

**REPORT OF THE ACADEMIC PLANNING COMMITTEE
TO THE REGULAR January 2021 SENATE**

FOR DISCUSSION

Eighteen-month follow-up from ACAPLAN's recommendations from the Program Review for the following program: **Law and Justice**

Below is an excerpt from the Institutional Quality Assessment Process at Laurentian University approved at the Quality Council in June 2011 and revised in 2018 and 2019.
PROCESS FOR FOLLOW-UP

No later than 18 months after Senate submission, those responsible for implementing the changes writes a report to the Dean and to ACAPLAN, on the actions it has taken in response to the review.

**LAURENTIAN QUALITY ASSURANCE IMPLEMENTATION PLAN FOR THE
Law and Justice**

15 November 2020

The response of Law and Justice appears in red italics at various places in the text and in the table below each recommendation at the end of the document.

In accordance with the Laurentian University's Institutional Quality Assurance Process (IQAP), the Final Assessment Report has been prepared to provide a synthesis of the external evaluation and Laurentian University's response and action plan. This report identifies the significant strengths of the program, opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources made necessary by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

**SUMMARY OF THE CYCLICAL PROGRAM REVIEW OF THE BA IN LAW
AND JUSTICE**

Laurentian's Law and Justice Program began in in 1977 and remains what it has always been: an academic interdisciplinary program set squarely within the liberal arts whose proud mission is to "develop the reading writing, thinking, and learning skills that are in high demand by employers and within society more generally."

Currently, students may work toward either a concentration in Law and Justice or a minor in Law and Justice or in Criminal Justice within a 3-year degree. Alternately, they may work toward a Specialization in Law and Justice or a major or a minor in Law and Justice

or Criminal Justice in a 4-year degree. All the modules are offered on campus only, with a limited number of courses available online.

In January 2017, the program submitted its self-study to the Office of the Vice President Academic and Provost of Laurentian University.

The self-study was a model of its kind which was clearly divided into 7 distinct sections. Section A, the Introduction, synopsized the various programs offered in Law and Justice and included the program's learning objectives and outcomes based on degree level expectations. The concerns raised in the previous appraisal in May 2010 were reviewed and actions taken were tabled. The section then described how faculty, staff, and students and others participated in the writing of the study. Section B focused on the faculty, listing both the full-time and part-time faculty. It identified core faculty and reviewed teaching loads as well as research funding by faculty members, and then summarized the career number and current supervision of bachelors' thesis and graduate students. Section C was devoted to Physical Resources including library resources as well as laboratory and computer facilities. It also described the space occupied by the program and the appropriateness and effectiveness of the utilization of the existing physical resources. Section D was devoted to Students, listing the enrolment and graduation statistics for the past five years of the program and the educational and/or employment status for the previous five years of graduates. Section E focused more specifically on Program Regulations and Courses and included a rationale for the organization of the curriculum and an analysis of how the program met its learning objectives. There was also a statistical summary of student course evaluations. Section F was devoted to Planning (strength and weaknesses) and Section G was the conclusion, including a discussion of areas requiring improvement.

There were three appendices: A. Library Resources B: Course Outlines and C: Curricula Vitae of the Faculty

On 20 and 21 November 2017, after reviewing the self-study, the Review Team conducted a site visit. The external was Dr. Annie Bunting, an Associate Professor in the Law and Society program at York University, and the team also included two faculty members from Laurentian, Alan Shandro, Associate Professor in the Department of Political Science and Susan Manitowabi, Assistant Professor in the School of Indigenous Relations, as well as two students in the program, Brittney Boileau and Alex Bird.

During the visit, the team toured the facilities available to the program, including the university library. It also met with Serge Demers, the Vice-President Academic and Provost, and Dr. Elizabeth Dawes, the Dean of Arts. In addition, the team saw Charlotte Neff, Chair of Law and Justice, the University Librarian, Brent Roe, and Desmond Maley the program's liaison librarian.

The visit also included meetings with various stakeholders: Krystle Beausoliel, the Police Youth Safety Coordinator for the Greater Sudbury Police Department, Kerri Jeanveau, the Chair, Justice Case Manager, Canadian Mental Health Association of Sudbury-

Manitoulin Branch, and Connor Mackay, Articling Student with Weaver Simmons (Alumni) in Sudbury.

