



CANADIAN ASSOCIATION OF LAW TEACHERS  
ASSOCIATION CANADIENNE DES PROFESSEURS DE DROIT

**2021 Canadian Association of Law Teachers Annual**

**Conference**

**June 7 - 10, 2021**

**Schulich School of Law, Dalhousie University**

**Online**

**Conference Program**

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## Monday June 7

### **11am-1pm EDT: Presentation and Roundtable**

#### **Experiments in Ungrading**

COVID-19 arrived in Canada in early 2020. As provinces implemented a range of public health restrictions, law schools moved to the on-line delivery of classes and adopted modified grading schemes. Many of these grading schemes either mandated that students be marked on a pass/fail basis (or the pass/fail/honours variant) or made that option available. These modified grading schemes can be considered a form of ungrading, where educators make space for students to receive feedback, without being ranked against one another. For some educators, this unexpected experiment in ungrading aligned with changes they had already made to the methods of evaluation in their courses. For others, this unexpected experiment may be an impetus to incorporate more ungrading practices, post-pandemic. This session will reflect on the unexpected experiment in ungrading during the pandemic and how it might shape our future approaches to evaluation.

### ***Learning Without Grades: An Empirical Study of Legal Education in the Covid-19 Pandemic***

#### **o David Sandomierski (Western) & John Bliss (Denver)**

A presentation, followed by a brief Q & A, of the presenters' research into how law professors and students experienced the changes to grading schemes made in response to the COVID-19 pandemic in the Winter 2020 semester. The paper, "Learning Without Grades: An Empirical Study of Legal Education in the Covid-19 Pandemic", reports findings from nearly 2,000 survey responses from law students and faculty in the U.S. and Canada. They examine how the adoption of pass/no-pass grading schemes impacted self-reported learning, engagement, well-being, and inclusion. In general, they find that student and faculty respondents cast the grading changes in a favorable light. Faculty tended to report that student performance was close to normal. Students generally reported near normal learning outcomes and effort. Students also associated the grading change with reductions in anxiety and an enhanced (significantly more positive than normal) experience of the "self reflection" learning variable. These general conclusions were mostly

consistent across identity variables, although they identify some important and nuanced differences with respect to economic disadvantage, race, and gender.

### ***Experiments in Ungrading (Roundtable)***

- **Nayha Acharya (Dalhousie), Adrien Habermacher (Moncton), Anna Lund (Alberta), Nickie Nikolaou (Calgary), Lisa Silver (Calgary), Deanne Sowter (Osgoode (PhD student)), Katie Sykes (Thompson Rivers University) & David Wiseman (Ottawa)**

A roundtable discussion with educators who are using or considering using ungrading practices in their courses. In preparation for the discussion, the listed participants will be reading Susan Blum's edited volume *Ungrading* (West Virginia University Press, 2020). The discussion will focus around three questions:

- Why did you move to ungrading &/or why are you considering it?
- How have you adopted an ungrading approach in your courses? (Or if you have not yet, how are you assessing students and how do your methods compare to an ungrading approach?)
- Do you have any reservations about using/trying ungrading as an approach to assessment?

**1:30pm-3pm EDT: Panel**

**Teaching Beyond the Pandemic**

### ***A Teaching Experiment in the Pandemic: Online Settlement Exercise at the CRT***

- **Katie Sykes (Thompson Rivers University) & Ryan Gauthier (Thompson Rivers University)**

In February 2021 we piloted a mediation and settlement exercise for our two 1L sections of Tort Law (about 124 students). The simulation involved a small claims dispute at BC's Civil Resolution Tribunal (CRT). The CRT is an online tribunal established by statute in 2012. Its jurisdiction includes small claims \$5,000 and under. It is designed to facilitate consensual resolution. CRT

staff provided our students access to a sandbox version of the CRT platform. This meant that students could work in an exact clone of the environment a real dispute would go through. Volunteers, including upper-year law students, CRT case managers, and practicing lawyers, played the role of case managers to facilitate a settlement.

Our goals for the exercise included:

- Integrating learning about settlement, negotiation, mediation and consensual dispute resolution into the 1L curriculum, as a counterweight to the traditional focus on appellate decisions and court-based adjudication.
- Supplementing the mainly doctrinal diet of first year with a hands-on, real-world simulation.
- Creating opportunities for the students to connect with one another and with the volunteers and CRT staff who helped with the exercise, as a way to make up in part for the personal connections they are missing in this year of Zoom law school.
- Inculcating a habit of reflective professional formation at an early stage in our students' law school careers.

