

# Final Assessment Report for the 2024-2025 Cyclical Review of the Law and Society Program

## INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the cyclical program review process for the Law and Society program, prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Interim Dean of the Faculty of Liberal Arts. All recommendations made by the external review committee in their report are listed, followed by a summary of the program's response, and the decanal response. Recommendations prioritized are listed in the Implementation Plan, with those not being prioritized for implementation noted as well.

The Final Assessment Report is reviewed and approved by the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the university's [Cyclical Program Review Public Accountability webpage](#).

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Implementation Report is submitted to the Senate Academic Planning Committee for information.

## SUMMARY OF REVIEW PROCESS

The Law and Society program undertook its last cyclical program review in 2016-2017. The Self-Study was authored by several faculty members in the program: James Cairns, Kelly Gallagher-Mackay, Todd Gordon, Brenda Murphy, and Marcia Oliver with support from the Academic Program Administrator. In addition to the Self-Study (Volume I), the program also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office, and the Interim Dean of the Faculty of Liberal Arts (Bruce McKay) prior to submission of the final version.

Following Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the unit. The review committee was selected by the Program Review Sub-Committee on October 24, 2024, and an in-person site visit took place at Laurier's Brantford campus on January 16-17, 2025.

The review committee consisted of **Dr. Stacey Hannem** from the Department of Criminology at Wilfrid Laurier, **Dr. Rachel Ariss** from the Legal Studies Program at Ontario Tech University, and **Dr. Annie Bunting** from the Law and Society Program at York University. During the external review, the committee met with the following individuals and groups:

- Dr. Trish McLaren, Associate Vice-President: Academic
- Dr. Rebecca Godderis, Chair of the Department of Indigenous Studies, Law and Social Justice
- Dr. Bruce McKay, Interim Dean of the Faculty of Liberal Arts
- Law and Society undergraduate students
- Law and Society full-time faculty members
- Law and Society Contract Teaching Faculty
- Ms. Celine Taillefer-Travers, Academic Program Administrator
- Mr. Matt Thomas, Department Head, Information Resources
- Ms. Sally Heath, Associate Director: Academic Program Development and Quality Assurance

The review committee submitted their completed report on February 24, 2025. The executive summary from the report, and its recommendations, are provided below.

## EXTERNAL REVIEWERS' REPORT EXECUTIVE SUMMARY

The External Reviewers were impressed with the high quality of the program delivered by Law & Society at Laurier, its committed and accomplished faculty, and engaged student body. The LY curriculum includes critical socio-legal approaches, Indigenous and diverse perspectives on legality, and innovative skills assessment. Since the last review, the LY program has reviewed its Program Learning Outcomes, assumed management of the new internship course for the FLA and FSSH, and discussed new course offerings at the 3<sup>rd</sup> and 4<sup>th</sup> year levels. The program offers the unique and impactful Walls to Bridges program every three years, which could be a model for other experiential education and community organizing opportunities in courses in the future. Since Departmentalization in 2024 (Department of Indigenous Studies, Law and Social Justice), the LY program has adjusted to the new governance and administrative structure for the program. The new Department structure offers opportunities for closer collaboration with faculty in Indigenous Studies and Environmental & Social Justice, with possibilities for new streams or options in Law & Society. Similarly, despite constraints on cross-listing courses and the budget model, there are opportunities for creative course offerings and collaboration with Political Science at Waterloo campus and with Criminology at Brantford. This is a very difficult moment in the higher education sector in Ontario, and a moment where we [universities] need to defend critical,

interdisciplinary, liberal arts programs, such as Law & Society, by making more visible the value of the skills and knowledge acquired in the program. The Reviewers offer their recommendations in this spirit.

## RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 17 recommendations to improve the quality of the Law and Society program and students' experience in it. All recommendations have been listed verbatim below, followed by a summary of the program's response, and a response by the Interim Dean of the Faculty of Liberal Arts (Tarah Brookfield).

**Recommendation #1:** We would recommend a Department **retreat off-campus**. The Department may consider a facilitator from outside the unit to assist.

**Unit Response:** The ILSJ Department agrees with the value of annual retreats, and specifically off-campus retreats, to provide opportunities for department members to discuss the governance of the department, foster collaborations between department members and programs, and further solidify program objectives. At this time, we do not feel the need for a facilitator from outside the unit to assist but will keep this in mind as a potential for the future especially if we want to undertake a review of the curriculum and having a curriculum specialist involved would be an asset.

