2009-10. Discussions have begun about possible collaborations with the School of Engineering, which is planning a significant expansion.

10. GRADUATE STUDIES

The Graduate program (research stream) has continued to foster collaboration between graduate students and faculty members on funded research, workshops and other events. Support for graduate student research has increased through the provision of publishing workshops (SSRN, journals and books). Funding for travel to student conferences has been increased by 60%. The number of graduate students posting on SSRN has also increased. Graduate student news and research accomplishments are profiled on the website, including notably the award of the Governor General’s Gold Medal award (University-wide) to doctoral graduate Irvin Studin. The new MRP (major research paper) option for LLM students produced seven graduates in its first full year of implementation. The Major Research Paper, combined with additional course work, is offered as an alternative to a full Thesis.

Support for students seeking to pursue academic careers is improving, and efforts are being made to expand this aspect of the program through the creation of an academic jobs database and the expanding of staff support in this area. Work on the website is ongoing. While improvements to the accessibility of information for prospective students was the focus of recent updates, future improvements will focus on improving the website’s utility for current students, as well as incorporating profiles of current students and recent graduates on the graduate studies homepage. Graduate Program Director Ruth Buchanan provides further reporting on the Graduate program in this annual report.

This report was submitted by Lisa Philipps, Associate Dean (Research, Graduate Studies & Institutional Relations).
2010-11 marked the first year of operations for the new office of Recruitment, Admissions and Career Development (RACD), which is overseen by the Assistant Dean, RACD.

In October, 2010, we were pleased to welcome Jeannine Woodall as Manager, RACD. Jeannine’s addition has allowed us to administer our admissions process in a more efficient and timely manner and has provided the Career Development Office with an additional, much-needed career counsellor.

Over this year, with the support of the Executive Office, we have identified and cultivated administrative and operational synergies between the two main areas of Admissions and Career Development. However, the two areas deliver distinct services to students. Accordingly, I am pleased to provide you with a brief list of the achievements and future goals for each.

ADMISSIONS OFFICE

Achievements
- Successful administration of 2010-11 recruitment and admissions cycle. Statistics for 2010-11 (as compared to 2009-10) of note are as follows:
  - 424 offers of admission sent in by January 2011, with a conversion rate of 46% as compared to 256 offers by January 2010 with a conversion rate of 42%
  - 4% increase in number of converted first round offers
  - 11% increase in B2 >3.7; 8% increase in CGPA>3.7; 3% increase in LSAT>80%
  - 9% increase in scholarship conversion
- Strategic adjustment to recruitment events in light of building renovations and budget constraints (i.e., replaced Summer Welcome Day with comprehensive Summer Webcast; one Fall Open House instead of two)
- Developed promotional materials for new JD/MA (Philosophy) joint-degree
- Moved to electronic Admissions Package to effect quicker communication with admitted students and save on printing costs
- Developed real-time application status database for joint-degree applicants (JD/MBA, JD/MES, JD/MA (Philosophy))
- Supported transition to student-run 7th annual Osgoode Cup National Undergraduate Mooting Competition
- Working with Alumni Office, developed 4 well-received Admitted Students/Alumni Receptions in effort to improve early conversion rates:
  - Toronto (Torys LLP) - 59% conversion
  - Vancouver - 40% conversion
  - Ottawa - 73% conversion
  - Toronto (Cassels Brock LLP) - 83% conversion
- Hosted successful Winter Welcome Day
- Used Facebook and other social networking tools to connect with prospective and newly admitted students
- Re-designed and improved content of new Prospective Students website
- Published updated JD Admissions brochure

Future Goals
- Strategic adjustment to recruitment events to highlight Ignat Kaneff Building launch – (encourage use of building as LSAT test centre; host Fall Open House on day preceding October 16, 2011 Building Celebration)
- Administer and implement mandatory First-Year Admissions survey in order to collect accurate diversity statistics for the first-year class
- Support the Admissions Committee in its mandated 3-year review of the holistic Admissions Policy
• Develop and implement strategies for recruitment and conversion of Aboriginal applicants
• Initiate and implement re-design of the JD Admissions Brochure to highlight new building and new programs
• Further incorporate social media into communication strategies for prospective and newly admitted students

CAREER DEVELOPMENT OFFICE (CDO)