Finally, the team had separate meetings with a group of students and graduates of the program and the full-time faculty. It also met with individual faculty members.

When the Review Team submitted its report on 28 February 2018, it noted that: “As a bilingual, small university in northeast Ontario, Laurentian offers a rich learning experience for its students. The Law and Justice program is uniquely placed to offer students an appreciation of how law is tied to particular histories, locations, cultures and languages. With this location and its strong liberal arts/ theoretical tradition, Law and Justice is a well-established interdisciplinary program.”

More specifically it noted:

- The program aligns nicely with the University’s Strategic Plan. While many students enter the program with an interest in pursuing law school, they are provided with foundational skills and knowledge to understand law in its broadest context and from a variety of perspectives – historical, Indigenous, non-state, philosophical, critical race theory – that will serve them regardless of their career choice.
- The Program’s requirements and outcomes are appropriate to the Degree Level Expectations.
- The program has, as a matter of principle, insisted that its core courses be taught by full-time faculty. The program faculty are well qualified with good scholarly records.
- The faculty in the Law and Justice program bring a depth and range of experience to the classroom which fosters innovation and creativity in the development and delivery of program content. The program includes courses that are not uniformly taught in other cognate programs in the province; interestingly, neither Environmental Law nor Life and Death Decisions is found on the curriculum of Carleton, UOIT or York’s law and society programs. The faculty bring creative content to the curriculum through their experience in legal practice, labour negotiations and connections with community-based organizations.
- The on-campus delivery of the program involves lecture format in the first and second year with smaller classes and seminars in the third and fourth year. These are appropriate modes of delivery and allows students to develop foundational learning skills in the first years in the program and further interpersonal and presentation skills in the upper years.
- The modes of evaluation are appropriate and effective to meet the program’s stated goals – from shorter essays, tests, and article reviews in the first and second year, to more independent research essays and presentations in the upper years.
- The library is easily accessible and has good services for this Department, offering multiple databases to facilitate research. The library offers tutoring,

assistance in essay writing (through academic excellence) but also the librarians are easily accessible to aid students to navigate the bookshelves or databases.

These encomiums aside, the Team noted that

- The curriculum needed some updating
- The program is stretched with its current faculty complement and without some adjustment may not be able to continue to offer core courses with full-time faculty
- The current level of research funding is inadequate.

On 2 May 2018, the Program submitted its comments on the Report and the Program's comments were followed by a set of comments from the Dean of Arts. The Dean nicely summarized the Reviewers' recommendations, the Program's reaction to those recommendations and her own reactions. Her report received on 10 May 2018 is synopsized below.

SUMMARY OF THE REVIEW TEAM'S RECOMMENDATIONS (R) THE PROGRAM'S (P) RESPONSES AS WELL AS THOSE OF THE DEAN OF ARTS (D)

R1: The Review Committee recommends that the Law and Justice program faculty consider holding a facilitated retreat to review and map the curriculum, plan for the future, and develop concrete curricular changes and extra-curricular initiatives. This may include part-time sessional lecturers and select faculty from other programs.

P1: However, until we have a commitment from the university to at the very least maintain our faculty complement, we see little point in undertaking any major curriculum review as suggested in the first recommendation. Such an exercise would appear to be premature at this juncture. Assuming we do get approval for a retirement replacement, it would also be desirable to involve new and contract faculty in any forthcoming curriculum review.

D1: The Faculty of Arts has seen a significant decline in the faculty complement over the past decade, with no new faculty hires in Arts at Laurentian University in 2016-17 or in 2017-18. At the same time, the Faculty of Arts has found creative and collaborative ways to reshape the curriculum and launch several new interdisciplinary programs. Undertaking a major curriculum review will help the Program to position itself for success in obtaining a replacement position and in attracting good candidates.

In suggesting that Law and Justice undertake a major curriculum review, the Department is of the view that the administration is asking for more while providing less. Reviewing an existing curriculum and planning a new one takes time. It is a luxury not available to Law and Justice, the second largest program by enrollment in the Faculty of Arts. Not only has the Law and Justice not seen any new hires, whether full or part time,

it has lost a faculty position. Law and Justice now operates with only three full time faculty. All energies are turned toward maintaining the viability of the program. Program changes, as they occur, will be undertaken in view of the direction that Department will adopt. Conversations are occurring at this level within the Department.