With respect to implementation of this recommendation, the department held its first ever retreat on April 17, 2025 from 10:00am-3:00pm. The chair organized an off-campus location; however, after finalizing the location could not confirm whether the technology would be adequate for a hybrid meeting, so for this year it was held on-campus. The retreat was an opportunity to discuss the current academic context of the department and the Brantford campus and share food together, building community and fostering important conversations about department governance. With more time to plan the retreat for next, finding a location off campus that has the capacity to support a hybrid meeting will be a priority.

**Decanal Response:** I am pleased to hear that the ILSJ Department has already started working towards the implementation of this recommendation by hosting its first retreat in April. The Department is encouraged to organize further annual retreats as necessary and useful to them for identifying upcoming goals and priorities. While there is plenty of suitable space for retreats on the Brantford campus, the value of hosting these meetings off-campus is also recognized.

**Recommendation #2:** We would also recommend that the Law & Society program consider, along with colleagues in the other two programs in the Department, the development of **LY streams or options** in *Indigenous Justice* and *Environmental or Earth Justice*.

**Unit Response:** The ILSJ Department appreciates the concrete suggestion regarding new directions for programming that speaks to important emerging trends in the field, reflects a commitment to enhancing the educational opportunities we offer to students to support recruitment, and builds on the strengths of the

department which fosters collaboration between the different programs; however, we do not agree with pursuing these curricular directions at this time due to resource constraints.

The Law and Society has few full-time faculty, and even fewer with specialized expertise in the proposed areas. Additionally, it is already difficult to find full-time faculty to teach required LY courses each year, and the program often relies on contract faculty to fill this gap. Moreover, the proposed Indigenous Studies streams would require faculty in the Indigenous Studies program to develop and teach the curriculum, and currently the total number of full-time faculty in this entire program is 1.5 FTEs (full-time equivalents). This reality presents significant challenges when it comes to launching new streams or options responsibly and sustainably. When institutional investment in the ILSJ Department and LY program grows, faculty would be interested in revisiting the question of additional streams or options that would address gaps in the LY curriculum and support the recruitment of students.

**Decanal Response:** I agree with the reviewers that an option within Indigenous Justice and Environmental or Earth Justice would be an interesting path to consider; however, I agree with the unit that it is not a realistic path for Law & Society to implement at this time due to having few faculty with this specialization or availability to develop and teach this commitment. I would encourage the unit to track enrollment in LY334: Law & the Environment (i.e. for 2025-2026, it has double the enrollment of any other 3<sup>rd</sup> year course) and have a broader discussion about the value of paths (or specializations/options) for recruitment and pedagogical value. If ILSJ decided to pursue such a pathway, they should do so in consultation with Environmental Studies and related research centres associated with climate and environment.

**Recommendation #3:** The reviewers would also suggest that the University support the Department and LY Program in better organizing their **website** so that their strengths and distinctive features are highlighted.

**Unit Response:** The ILSJ Department agrees that it is a valuable to work with the appropriate units at the university to review and better organize the department and program websites to ensure the strengths and distinctive features are highlighted. We will identify the appropriate units to connect with over the coming academic year and collaborate with them to plan what changes can be made.

**Decanal Response:** I agree this recommendation.

**Recommendation #4:** Along the lines of our previous recommendations, we would suggest that the program consider improving their recruitment to the LY program (including the Sussex Stream) through **better communication** of the value of a BA in Law & Society with its critical, interdisciplinary, social justice focus.

**Unit Response:** The ILSJ Department agrees that it is a valuable to work with the appropriate units at the university, including the recruitment team, to continue to improve student recruitment into the LY program (including the Sussex Stream). A key element of this should be better communication of the value of a BA in Law and Society, with a specific focus on the critical and interdisciplinary nature of the LY program. Department members also recognize a specific need to differentiate LY from the Criminology program in recruitment efforts.

**Decanal Response:** I think the unit's approach to this approach is wise. I will support recruitment efforts into the Sussex stream by getting more data about the experiences and outcomes of WLU and LY Sussex students and Sussex alumni.

**Recommendation #5:** We recommend that faculty apply for curriculum development **course releases** available through the office of the Associate Vice-President Academic to support recommendations #7 and #8 below.