Achievements
• Administered summer recruitment process for first-year and second-year students (on-campus interviews for employers in New York, Toronto, Vancouver, Calgary and East Coast)
• Assumed a leadership role in the implementation of a national electronic application collection system for Toronto OCI and articling recruitment
• With the Dean, initiated targeted outreach to New York City employers to encourage the recruitment of Osgoode students
• Developed and launched successful Peer Counselling Program in which third-year students serve as peer mentors for application review, mock interviews and peer advice about the recruitment processes
• Supported Osgoode’s judicial clerkship program, including contribution to national Clerkship Guide, the Clerkship Information Session and administering the Clerkship Mentoring Program
• Implemented ongoing information sessions, career development programming (including Career Fair, Public Interest Day, Diversity Day), and individual counselling, including session for Graduate students and students in the International Business Law LLM program
• Information Session and Program planning for 2010-11 bundled programs and sessions into “Series” for better marketing and targeted sessions for first-year students
• Produced and promoted to employers a “resume book” of Students Available to Article
• Produced new written resources for students, including an updated, comprehensive Public Interest Career Guide
• Complete rebuild (design and content) of CDO website
• Re-design of Career Guide
• Developed Graduation Survey on the CDO intranet site, Osgoode LegalEase (OLE), so as to divert resource demand away from Osgoode IT and allow for individual follow-up by CDO directly
• Awarded 9 summer internships of $10,000 each through the Ian Scott Public Interest Internship Program (in conjunction with Student Financial Services Office) for summer 2011
• Administered LFO-funded Debt Repayment Assistance Program
• On-site supervisor to Pro Bono Students Canada and Family Law Project - facilitated synergies with Osgoode Public Interest Requirement

Future Goals
• With Alumni Office, develop and deliver OCI/Summer Interview Preparation Workshop in which Osgoode alumni will serve as mock interviewers
• Continue to produce new resources for students, including a Guide to Sole and Small Practice
• Move to student self-booking counselling appointments through OLE
• Work with Office of Assistant Dean, JD Program to jointly deliver programming aligning academic success with career development
• Continue in best efforts to improve response rates to Graduation Survey
• Assist in the efforts of the Dean’s Office to develop debt-relief initiatives for graduating students pursuing careers in social justice/public interest
• Begin to collect material and develop space for Career Development Resource Centre in student services suite

ISSUES AND CHALLENGES FOR 2011-12

The RACD team continues to show their commitment and dedication to the Law School and its students. Our ability to successfully attain the priorities and goals outlined above will be dependent, in part, on the following challenges:

1. Relocation back to the Ignat Kaneff Building and related transitional issues;
2. University budget and operations concerns, particularly as initiatives arising from PRASE are rolled-out; and
3. Ensuring a correlation of goals with other departments (i.e., Dean’s Office; IT; Assistant Dean, JD Program; Communications; Alumni Office; Executive Office), given that many goals and projects of RACD require the cooperation (or initiative) of other departments.

This report was submitted by Mya Bulwa, Assistant Dean, Recruitment, Admissions & Career Development.
The 2010-11 academic year has been another busy one for the library and staff of the Osgoode Hall Law School Library. In addition to other projects and initiatives described below, much of our time continued to be taken up with designing and planning for the new library, set to open in the new, renovated Law School this coming summer. Despite the upheavals and the temporary dispersion of our collections among an offsite warehouse and several locations on campus, we continued to offer professional library services to our students and faculty from our temporary facilities in the Health, Nursing and Environmental Studies building.

**LAW LIBRARY STAFF**

Two staff members took early retirement this year. Maureen Boyce retired after 43 years of dedicated service to the law library. Maureen started at Osgoode in March 1968, when the Law School building was still not yet open and Balfour Halévy was assembling our future library in a warehouse on Finch Avenue. Maureen started out as an orders assistant, then moved to serials management, and finally was Supervisor of Interlibrary Loans. Lucy Scott, our orders assistant, also retired after 35 years at York University, 11 of them here in the Osgoode library.

**COLLECTIONS**

Like all University budgets, the library’s budget has been subject to cuts again this year as in previous years; and though part of the acquisitions budget is not only protected but guaranteed a small annual increase, the increase does not begin to cover the annual increases to publishers’ prices, which continue to be substantially higher than inflation rates. Consequently, we have had no option but to continue reviewing and cancelling subscriptions just to keep ahead of inflation.

The emphasis in previous years was on looseleafs; this past year, we began a comprehensive review of all our journal subscriptions, which is ongoing. (This work will also contribute to an updating of our collection development policies, which will be a major project in the coming year.) As a result of savings from cancellations, our acquisition of monograph titles is stronger than ever. In addition to the acquisition of new titles generally, we continue to strengthen our holdings in legal history and jurisprudence. We have also made considerable progress in filling the gaps in our holdings of Canadian law books in French, which had been neglected for many years.

---

**Collections**

Budget savings from the cancellation program also permitted us to make some significant online acquisitions this year, including the following:

- Australian Law Dictionary (Oxford)
- Employment Spectrum (Canada Law Book)
- Gale Encyclopedia of American Law

- Hein Online:
  - American Law Institute Library
  - Bar Journals Library
  - History of Bankruptcy, TERA Part III
  - Intellectual Property Law Collection
  - Israel Law Reports
  - Scottish Legal History Library
  - Taxation & Economic Reform in America: A Historical Archive, 1781-2009
  - US Federal Agency Documents, Decisions and Appeals

- Justis: upgrade to complete academic package, including the following new databases:
  - UK Statutes & Statutory Orders
  - Business Law Reports
  - Daily Cases
  - Industrial Cases Reports
  - The Times Law Reports
  - Electronic Session Cases with Archive
  - English Reports
  - Mental Health Law Reports
  - CCH Tax Cases
  - Inquest Reports
  - Prison Law Reports
  - Police Law Reports
  - Irish Reports and Digests
  - First Law (1999 – present)
  - BLISS (1807-2009)
  - CELEX (English), Official Journal C Series
  - OJ Daily
  - Human Rights
  - Aspinall’s Maritime Cases
  - Bermuda Law Reports
  - Singapore Law Reports
  - Extradition Law Reports
  - Justis Jamaica Cases
  - Justis Parliament