Not only has the department lost a quarter of its faculty due to the retirement of Dr Neff and her contribution to administrative tasks, but since May 2020, it has been operating without an administrative assistant. The Chair of the department has had not only to take on the administrative tasks related to a new academic year occurring but also to do it under conditions of covidement.

R2: The committee recommends a continued deepening of Indigenous content across the Law and Justice program, as well as the development of an Indigenous Justice course(s).

P2: N/A

D2: The program in Law and Justice can become a strong contributor to Laurentian University's Strategic Plan (2018-2023), particularly in relation to outcomes 1 (enhancing our relationships with municipalities, agencies, organizations, First Nations, and Indigenous communities), 5 (equipping graduates to practice, teach, and contribute as employees of choice in francophone, rural, and Indigenous contexts, throughout the North and beyond), 14 (becoming a national leader in Indigenous education because of expanded Indigenous curriculum offerings across all faculties), and 20 (becoming leaders in sustainable community development because of our contributions to social innovation and policy research).

This would require both resources and time. Unfortunately, Law and Justice has neither. The Indigenous content resource that it could have used, Dr. Émond who taught in Droit et Justice, was not replaced when he retired.

Notwithstanding these circumstances and to the extent that its scarce resources allow, Law and Justice has integrated significant Indigenous content into several courses, for example JURI 2107 Public Law. This commitment reinforces the interdisciplinarity of programme. Indigenous courses are part of the accepted list of courses in Law and Justice. Students can follow other courses in Indigenous Studies which offer these options. Finally, many of our graduates have found legally related work in the local area, including Indigenous graduates.

R3: The committee recommends a new full-time hire in Law and Justice. The program may consider proposing a new hire in the area of indigeneity and the law and/or research methodologies.

P3: While with past hires we have tended not to limit the position to any particular specialty, but rather have chosen to hire the most qualified applicant, we are

certainly open to the desirability of enhancing our capacity to offer programming with more extensive Indigenous content and deeper training in research methods.

- D3: Requests for future faculty positions should be closely aligned with the bilingual and tricultural mandate of Laurentian University and contribute to existing institutional strengths which include creating interdisciplinary knowledge and advancing Indigenous research.

The comment at D3 is dissembling as it speaks to “request for future faculty positions” and demonstrates a total lack of engagement with the recommendation for a new hire. Law and Justice notes that despite the recommendation for a new hire, Law and Justice has lost a position due to a retirement. The then Dean Dawes knew full well at the time of writing her comments that Professor Neff was retiring. She knew the date of her departure because she had applied for an exit sabbatical. The then Dean Dawes claimed that she had to wait for the official announcement of the departure before initiating replacement proceedings. This simply reflects the unwillingness of the administration to put into place a coherent plan to ensure the replacement of retiring faculty. Compensation for that lost full time position was three sessional positions (3 x 3 cr = 9 cr), that is a net loss to Law and Justice of 6 credits.

- R4: The Review Committee suggests that the program consider various fourth-year cohort experiences: to regional First Nations communities (Friendship Centre, Nipissing Union office, Manitoulin Island) to meet with Elders and staff to explore indigenous legal knowledge, oral traditions, sentencing circles, delegated child welfare authority, amongst other issues; and monthly or term seminars with alumni, lawyers, correctional workers, Elders, social workers in the justice system to discuss current issues. This can be coordinated with the active student association (LAWLU).**

- P4: N/A

- D4: Students in each year of the program would benefit from experiential learning opportunities with members of Indigenous communities from the region. This recommendation is relevant to Laurentian University’s Strategic Plan (2018-2023) outcome 5 (equipping graduates to practice, teach, and contribute as employees of choice in francophone, rural, and Indigenous contexts, throughout the North and beyond).

Law and Justice notes that it was already spread quite thin before it lost a position due to a retirement. Much as we are receptive to doing so, setting up these types of extracurricular activities, as well as coordinating and administering them is a time-consuming exercise. Law and Justice accepts courses from Indigenous Studies that count towards a degree in Law and Justice. Law and Justice students can also choose to follow other courses in Indigenous Studies. Law and Justice is of the view that the activities listed in R4 are, in the circumstances, best addressed within such courses. This avoids the needless duplication.