**Unit Response:** The ILSJ Department agrees that there may be circumstances where applications for curriculum development course releases would be valuable to continue to develop the curriculum of the LY program. While supportive, department members also highlighted that every course release means that a full-time faculty would be unavailable to teach in the program. This is especially concerning in the current context of where few full-time faculty members are available to teach required LY courses.

**Decanal Response:** The VPA office has course releases for the development of online course only. Should LY wish to develop more online courses, they can apply via the Dean's office for a release or stipend when we receive our allocation from the VPA office.

**Recommendation #6:** We recommend collaborating with Political Science to offer a few **"virtual bus" courses** between their campuses, in two in-person sections at each campus (particularly in the Legal Studies Option).

- **LY directed course(s) from the Brantford campus** open to Political Science students
- LY student participation in the **Political Science mooting program**

**Unit Response:** The ILSJ Department agrees that it is a valuable to develop a more robust working relationship with Political Science to better understand the differences and similarities between the LY program and the Legal Studies Option (offered by Political Science). As we develop a better understanding, department members can then consider if there are collaborative opportunities with respect to curriculum that enhance student experience and are mutually beneficial for the departments.

**Decanal Response:** I support the Department's approach to developing their relationship with Political Science. I can be available to help facilitate any connections required through the Dean of Arts.

**Recommendation #7:** We recommend developing a **3rd year methods** course in one of two ways:

- as an LY methods course, with seats open to non-majors who are interested in LY methods, or
- collaboratively with ID and SEJ, addressing social science and legal reading/research methods

**Unit Response:** The ILSJ Department appreciates the specific and concrete suggestions regarding the development of a methods course. Department members will continue to have discussions about the potential of

developing a methods course that considers student needs and availability of resources. As a first step, department members will review methods courses that are currently being offered on the Brantford campus and virtually to better assess what collaborative opportunities may exist.

**Decanal Response:** If the Department chooses to introduce a new methods course, I would ask them to consider if it should be elective or required, whether 3<sup>rd</sup> year is appropriate year level as preparation for the 4<sup>th</sup> year courses or if a 2<sup>nd</sup> year version would help LY students in 3<sup>rd</sup> and 4<sup>th</sup> year. With any new courses, it would be appropriate to consider the program's pedagogical goals, assignment of faculty members, rotation of course offerings, and recent enrollment trends.

**Recommendation #8:** We recommend developing a **4th year experiential education** course in collaboration with SEJ and ID. The reviewers suggest:

- a community-building course wherein faculty work with students to develop leadership skills in community organizing, event and speaker organizing on the Brantford campus, and relevant reflective activities;
- a course highlighting environmental and social justice connections with LY and ID, particular to the Brantford campus location on the Grand River. The river and its watershed present a unique local opportunity for experiential education and potential community partnerships.

**Unit Response:** Department members agree that the ideas presented for a 4<sup>th</sup> year experiential education course are exciting and align with the aims of the LY program specifically, as well as with the ILSJ Department more generally. Currently there are discussions on the Brantford campus about how to increase experiential learning opportunities across all departments and programs. The ILSJ Department is interested in the possibility of campus-wide, collaborative approaches to experiential education that can then be built upon to fit the specific needs and goals of the LY and ID.

In the short term, the department is responsible for administering the UU400: Internship Course and has taken steps to improve the visibility of this course to students in LY and other programs across campus so that students are aware that there is an experiential learning opportunity currently available.

**Decanal Response:** I support the Department's approach. I would just add that if the Department feels that leadership skills are a priority for LY students, they could consult with the Leadership program in the Faculty of Human and Social Sciences to see if any OL courses may be a good fit for their additional senior credits.

**Recommendation #9:** We recommend, in response to Self-Study Q8, that the faculty consider offering some required courses in **two-part structures**.

**Unit Response:** The statement of support for courses being offered in a two-part structure by the same instructor to support student skill development is valuable; however, the recommendation doesn't directly address the concern expressed in the self-study regarding the potential challenges with equity and administrative



concerns when students either want or need to leave two term courses at the mid-point. As part of ongoing curriculum discussions, department members will continue to discuss the possible benefits and disadvantages of offering two-term (1.0 credit) courses.

**Decanal Response:** I agree with the Department's approach. There is precedent for this within FLA and there does not seem to be as many administrative challenges as in the past with a 1.0 credit course over two terms. If the Department wishes to go in this direction, between the Dean's office and Advising, we can support the Department investigating different models to see which ones would work best for them and students.