  - Constitutional Law
  - Criminal Law
  - IP Law
  - Labour Law
  - Private International Law

- Making of Modern Law: Trials, 1600-1926
- Making of Modern Law: Primary Sources, 1620-1926
- TradeLawGuide
SERVICES

In September 2010, we relaunched the library’s website (http://library.osgoode.yorku.ca/). The entire site was restructured and redesigned, and the content of every page was rewritten. The website now includes a customized database of the law library’s e-resources (http://abstract.osgoode.yorku.ca/library/ozLibResource.nsf/ResearchDatabaseSearch.xsp), programmed for us by the School’s IT group in Lotus Notes. The back-end of this program also serves as the library’s ERM (Electronic Resources Manager) to track subscriptions, licences and terms of use for each database.

York University Libraries (YUL) implemented the VuFind discovery layer as the public interface for its OPAC (Online Public-Access Catalogue), integrating the search experience for traditional (print) library materials as well as e-resources (e-books, subscribed databases), YorkSpace (the University’s institutional repository of scholarly publications) and other resources. Further build-out and enhancements to VuFind continue.

York University Libraries and the Osgoode Law Library have together acquired the Springshare LibGuides software for online research and resource portals. We will begin converting and redeveloping all our existing resource guides for LibGuides this summer. All converted LibGuides will be available through the library’s website.

This past year, we extended full faculty levels of service to all adjunct faculty.

RARE BOOKS & SPECIAL COLLECTIONS

We continue actively to develop and add to our rare books and other special collections, and have been especially fortunate not only in some fortunate acquisitions but in some generous and welcomed donations. Among significant acquisitions and donations in the past year are:

  - As far as we can determine, this manuscript translation of extracts from the Coutume de Paris is the first and oldest English translation of the Coutume. Bagg was a justice of the peace in Montreal and also the largest landowner on the island after the Sulpicians.

  - We were fortunate to acquire copies of both the English (London) and Canadian (Toronto) editions of Lord Durham’s famous report, considered among the earliest of Canadian constitutional documents.

- Manuscrit on vellum of a warrant for the discharge and pardon of Francis Russell, sentenced to hang (Oct. 16, 1797). The warrant is addressed to William Osgoode, Chief Justice, from Robert Prescott, Governor of Lower Canada. It is initialled by Prescott and signed by George Pownall.

The manuscript was a generous gift from the respected Toronto rare book dealer Hugh Anson-Cartwright in honour of Balfour Halévy, our founding Chief Law Librarian and dean of Canadian legal bibliographers, and in recognition of their decades-long relationship in building the library’s rare book collection.

RENOCATIONS

Again this year, we have been extremely busy finalizing the details of designs, finishes and furniture for the new library. If interested in the theories, principles, and other considerations that formed the basis of all our planning in the design of the new library, please refer to the series of articles on “Rebuilding a Law Library”, written by Louis Miranda, our Chief Law Librarian, that appeared in the law blog Slaw (www.slaw.ca) over the past year and document the process.

1. Rebuilding a Law School Library
2. Everything Old is New Again
3. Is There a Place for Law Reports?
4. Past as Prologue
5. Library as Space

We are now finalizing the stack plans in preparation for the return of the collections (currently in other libraries or spaces on campus or in storage in an offsite warehouse) and the opening of the new library this coming summer. The library will be closed for July and August while the collections and staff are moved in and organized, and will reopen at the end of August when classes begin.

In preparation for the move back into the new library, we have done some substantial collection maintenance. All duplicate copies of older materials or not current editions of works have been withdrawn from the collection. Also, all pre-1901 imprints have been withdrawn from the general collection for transfer to the library’s special collections, which will be kept in the new Canada Law Book Rare Book Room. All oversize materials (taller than 11”) will also be removed from the collection for transfer to oversize shelves.

The report was submitted by Louis Miranda, Chief Law Librarian.
COMMUNICATIONS

The Building Osgoode Campaign, which ended on April 30, 2010, was the most successful fundraising campaign of any Canadian law school, raising a total of $38 million. This was the year to celebrate that success and begin to demonstrate the resulting transformation on the Law School.

We communicated to alumni with our regular publications (Continuum, Report on Giving, The Osgoode Brief, print and electronic), but also started actively using social and some multimedia. We mailed all alumni the Final Campaign Report and The Osgoode Brief, which introduced our new Dean. The photo on the cover was designed to be both dramatic and engaging as a way to spotlight the Dean and highlight the building renovation. The caption, ‘It was like this when I got here!’ was the winning entry from a student contest that had over 100 submissions.