R5: We support the program’s stated goal to create a Methodology course, though it need not necessarily be at the second-year level and could be open to other programs.

P5: N/A

D5: The program should consider making use of an existing methodology course which could be cross-listed or added to the Approved Course List for the program.

First, if then Dean Dawes is referring to an ordinary basic social science methodology course, STAT 2126E Introduction to Statistics was then and is now on the accepted Law and Justice course list. Secondly, the methodology course that Law and Justice wants to create is meant to be a course in “legal” methodology, and theoretical and applied perspectives on analyzing jurisprudence and legal processes including the administration of justice. Legal methodologies are as distinctive as those in other disciplinary fields.

It is interesting to note that at D4, then Dean Dawes advocates changes to Law and Justice to incorporate the recommended changes. At D5, she says use existing courses. The only common thread in these responses is the refusal to commit resources to Law and Justice.

R6: The Review Committee recommends that the university consider small grants to support faculty research and student experiential education.

P6: N/A

D6: The Laurentian University Research Fund (LURF) is intended to provide small grants of up to \$5,000 to support faculty research. The department operating budget could be used to help support experiential learning activities. In some programs, students pay activity fees.

R7: The Review Committee suggests the career options are made more legible to students in the program. We recommend that alumni be invited to share their career experience with current students through class visits, LAWLU events, an alumni association, and interviews posted on the Department website.

P7: A final set of helpful comments suggests that a diversity of career options be made more legible to students. We agree. Through the very well-established Minute Mentoring Event organized by the LAWLU club and faculty liaison, senior student do indeed have the opportunity annually to meet a diverse range of those working locally in legally-related fields, including lawyers, mediators, police service members, mental health workers, court workers, and those in the

not-for-profit sector, etc. It is a pleasure to report that in the 2018 event, over half of the invited mentors were Law and Justice graduates. In addition, several of our faculty commonly arrange for visiting speakers in law-related careers to attend in their courses.

D7: Contact with alumni currently working in the field is beneficial to both faculty and students.

We would like to reiterate that for several years, the Student club, LAWLU, has organized a very successful annual mentoring event with local professionals working in legal and legally-related fields. As noted, many are also alumnae.

Our colleagues on the Francophone side have said:

“[...]it is not up to the teaching staff of Law and Justice to engage in such activities, which are largely outside our competence. If we have a network of contacts, we need to do more than contact these people. Just getting in touch with them requires a lot of time. Moreover, organizing a career day requires even more time; it is an activity whose success, in order not to be ridiculed, is only assured with a certain expertise in the field, expertise that our faculty does not possess. Law and Justice notes that this is a specialized activity that belongs to the Student Employment Center, which has a certain knowledge in the field”.

We join them on that comment.

R8: The Review Committee recommends that there be more integration between the program and the Library staff to support student learning. This can be accomplished by sharing course syllabi and assignments with the subject librarian, integrating library tours in the course, and inviting the librarian to classes.

P8: N/A

D8: Some programs extend an annual invitation to the subject librarian to deliver a class in particular courses in order to prepare students to undertake research in the discipline. This is an efficient way of supporting students in their course work.

Professors within their individual courses are engaging with the library as necessary. Students are required to do the library familiarization tutorial offered by the library. This allows students to identify both librarians and library resources to support them in their course work. It might also be worthwhile to observe that in the past year, L&J faculty had to undertake a sustained advocacy exercise to convince the Library not to discontinue the subscription to Hein Online, one of the most valuable legal scholarship databases in the legal research field.

ACAPLAN'S RESPONSE

ACAPLAN endorses the recommendations of the Review Team but notes the following recommendations are not included:

R.6 The Review Committee recommends that the university consider small grants to support faculty research and student experiential education.

Reason: The University already has a program, the Laurentian University Research Fund (LURF) which is available to any faculty member who wishes to apply.

R7: The Review Committee suggests the career options are made more legible to students in the program. We recommend that alumni be invited to share their career experience with current students through class visits, LAWLU events, an alumni association, and interviews posted on the Department website.

Reason: This is already occurring.