**Recommendation #10:** We recommend that the program maintain its commitment to in-person learning, and that faculty review select courses to understand whether pedagogical goals and methods, and learning outcomes may be met by **online course delivery**.

**Unit Response:** The ILSJ Department agrees that maintaining its commitment to in-person learning is important and a valued principle for the LY program. In addition, department members agree that it is valuable to explore the possibility of identifying a small number of courses that make strategic sense to offer in a virtual asynchronous or virtual synchronous format to support accessibility.

**Decanal Response:** I support this intention. As per my comment in #5, there is a process to apply to develop online courses. Framing it as an initiative based on a review recommendation would make it a strong application.

**Recommendation #11:** We recommend continuation and support for writing intensive courses and creative assessment methods as demonstrated in the Self-Study and referred to in comments above.

**Unit Response:** The ILSJ Department agrees that writing intensive courses and creative assignments are strengths of the LY program and will continue to support faculty in employing these assessment methodologies.

**Decanal Response:** Writing intensive courses are a foundation of Faculty of Liberal Arts program. They are particularly fitting for a program like LY whose learning outcomes are tied to critical thinking, research, and written communication. As did the reviewers, I am impressed with the multiple and creative assessment methodologies used in LY to measure student success. Having multiple lengths and styles of written and oral communication as assessment tools offer different skill building opportunities to support LY's learning outcomes.

**Recommendation #12:** We would recommend a Departmental retreat (annually) to help "Think like a Department" and "Teach/ act like a program".

**Unit Response:** The ILSJ Department agrees with the value of an annual departmental retreat and is committed to planning one each year, and we appreciate the concrete suggestion to "think like a department, teach/act like a program." This idea was already used as the basis for an activity at the first ever departmental retreat, which

was held on April 17, 2025, and is continuing to guide the department in helping us to think about how to organize governance as we move forward.

**Decanal Response:** I agree with the Department.

**Recommendation #13:** We would recommend, if there is faculty capacity, that the LY program meet at least once/ term.

**Unit Response:** Department members agree that providing additional opportunities for the individual programs to meet to discuss program-specific business is a good idea, and the ILSJ Chair will investigate scheduling these meetings in addition to regular department meetings.

**Decanal Response:** I support the Department in considering how to schedule the appropriate number of meetings for a program versus meetings for the department in a way that reflects expert knowledge of its participants while not overburdening the Chair and members with multiple iterations of meetings.

**Recommendation #14:** We would recommend **new staff allocation** for the graduate program in order to take this off of the LY/ Department staff person's responsibilities.

**Unit Response:** The ILSJ Department is not responsible for staff allocations within the Faculty of Liberal Arts; however, we do recognize that supporting the graduate program requires staff to take on additional duties that are beyond the typical job description for an Academic Program Administrator that is supporting an undergraduate program and that this does add significant additional responsibilities. The ILSJ Department will continue to advocate for the necessary staff resources to support its programs and students.

**Decanal Response:** I will welcome discussions that reflect on whether programs are adequately resourced and staff workload is reasonable within the Department and Faculty.

**Recommendation #15:** We recommend that the faculty engage in informal peer-support to build research culture and encourage publishing: for example, once or twice per term brown-bag seminars.

**Unit Response:** The ILSJ Department started implementation of this recommendation by holding a brainstorming session about how to build intellectual culture within the department at the first annual retreat held in April 2025. While there is interest in identifying how to support faculty research, there is a sense that typical approaches like brown bag lunches do not work as well in a small department where, due to the extremely high level of service, faculty schedules are overbooked with commitments like committee meetings.

Department members also discussed that these more traditional intellectual culture building exercises don't always match with faculty commitments to fostering deeper connections to communities outside of the academy and a desire to increase our collective involvement in concrete actions that help to create a more equitable and just world. In this respect, there were many innovative and interesting ideas that were shared



about how to build a departmental culture that supports larger principles, such as justice, sovereignty, and liberation, that are at the heart of most research that faculty members in the department undertake.

**Decanal Response:** I support the intention of this recommendation and will leave it to the Department to best determine how to implement it. There is also the campuswide monthly Learning Hour where faculty share their research, however there is only six presentation spots a year.

**Recommendation #16:** We recommend the program consider awarding LY-specific small book or cash prizes for top grade in the second year and/or top paper in the third year.