The electronic version of The Osgoode Brief is sent monthly to all alumni for whom we have an active email address. We created a new section, Osgoode Knowledge, which presents faculty research and ideas. This quickly became the most popular link in the e-newsletter and regularly receives the most hits. The most clicked topics were Professor Allan Hutchinson’s new book Is Eating People Wrong? and Professor Sonia Lawrence’s work on Bedford and the Regulation of Sex Work. It is exciting to share with our alumni the work of our faculty and to demonstrate to them how relevant and thought provoking it is.

We sent video links in two different Osgoode Briefs. The first was a link to a video of the Dean walking through the building construction describing how the space will look. The second was a link to the videos created for Mock Trial. This was a particularly popular section that 44% of the people who opened the e-newsletter viewed. It proves again how important Mock Trial is to the Osgoode community.

We also created an on-line book on the faculty trip to Jindal Global Law School in India. This is a completely new format for us which we hoped would engage alumni through its interactivity.

ALUMNI AWARD WINNERS 2010-11

Alumni Gold Key:
Achievement: Tim Kennish ‘64, Samuel Schwartz ‘72
The One-to-Watch: Beverly Flynn ’01
Public Sector: Patrick LeSage ‘61
Service: Andrew Evangelista ‘92, Karen Jackson ‘77

Dianne Martin Medal: Shin Imai ‘83 (LLM)

32
FUNDRAISING

This History & Archives Project was first announced to alumni in The Osgoode Brief and was the ‘ask’ for the Osgoode Hall Law School Fund annual solicitation of alumni. OHAP is a significant project for the student and will require both monetary and non-monetary support from alumni. A total of $194,000 was donated through major gifts and the annual fund, which will help to create visual displays among other things.

The Class Giving Program, which began 10 years ago with the Class of 1976, has flourished. This year four classes raised money to create endowed student bursaries at Osgoode:

<table>
<thead>
<tr>
<th>Class</th>
<th>Total Endowment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 1960 LLB</td>
<td>$112,810</td>
</tr>
<tr>
<td>Class of 1960 BARR</td>
<td>$73,400</td>
</tr>
<tr>
<td>Class of 1985</td>
<td>$42,000</td>
</tr>
<tr>
<td>Class of 1975</td>
<td>$30,810</td>
</tr>
</tbody>
</table>

*includes alumni gifts and matching funds through Ontario Trust for Student Support

ALUMNI RELATIONS

Meeting and engaging alumni are the most important functions of an Advancement Office. We were therefore excited to set up three new initiatives that directly connected alumni to the School. The first was a series of alumni/student recruitment events. Two events were held in Toronto, one in Vancouver and one in Ottawa. The primary purpose of the events was to make newly admitted students feel part of the larger Osgoode community, which might help their decision about accepting the offer of admission. It also gave them the chance to ask practising lawyers about their jobs and start to connect with the profession. Alumni had the opportunity to meet the new Dean and share memories with students.

Other Highlights

• Alumni President at Convocation - John Tobin, President of the Osgoode Alumni Association, was invited on to the stage to congratulate graduates and present them with their bronze graduation pin.

• Osgoode Classic 2010 – raised over $17,000 this year for an endowed student bursary. This amount will be matched by the Ontario government. While the Classic has raised money for the School over the years, it has not increased alumni engagement which was its primary goal.

• Mentor Program – continues to be one of the key programs the Advancement Office runs. There was a 30% increase in the number of alumni mentors, a 7% increase of first-year students and 12.5% increase upper-year advisors. Over 250 students attended kickoff event at the Underground.

• LLB to JD conversion – 2,000 alumni have converted their degree, including 2 posthumous.

• On-line event registration – with the help of IT we are finally able to automate our registration process which was a huge efficiency for the office. It allowed us to spend much less time and money on registering alumni for the 10 class reunions we held.

This report was submitted by Anita Herrmann, Director, Office of Advancement.
Information Technology Services

OVERVIEW

Osgoode strives to optimize the use of technology to position itself as the leading Canadian law school in the knowledge society and to represent and connect its staff, students, faculty and the external communities both nationally and internationally in an innovative, efficient, positive and learning-driven manner. Technology plays a critical role in the day-to-day operations of the Law School. It allows us to enhance teaching and learning; support the conservation, creation and dissemination of knowledge; facilitate and improve administrative functions; and improve the management of the School.

REVIEW OF PAST YEAR’S ACCOMPLISHMENTS

The year 2010-11 was a successful and challenging one at the Law School. Over 95% of the planned projects and operational IT work for 2010-11 has either been completed or has achieved the level of progress required for multi-year initiatives and is on track for Year 2 deliverables. The most significant of these accomplishments were in key areas as described below:

1. The strategic alignment to the IRP/UAP Whitepaper by grouping all IT activities under three umbrella themes:
   a. Web Modernization
   b. Business Process Improvement
   c. Information Management
2. Team development at Osgoode ITS achieved significant maturity by implementing widely used, industry accepted frameworks, namely:
   a. Project, Program and Portfolio Management
   b. Service Management
   c. Software Development Lifecycle

2010-11 Initiatives in Support of Academic, Research and Student Experiences

The following is a list of all accomplishments from the past year, as outlined in the Computing Plan for 2010-11:

1. Web Modernization
   - Governance, content updates, AODA compliance in design, social media pilots
   - Website content updates to improve student engagement (forums, blogs etc)
   - Osgoode Building Renovations website updated
   - LCO website improvements to drive “awareness content”
   - Updated Alumni website
   - Collaboration with York Communications on Web Modernization
   - Optimized Career Services website content with “Simplicity” application
2. Assisted Communications in updating content strategy, communications plan, social media strategy
3. Library Digitization
   - Supporting a cloud-services hosted solution for the input of digital materials
4. Professional design and content creation services being made available
5. Engaging students, faculty and administration to address concerns
6. Business process improvements
   - Automated electronic registration forms for alumni activities
   - Faculty office selection process for the new Osgoode building
   - PCI-DSS process improvements
   - AODA training facilitated
   - Records and Document Management Pilots and Proof of Concept
   - Drafted documents in SOP format
   - Examsoft support for Apple laptops
   - OASIS new software functionality implemented
7. Technology Roadmap to adopt emerging technologies (Apple, tablets, social media)
   - Included more web casting/video conferencing capabilities
8. OPD support
   - Evaluation of emerging technology at INFOCOM
   - Installed secondary ISP provider link at OPD to improve quality of service for webcasts
   - Storage upgrades and workflow optimization for marketing group
   - Web project activity
9. Microsoft Hyper-V Virtual Server Infrastructure
   • Successfully designed, configured and implemented according to industry best practices from Microsoft/IBM.

10. Reduced operating costs for virtual environment
    • Adopted UIT Remedy Service Desk
    • Training made available to all IT staff across York

11. Mobile Strategy
    • e-Mail Pilot initiated allowing the usage of various smart phones
    • Renegotiated lower monthly cost of blackberry services

12. Osgoode Network switch upgrade

13. Business Continuity
    • Improved practices for network devices (switch infrastructure) and system inventories
    • Documented the entire IT environment
    • Performed Call Tree exercise during outages

14. Web Hosting Services
    • Created a Development, Staging and Production environment for Web Services and Domino Application Development
    • Created a Web Micro site Service to be expanded into broader existing services

15. Upgraded e-mail spam protection

16. Google Search Appliance for WebMod

17. Microsoft Active Directory

18. Graduate Labs updated with new hardware

Deferred Projects
• Customization of tools for CLASP
• Digitized Repository Information Vision (DRIV) - Research Repository
• MyOsgoode Portal - Current Awareness System for Researchers
• Osgoode Centre for Innovation in Dispute Resolution (CIDR)

ACTION PLAN
This year, Osgoode had prepared an Integrated Resource Plan outlining key objectives and strategies, of which this Computing Plan is derived. Relevant activities were obtained from high-level IT consultations with department and committee representatives, as well as external clients through a series of formal and informal meetings.

The purpose of the Osgoode Computing Plan for 2010-11 is to guide the on-going development and evolution of IT in support of the Law School’s goals, strategic directions and the University’s academic plan. It identifies priority activities of high strategic value to the Law School and the IT-based efforts that will be undertaken to support them.

SUMMARY OF PLANNED IT INITIATIVES AND EXPENDITURES
This year, the activity for the ITS team will increase significantly to address new computing requirements for the renovated Osgoode Building.

Most significant will be the increased usage of technology in:
• Law Library
• Flexible learning spaces
• Common areas

The changes represent a four-fold increase in new computer system deployments as well as infrastructure to address emerging technology to improve business processes.
• Teaching, Research & Collaboration
  – Simple and intuitive e-learning applications with the ability to integrate information in an efficient manner
• Mobile Video Collaboration & Conferencing
  – Extension of current video conferencing capabilities to user desktops and mobile devices
• Student Computing Commons
  – Installation of 27 new public terminals in the new Osgoode building
• Legal Process Teaching Lab
  – Re-designed Legal Process Lab with 25 laptops mounted on fold-away trays to maximize space
• Library Laptop Loaner Program
  – A laptop pool of 10 laptops will be made available at the Osgoode Law Library for check-out by faculty, students and staff.

This year also sees Osgoode advance by leveraging new technology such as:
• Apple, Social Media and Mobile Technology pilots
• Cloud services
• Classroom and Creative Space Technologies for e-Learning
• Multimedia assistance service development for new research projects and content creation
• Pan-University technology-oriented Communities of Practice and working groups

This report was submitted by Sam Wong, Director, Information Technology Services.
The Distinctly Osgoode Project

Background

The Osgoode Hall Law School is a leading institution in Canada. Osgoode is situated in the midst of one of the world’s most vibrant legal centers. Osgoode’s success can be attributed to its commitment to excellence in education, research, and service. The Osgoode experience has been described as unique and distinctive. Its students, faculty, and alumni are proud to be part of the Osgoode community.

Methodology

Four discussion groups were held with current Juris Doctor (JD) and Graduate students. In addition, the consultants conducted 21 telephone or in-person interviews with three Professional LLM students; two students who had transferred out of our JD program; seven young Osgoode faculty; five young (five years out or less) alumni; and four older alumni (six to 14 years out).