In addition, while ACAPLAN strongly supports the recommendations which remain, *it recognizes that they cannot be followed up unless the university replaces the current Program Coordinator who is scheduled to retire on 30 June 2020.* That is why the Review Team's Recommendation 3 has been made ACAPLAN's recommendation 1.

Law and Justice has been reduced to three professors. Two and one-half lecturers (2.5 x 3 cr = 7.5 cr) make up for the retirement of Dr Neff (5 x 3 cr = 15 cr). It is offering 7.5 fewer credits. If this situation is allowed to continue, this reduction will have a serious impact on the integrity and quality of its programs. Law and Justice is of the view that it offers an excellent program with limited resources. It is not for the administration to ask it to do more with less.

We ask ACAPLAN to

- i) to recognize the effort made by Law and Justice in trying circumstances;*
- (ii) to recognize the excellence of its program;*
- (iii) to set aside requests asking it to do more with less; and*
- iv) to allow Law and Justice to focus on its immediate task, the integrity of its programs.*

With regard to the lack of a follow-up by the administration to ACAPLAN's first recommendation (R1, Review Team R3), Law and Justice is of the view that it is up to ACAPLAN to come to its own conclusions.

Thank you.

The comments in red above have been inserted into the table immediately following the relevant recommendation.

Recommendation	Proposed Follow up	Responsibility for Leading Follow-up	Timeline
1. Replace upcoming retiree	Consider hiring specialist in indigeneity and/or research methodologies	Dean in consultation with program members and the Vice-President, Academic and Provost	1 July 2020
<p><i>The comment at D3 is dissembling as it speaks to “request for future faculty positions” and demonstrates a total lack of engagement with the recommendation for a new hire. Law and Justice notes that despite the recommendation for a new hire, Law and Justice has lost a position due to a retirement. The then Dean Dawes knew full well at the time of writing her comments that Professor Neff was retiring. She knew the date of her departure because she had applied for an exit sabbatical. The then Dean Dawes claimed that she had to wait for the official announcement of the departure before initiating replacement proceedings. This simply reflects the unwillingness of the administration to put into place a coherent plan to ensure the replacement of retiring faculty. Compensation for that lost full time position was three sessional positions (3 x 3 cr = 9 cr), that is a net loss to Law and Justice of 6 credits.</i></p>			
2. Review and map the curriculum to ensure course content is current and aligned with program’s goals	<p>i. Examine potential synergies that could be developed with cognate programs such as Criminology</p> <p>ii. Benchmark curriculum with similar Ontario programs and incorporate good ideas</p>	Program Coordinator with colleagues	Ongoing
<p><i>In suggesting that Law and Justice undertake a major curriculum review, the Department is of the view that the administration is asking for more while providing less. Reviewing an existing curriculum and planning a new one takes time. It is a luxury not available to Law and Justice, the second largest program by enrollment in the Faculty of Arts. Not only has the Law and Justice not seen any new hires, whether full or part time, it has lost a faculty position. Law and Justice now operates with only three full time faculty. All energies are turned toward maintaining the viability of the program. Program changes, as they occur, will be undertaken in view of the direction</i></p>			

<i>that Department will adopt. Conversations are occurring at this level within the Department.</i>			
3. Deepen Indigenous content across the curriculum	Develop suggestions	Program Coordinator with colleagues	December 2020
<p><i>This would require both resources and time. Unfortunately, Law and Justice has neither. The Indigenous content resource that it could have used, Dr. Émond who taught in Droit et Justice, was not replaced when he retired.</i></p> <p><i>Notwithstanding these circumstances and to the extent that its scarce resources allow, Law and Justice has integrated significant Indigenous content into several courses, for example JURI 2107 Public Law. This commitment reinforces the interdisciplinarity of programme. Indigenous courses are part of the accepted list of courses in Law and Justice. Students can follow other courses in Indigenous Studies which offer these options. Finally, many of our graduates have found legally related work in the local area, including Indigenous graduates.</i></p>			
4. Hold a Faculty Retreat	Reflect on recommendations arising from 2 and 3 above and develop an implementation plan	Program Coordinator with Unit	Spring 2021
<p><i>In suggesting that Law and Justice undertake a major curriculum review, the Department is of the view that the administration is asking for more while providing less. Reviewing an existing curriculum and planning a new one takes time. It is a luxury not available to Law and Justice, the second largest program by enrollment in the Faculty of Arts. Not only has the Law and Justice not seen any new hires, whether full or part time, it has lost a faculty position. Law and Justice now operates with only three full time faculty. All energies are turned toward maintaining the viability of the program. Program changes, as they occur, will be undertaken in view of the direction that Department will adopt. Conversations are occurring at this level within the Department.</i></p> <p><i>Not only has the department lost a quarter of its faculty due to the retirement of Dr Neff and her contribution to administrative tasks, but since May 2020, it has been operating without an administrative assistant. The Chair of the department has had not only to take on the administrative tasks related to a new academic year occurring but also to do it under conditions of covidement.</i></p>			
5. Create a new Law and Justice methodology course	Focus on the use of legal sources – since existing courses would not	Program Coordinator	June 2021