**Unit Response:** The ILSJ Department thinks this is an excellent idea and is keen to explore the best way to set up an LY student award in the coming year. One step the program has already taken is to provide additional recognition to all LY students who participated in the Academic, Creative and Engaged Research Showcase (ACERS) in Spring 2025. While students from all programs across the Brantford campus can enter into the showcase and compete for awards, the department wanted to celebrate the achievements of all LY and ID students who entered and so has recognized this with a congratulations email and Laurier swag from the HawkShop.

**Decanal Response:** I support of recognizing top students through use of the Department's budget or applications to various Faculty and Campus funding sources.

**Recommendation #17:** We recommend that Laurier ensure transparent information sharing with LY (and other stakeholder programs) about the Sussex program enrolment and student outcomes.

**Unit Response:** The ILSJ Department agrees that receiving fulsome information about the Sussex program enrolment and student outcomes would be highly beneficial. As stated in the external reviewer's report, more communication between the Sussex program administration and the department would support faculty awareness of LY student admissions, transfers in and out of the program, and outcomes. This would increase understanding of the program and could potentially be of assistance in the recruitment plans developed by the department for the LY program.

**Decanal Response:** It is my intention to work with the AVP International and Sussex staff to provide the Department with the data they need.

## PROGRAM STRENGTHS

### Dean of the Faculty of Liberal Arts

1. Law and Society's dedicated faculty are excellent instructors and researchers with far reaching expertise in the relationship between society and communities with Canadian, Indigenous, and international law and related topics: governance, justice, systems, equity, policy, and social theory.
2. The interdisciplinary curriculum provides students with a comprehensive set of required and optional courses focused on inquiry based learning and experiential learning opportunities such as the Walls to Bridges programs, the new internship course, and the law school pathway with the University of Sussex.
3. The cyclical review's thoughtful composition demonstrates the program's faculty has a thorough grasp of the utility and possibility of a Law & Society BA as strong foundation of a liberal arts education, as well as preparation for further education or careers in law, governance, social justice, and related fields. Furthermore, the program is knowledgeable about the challenges facing their program, campus, and post-secondary liberal arts education in general. They show awareness and creativity regarding the levers available to enhance curriculum, enrollment, and perceptions of a Law & Society degree. The review's attention to issues of Indigeneity, accessibility, inclusion, and equity reflect the commitments of the university's Diversity, Equity, and Inclusion Strategic Plan and the Indigenous Strategic plan.

## OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**Dean of the Faculty of Liberal Arts:** As the review acknowledges, there have been previous requests to focus on expanding the program's graduate or continuing education offerings. Over the next two years, the program should prioritize strengthening their undergraduate program by considering the reviewers' recommendations, as well as alumni and student feedback, regarding the student experience, beginning with curriculum development, such as modes of delivery, currency, specialization, experiential learning opportunities, collaborations with other program/departments/faculties etc. Non-curricular efforts could include recommendations for revising recruitment material, student mentorship, and areas to strengthen retention, accessibility, diversity, inclusion, and Indigeneity in the program. Subsequently, the program should consider what other degrees or programing they wish to pursue based on existing faculty strengths and/or the addition of a new strength that would lead to growth at the undergraduate, graduate, or continuing education level.

As ISLSJ enters its third year as a Department, I encourage the faculty members appointed to LY to consider the ways in which the current department model supports their program's needs and in what ways they could strengthen their governance to best respond to the day-to-day operations of the program and the reviewer's recommendations.

So they contribute their expertise and keep abreast of new developments that could impact their students and faculty, a member from LY should continue to be involved in the university's plans for creating LLB and LLM degrees, as well the ongoing and new international partnership pathways to law school.

## SIGNATURES

Dr. Heidi Northwood

September 30, 2025



## APPROVAL DATES

Approved by Program Review Sub-Committee: November 7, 2025

Approved by Senate Academic Planning Committee:

Submitted to Senate (for information):

Implementation Report Due Date:

## RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

The following Implementation Plan was created by the Interim Dean of the Faculty of Liberal Arts as part of the Decanal Response.