Four Key Themes

We asked a number of our students, faculty and alumni that very question in the fall of 2010. They held a total of four discussions with groups of current Juris Doctor (JD) and Graduate students. In addition, the consultants conducted 21 telephone or in-person interviews with three Professional LLM students; two students who had transferred out of our JD program; seven young Osgoode faculty; five young (five years out or less) alumni; and four older alumni (six to 14 years out).

A written report on the research findings was received, which highlighted four distinctive themes that appear to be institutionalized at Osgoode:

• Openness - Opportunity - Flexibility
• Commitment to public law, social justice, and ethical lawyering
• Integration of theory and practice
• Transformation

We have started to use the research. We have developed our high-level message, and we will be referencing information from The Distinctly Osgoode Project prominently in two places on our new website, namely “Prospective Students” and “About Osgoode.” However, we still need to work on the development of key messages aimed at individual audiences.

Going forward, the Communications Manager will meet with individual departments regarding message creation and will discuss the following:

• What actions do we want our key audiences to take?
• What messages will prompt them to take those actions?
• What are the proof points for our messages?
• What channels will we use to reach our audiences?
Regarding “WebMod,” we continued to follow the roadmap created by the ITS team and endorsed by the Web Editorial Committee toward the ‘hard launch’ of our website in August of 2011. The Communications Manager developed a Web content strategy and presented it to the Web Editorial Committee. Individual departments received direction, encouragement and instruction (Drupal training started in the spring of 2011) to take care and control of their own Web content. Web Editorial Committee meetings with department heads, as well as meetings with the Communications Manager and the ITS team, were held on a regular basis throughout the year to deal with Web-related matters. The ‘soft launch’ of the new website occurred in the spring of 2011 and Web content is starting to be brought to life.

Moving forward, the creation of effective content using tools such as Drupal, video, podcasting and social media platforms will continue to be a top Communications priority, as will the development of social media guidelines for our community for responsible, respectful and professional communication. In 2010-11, the Law School saw heightened interest in the use of social media by a number of individuals and departments, starting with the introduction of the Dean’s Twitter and blog. Various new Twitter accounts were registered such as @OsgoodeResearch, @OsgoodeOPD and @OsgoodeMC. Starting in the 2011-12 academic year, @OsgoodeNews will start. The Communications Office will tweet School news that goes out in our media releases and post all releases on Facebook.

The Distinctly Osgoode Project, Web content strategy and creating a unified social media presence are three of five key initiatives outlined in the 2010-12 Communications Plan. The other two priorities are to raise our media profile and leverage the grand opening of our new building for maximum positive publicity.

In 2010-11, the Communications Office introduced “Monthly Media Highlights,” which alerted more members of our community to our professors and issues making news. The media was most interested in “SlutWalks” (Ronda Bessner), prostitution laws (Alan Young), the Manitoba judge whose husband posted nude photos of her on the Internet (Trevor Farrow, Bruce Ryder, Allan Hutchinson, Lorne Sossin), human smuggling (Sean Rehaag) and Is Eating People Wrong?, Allan Hutchinson’s latest book.

Twelve media releases were issued in 2010-11, compared to 19 releases in 2009-10. Six of those 19 releases in 2009-10 were issued by the Hennick Centre, but Hennick only issued one media release in 2010-11. (See chart on following page.) August of 2011 will see Communications engaged in the start of a campaign to publicize the Osgoode Building Celebration on October 16, 2011 and the various New Windows on Justice initiatives associated with it during the 2011-12 academic year.
KEY PRINT & ELECTRONIC PUBLICATIONS PRODUCED IN 2010-11
(Excluding OPD)

<table>
<thead>
<tr>
<th>Primary Audiences</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE OF THE DEAN</td>
<td></td>
</tr>
<tr>
<td>Annual Report (Online version only)</td>
<td>Alumni, donors, Osgoode faculty, students, staff</td>
</tr>
<tr>
<td>Dean’s Ovations E-Newsletter</td>
<td>Faculty, students, staff</td>
</tr>
<tr>
<td>JD PROGRAM</td>
<td></td>
</tr>
<tr>
<td>Offer Package (online version only)</td>
<td>Prospective JD students</td>
</tr>
<tr>
<td>High School Students’ Recruitment Piece for Ontario Universities Fair (OUF)</td>
<td>Prospective JD students</td>
</tr>
<tr>
<td>JD Brochure</td>
<td>Prospective JD students</td>
</tr>
<tr>
<td>ADVANCEMENT</td>
<td></td>
</tr>
<tr>
<td>Continuum</td>
<td>Alumni, Donors</td>
</tr>
<tr>
<td>Report on Giving</td>
<td>Alumni, Donors</td>
</tr>
<tr>
<td>Osgoode Brief E-Newsletter</td>
<td>Alumni, Donors</td>
</tr>
<tr>
<td>Osgoode Knowledge (together with ADRGS; distributed via Osgoode Brief)</td>
<td>Alumni, Donors</td>
</tr>
<tr>
<td>Building Osgoode Campaign Final Report</td>
<td>Alumni, Donors</td>
</tr>
</tbody>
</table>