	do the job		
<p><i>First, if then Dean Dawes is referring to an ordinary basic social science methodology course, STAT 2126E Introduction to Statistics was then and is now on the accepted Law and Justice course list. Secondly, the methodology course that Law and Justice wants to create is meant to be a course in “legal” methodology, and theoretical and applied perspectives on analyzing jurisprudence and legal processes including the administration of justice. Legal methodologies are as distinctive as those in other disciplinary fields.</i></p> <p><i>It is interesting to note that at D4, then Dean Dawes advocates changes to Law and Justice to incorporate the recommended changes. At D5, she says use existing courses. The only common thread in these responses is the refusal to commit resources to Law and Justice.</i></p>			
6. Increase 4 th year cohort experiences	<p>Contact:</p> <p>i. Regional First Nations communities (Friendship Centre, Nipissing Union office, Manitoulin Island) to meet with Elders and staff to explore indigenous legal knowledge, oral traditions, sentencing circles, delegated child welfare authority, amongst other issues</p> <p>ii. Establish monthly or term seminars with alumni, lawyers, correctional workers, Elders, social workers in the justice system to discuss current issues</p>	<p>i. Program Coordinator</p> <p>ii. Program Coordinator and Student Association (LAWLU)</p>	December 2020 and ongoing
<p><i>Law and Justice notes that it was already spread quite thin before it lost a position due to a retirement. Much as we are receptive to doing so, setting up these types of extracurricular activities, as well as coordinating and administering them is a time-</i></p>			

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We join them on that comment.

7. Increase integration between Program and Library	i. Share course syllabi and assignments with the subject librarian ii. Integrate library workshops into the course and invite the librarian to classes.	Program Coordinator and colleagues	September 2019 and ongoing
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Professors within their individual courses are engaging with the library as necessary. Students are required to do the library familiarization tutorial offered by the library. This allows students to identify both librarians and library resources to support them in their course work. It might also be worthwhile to observe that in the past year, L&J faculty had to undertake a sustained advocacy exercise to convince the Library not to discontinue the subscription to Hein Online, one of the most valuable legal scholarship databases in the legal research field.

The Dean of Arts shall be responsible for monitoring the implementation plan. The details of progress made shall be presented in the Dean’s Annual Report and filed with the Vice-President Academic and Provost. The Executive Summary and the monitoring reports will be posted on Laurentian University’s web site.

CONCLUSION

Laurentian's Law and Justice program is approved to continue, and it will be reviewed in the fall of 2025.

Law and Justice has been reduced to three professors. Two and one-half lecturers (2.5 x 3 cr = 7.5 cr) make up for the retirement of Dr Neff (5 x 3 cr = 15 cr). It is offering 7.5 fewer credits. If this situation is allowed to continue, this reduction will have a serious impact on the integrity and quality of its programs. Law and Justice is of the view that it offers an excellent program with limited resources. It is not for the administration to ask it to do more with less.

We ask ACAPLAN to

- i) to recognize the effort made by Law and Justice in trying circumstances;*
- (ii) to recognize the excellence of its program;*
- (iii) to set aside requests asking it to do more with less; and*
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With regard to the lack of a follow-up by the administration to ACAPLAN's first recommendation (R1, Review Team R3), Law and Justice is of the view that it is up to ACAPLAN to come to its own conclusions.