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
<b>Recommendation #1:</b> We would recommend a Department <b>retreat off-campus</b> . The Department may consider a facilitator from outside the unit to assist.	ILSJ Department		Annually, or as needed	
<b>Recommendation #2:</b> We would also recommend that the Law & Society program consider, along with colleagues in the other two programs in the Department, the development of <b>LY streams or options</b> in <i>Indigenous Justice</i> and <i>Environmental or Earth Justice</i> .	ILSJ Department; consultation with Environmental Studies		2026-2028	This recommendation would be part of the broader focus on considering how best to strengthen the student experience for LY majors.
<b>Recommendation #3:</b> The reviewers would also suggest that the University support the Department and LY Program in better organizing their <b>website</b> so that their strengths and distinctive features are highlighted.	ILSJ Department		Ongoing	
<b>Recommendation #4:</b> Along the lines of our previous recommendations, we would suggest that the program consider improving their recruitment to the LY program (including the Sussex Stream) through <b>better communication</b> of the value of a BA in Law	ILSJ Department; in collaboration with the Dean of the FLA		2026-2028	This recommendation would be part of the broader focus on considering how best to strengthen the student

& Society with its critical, interdisciplinary, social justice focus.				experience for LY majors.
<b>Recommendation #5:</b> We recommend that faculty apply for curriculum development <b>course releases</b> available through the office of the Associate Vice-President Academic to support recommendations #7 and #8 below.	ILSJ Department		As needed	These are only available for online courses.
<b>Recommendation #6:</b> We recommend collaborating with Political Science to offer a few “ <b>virtual bus</b> ” courses between their campuses, in two in-person sections at each campus (particularly in the Legal Studies Option).	ILSJ Department		2026-2028	This recommendation would be part of the broader focus on considering how best to strengthen the student experience for LY majors.
<b>Recommendation #7:</b> We recommend developing a <b>3rd year methods</b> course in one of two ways: <ul style="list-style-type: none"> <li>• as an LY methods course, with seats open to non-majors who are interested in LY methods, or</li> <li>• collaboratively with ID and SEJ, addressing social science and legal reading/research methods</li> </ul>	ILSJ Department		2026-2028	This recommendation would be part of the broader focus on considering how best to strengthen the student experience for LY majors.
<b>Recommendation #8:</b> We recommend developing a <b>4th year experiential education</b> course in collaboration with SEJ and ID. The reviewers suggest:	ILSJ Department		2026-2028	This recommendation would be part of the broader focus on considering how best to strengthen the student

<ul style="list-style-type: none"> <li>• a community-building course wherein faculty work with students to develop leadership skills in community organizing, event and speaker organizing on the Brantford campus, and relevant reflective activities;</li> <li>• a course highlighting environmental and social justice connections with LY and ID, particular to the Brantford campus location on the Grand River. The river and its watershed present a unique local opportunity for experiential education and potential community partnerships.</li> </ul>				experience for LY majors.
<b>Recommendation #9:</b> We recommend, in response to Self-Study Q8, that the faculty consider offering some required courses in <b>two-part structures</b> .	ILSJ Department; FLA Dean; Advising		2026-2028	This recommendation would be part of the broader focus on considering how best to strengthen the student experience for LY majors.
<b>Recommendation #10:</b> We recommend that the program maintain its commitment to in-person learning, and that faculty review select courses to understand whether pedagogical goals and methods, and learning	ILSJ Department		2026-2028	This recommendation would be part of the broader focus on considering how best to strengthen the student



outcomes may be met by <b>online course delivery</b> .				experience for LY majors.
<b>Recommendation #11:</b> We recommend continuation and support for writing intensive courses and creative assessment methods as demonstrated in the Self-Study and referred to in comments above.	ILSJ Department		Ongoing	
<b>Recommendation #12:</b> We would recommend a Departmental retreat (annually) to help “Think like a Department” and “Teach/ act like a program”.	ILSJ Department		Annually, or as needed	
<b>Recommendation #13:</b> We would recommend, if there is faculty capacity, that the LY program meet at least once/ term.	ILSJ Department		As needed	
<b>Recommendation #14:</b> We would recommend <b>new staff allocation</b> for the graduate program in order to take this off of the LY/ Department staff person’s responsibilities.	ILSJ Department; FLA Dean & Dean’s office		Ongoing	
<b>Recommendation #15:</b> We recommend that the faculty engage in informal peer-support to build research culture and encourage publishing: for example, once or twice per term brown-bag seminars.	ILSJ Department		As needed	
<b>Recommendation #16:</b> We recommend the program consider awarding LY-specific small book or cash prizes for top grade in the	ILSJ Department		Annually	

second year and/or top paper in the third year.				
<b>Recommendation #17:</b> We recommend that Laurier ensure transparent information sharing with LY (and other stakeholder programs) about the Sussex program enrolment and student outcomes.	ILSJ Department; FLA Dean's Office; AVP International's office		2026; ongoing	