MEDIA RELEASES ISSUED IN 2010-11

April 14, 2011 – Canada’s Top Constitutional Law Experts Analyze 2010 Supreme Court of Canada Constitutional Decisions

April 1, 2011 – Professor Alan Young and the Innocence Project featured on CBC’s fifth estate

March 21, 2011 – York U experts available to comment on tax and other measures in federal budget


November 4, 2010 – Landmark Osgoode-SoAR partnership benefits adjudicators and regulators

October 5, 2010 – Osgoode students assist claimants in Zyprexa class action settlement

September 7, 2010 – Osgoode completes first phase of $50 million reno

August 10, 2010 – Osgoode dominates Canadian Lawyer’s top 25 ranking

June 15, 2010 – New report from Hennick Centre and Jantzi-Sustainalytics provides recommendations to Minister of Finance to enhance corporate social reporting

June 14, 2010 – June 15: Press Conference on new report from Hennick Centre and Jantzi-Sustainalytics about enhanced corporate social reporting

May 21, 2010 – Osgoode Hall Law School Honours 2010 Alumni Award Recipients

May 11, 2010 - May 18: Nathanson Centre, in partnership with Rights Action, convenes press conference on Central American local community viewpoints the day before Goldcorp Inc.’s annual shareholder meeting in Toronto

This report was submitted by Virginia Corner, Communications Manager.
The budget of Osgoode Hall Law School is allocated in support of its core teaching, learning and research mission. In 2010-11, Osgoode budgeted $21m in Total Revenue and $22m in Total Expenses, with a negative Net Balance of $327k.

We have supported another eventful transitional year featuring a range of existing and new initiatives: the Building Project, Strategic Planning Process, Distinctly Osgoode Project, Osgoode History and Archive Project, etc.

For 2011-12, with the budget cut of 2.25%, Total Revenue is budgeted at $23m. Total Expenses is budgeted at $24m. The budgeted negative Net Balance for 2011-12 is $332k.

The negative carry forward accumulated over the past number of years is the result of an investment in complement, alumni and development activity that will be managed over the next few years through plans developed by the School and approved by the Vice President Academic & Provost and Vice President Finance & Administration.

Osgoode administers an extensive student financial assistance program for its students. This is derived from (i) endowment income that has been raised from private donors and the endowment now exceeds $20m, and (ii) a holdback of a portion of the deregulated portion of tuition. In 2010-11, over $3.5m was provided to law students in the form including scholarships, awards, bursaries and prizes.

With respect to non-degree programs, Osgoode Professional Development (OPD) budgeted a Net Balance of $382k for 2010-11. The actual balance is $957k, 150% up from the projection despite the uncertainties in the market. This surplus has allowed Osgoode to set aside funds for ongoing capital needs. For 2011-12, OPD is projecting a positive balance of $368k.

The actual 2010-11 combined Net Balance for Osgoode and OPD is $38k, and the projected Net Balance for 2011-12 is $36k.
### Operating Results by Expense Type

<table>
<thead>
<tr>
<th></th>
<th>2010-2011 Budget</th>
<th>2010-2011 Actual</th>
<th>2011-2012 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Allocations</td>
<td>18,942,034</td>
<td>20,904,862</td>
<td>20,957,595</td>
</tr>
<tr>
<td>External Cost Recoveries</td>
<td>946,788</td>
<td>1,096,842</td>
<td>819,245</td>
</tr>
<tr>
<td>Internal Cost Recoveries</td>
<td>207,680</td>
<td>249,754</td>
<td>206,180</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>1,305,000</td>
<td>545,080</td>
<td>1,250,000</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>21,401,501</td>
<td>22,796,538</td>
<td>23,233,020</td>
</tr>
<tr>
<td><strong>Expenses:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty – Administration</td>
<td>68,208</td>
<td>62,008</td>
<td>62,208</td>
</tr>
<tr>
<td>Faculty – Full-time</td>
<td>8,521,387</td>
<td>9,782,433</td>
<td>11,206,380</td>
</tr>
<tr>
<td>Faculty – Contract</td>
<td>448,263</td>
<td>496,215</td>
<td>466,632</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>226,270</td>
<td>202,385</td>
<td>226,270</td>
</tr>
<tr>
<td>Research Staff</td>
<td>2,479,443</td>
<td>2,572,729</td>
<td>1,328,938</td>
</tr>
<tr>
<td>Support Staff</td>
<td>5,826,722</td>
<td>5,746,242</td>
<td>6,044,629</td>
</tr>
<tr>
<td>Other Salaries</td>
<td>100,60</td>
<td>172,883</td>
<td>97,400</td>
</tr>
<tr>
<td><strong>Total Salaries and Benefits</strong></td>
<td>17,670,893</td>
<td>19,034,895</td>
<td>19,432,457</td>
</tr>
<tr>
<td>Operating Costs</td>
<td>3,004,856</td>
<td>3,725,060</td>
<td>3,173,724</td>
</tr>
<tr>
<td>Cost of Goods Sold</td>
<td>443,390</td>
<td>454,353</td>
<td>447,741</td>
</tr>
<tr>
<td>Utilities &amp; Others</td>
<td>166,299</td>
<td>163,916</td>
<td>167,801</td>
</tr>
<tr>
<td>Scholarships &amp; Bursaries</td>
<td>443,504</td>
<td>336,803</td>
<td>343,504</td>
</tr>
<tr>
<td><strong>Total Operating Costs</strong></td>
<td>4,058,049</td>
<td>4,680,132</td>
<td>4,132,770</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>21,728,942</td>
<td>23,715,027</td>
<td>23,565,227</td>
</tr>
<tr>
<td>Revenue-Expenses</td>
<td>(327,440)</td>
<td>(918,489)</td>
<td>(332,207)</td>
</tr>
<tr>
<td>Previous Year’s Carry Forward</td>
<td>(7,971,267)</td>
<td>(7,971,267)</td>
<td>(8,889,756)</td>
</tr>
<tr>
<td>Carry Forward to Next Year</td>
<td>(8,298,707)</td>
<td>(8,889,756)</td>
<td>(9,221,963)</td>
</tr>
</tbody>
</table>

### NON-DEGREE

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue-Expenses</td>
<td>381,883</td>
<td>956,988</td>
<td>367,915</td>
</tr>
<tr>
<td>Previous Year’s Carry Forward</td>
<td>2,534,211</td>
<td>2,534,211</td>
<td>3,491,199</td>
</tr>
<tr>
<td>Carry Forward to Next Year</td>
<td>2,916,094</td>
<td>3,491,199</td>
<td>3,859,114</td>
</tr>
</tbody>
</table>

This report was submitted by Helen Huang, Executive Officer.
MEDALS

Gold Medal  Jeffrey Andrew Carolin
Silver Medal  Michael Simone Ventresca
Bronze Medal  Amy Lara Maginley, Daniel Pearlman

Dean’s Gold Key Award
Awarded annually to students who demonstrate exceptional leadership, commitment and enthusiasm through their participation in various activities of the Law School and the University
Jeffrey Andrew Carolin
Dorothy Elizabeth Charach
Marlene Lucas Costa
Lauren Irene Cowl
Hamza Sheik Dawood
Daniel Justin Del Gobbo
Robert Hunter Graves
Darren Stewart Hall
Cynthia Marie Hill
Allan Brent James Kettles
Jennifer Quito
Melayna Martina Williams

CLASS STANDING AWARDS

McCarthy Tétrault LLP Prizes
Jeffrey Andrew Carolin
Devin Gerald Patrick Doyle
Sarah E. Mohamed
Larissa Christina Moscu
Daniel Pearlman

Chancellor Van Koughnet Prize
Awarded annually to the member of the graduating class who takes first place in the examinations of the final year
Amy Lara Maginley

Christopher Robinson Memorial Prize
For the member of the graduating class who takes second place in the examinations of the final year
Khatidja Vaiya

Matthew Wilson Memorial Prize
For the member of the graduating class who takes third place in the examinations of the final year
Alexander Brian Gloor

George Graham Sinclair Memorial Prize
Awarded annually to the Gold Medalist
Jeffrey Andrew Carolin
2010-2011 OFFICERS

Dean
Lorne Sossin
BA (McGill), MA (Exeter), PhD (Toronto), LLB (Osgoode), LLM, JSD (Columbia), of the Bar of Ontario

Associate Dean
Shelley Gavigan
BA, LLB (Sask), MA (Toronto), LLM (Osgoode), SJD (Toronto), of the Bars of Saskatchewan and Ontario

Associate Dean, Research, Graduate Studies & Institutional Relations
Lisa Philipps
LLB (Toronto), LLM (Osgoode), of the Bar of Ontario

Assistant Dean, First Year
Bruce Ryder
BA (Western Ontario), LLB (Toronto), LLM (Columbia)

Assistant Dean, Recruitment, Admissions & Career Development
Mya Bulwa
BA (Western Ontario), LLB (Osgoode)

Assistant Dean, JD Program
Ronda Bessner
BA Hons, BCL, LLB (McGill), LLM (Harvard)

Chief Law Librarian
Louis Mirando
BA Hons, MLS (Toronto)

Executive Officer
Helen Huang
BA (Fudan), MBA (UBC)

Director, Office of Advancement
Anita Herrmann
BA Hons History (York)

Director, Osgoode Professional Development
Victoria Watkins
BSc, LLB (Toronto), of the Bar of Ontario

Director, Information Technology Services
Sam Wong

Executive Assistant to the Dean
Amanda Wassermuhl
BA Hons (York), LLB (Osgoode)
Office of the Dean
Osgoode Hall Law School of York University
4700 Keele Street
Toronto, Ontario M3J 1P3
Tel: 416-736-5199  Fax: 416-736-5251
E-mail: lawdean@osgoode.yorku.ca

www.osgoode.yorku.ca