In our presentation we will present the design of our settlement exercise, and discuss our impressions of how it went and what the students got out of it. We believe that the experience of being fully immersed in a simulation of a real dispute was motivating for the students and helped them learn both skills and substantive law. We did not gather empirical data such as surveys from this first run of the exercise, but we plan on doing this again next year and collecting data then. In the presentation we will also explore and invite discussions of questions that could be investigated next time around. Our short video 'trailer' for the exercise can be seen here: <https://youtu.be/GuXXzLjD22U>

### ***Best Practices for Flipped Online Law Classes***

#### ○ **Michael Hadskis (Dalhousie)**

This presentation will provide pedagogical strategies that can be employed in the context of law courses using a combination of asynchronous learning content and live online classes, a format commonly referred to as the 'flipped online class'. These strategies are grounded in universal

principles of learning that Nilson & Goodson (2018) distilled from cognitive psychological research and applied to online course design and teaching across disciplines. While the presentation content will be informed by educational learning theory, theoretical concepts will not be explored in detail. Rather, the presentation will focus on offering practical suggestions for designing flipped online law classes, shaping and organizing course content for this delivery model, effectively engaging law students with this content, and assessing student learning.

### ***Effects of Pandemic Teaching on the Future Pedagogical Plans of Law Teachers***

- **Audrey Fried (Ontario Institute for Studies in Education (PhD candidate))**

As a result of regulatory restrictions, online learning has been very limited in North American legal education. Although these restrictions have begun to loosen, many law faculty found themselves teaching online for the first time as a result of the pandemic. In addition to gaining competencies directly related to teaching online, research suggests that faculty who teach online for the first time may carry some of their new pedagogical knowledge back to their in-person classes. This presentation reports on research into how teaching online during the pandemic has changed the way law teachers plan to teach in the future. The study confirmed that some, though not all, law teachers did indeed develop practices and find insights that they find valuable enough to bring into the future. A further theme that emerged in the study arose from the way that the pandemic brought the challenges and inequities of students' lives into sharp relief. This salience prompted many faculty to make changes to their teaching strategies, assessments, and policies that they intend to continue.

## Tuesday June 8

**11am-12pm EDT: Presentation and Roundtable**

**1L Contracts and Beyond**

### *The 1L Contracts Collaborative Teaching Resources Project: Who, What, How, Experiences and Where to Next?*

- **Stephanie Ben-Ishai (Osgoode), David Sandomierski (Western) & Others**

Last summer we put together a group of 15 law professors and asked them to produce videos on a part of contract law that they enjoyed teaching from a list we created. Next, we worked with our research assistant to develop a third-party website for our shared supplementary resources for teaching Contract Law: [www.1Lcontracts.ca](http://www.1Lcontracts.ca). We provided all professors with best practice notes for creating such videos based on a literature review. Further, once we received the videos we provided descriptive annotations for each of the videos.

We imagined that there would be two principal ways that participating professors would wish to incorporate the site in their syllabi. First, they could simply wish to provide a link to the site itself. Students are able to register and then navigate the site on their own. Alternatively, professors could provide links to specific videos in the site. We met once with the group since launching, however most professors had not yet taught the course at that stage.

In this session we hope to involve as many participating professors from the 1Lcontracts.ca group as possible and also share our next steps with you. Over the course of this academic year, we worked with five computer science students at Western to develop software capable of meeting the specific needs and goals we did not find in the third-party software. We will showcase this new software in progress for you and hope to obtain further feedback on possible uses outside of the contract law context. Depending on timing we hope to involve some members of our student team as well.

**12:15-1:15pm EDT: CALT Annual General Meeting**

**1:30pm-3pm EDT: Panel**

**Cause Lawyering, Lawyer-Academics and Clinical Legal Education**

***Canadian Cause Lawyering: Examining the Implications/Role of Broader Connections for Legal Education***

○ **Basil Alexander (University of New Brunswick)**

Given the practical realities and approaches of lawyers who work with and support social causes, what are the potential implications and role of corresponding broader connections for legal education? To answer this question, I will build upon the results of my qualitative research on how such cause lawyers in Canada work to achieve long-term societal change that benefits disadvantaged groups. I will use selected results from my qualitative research study involving in-depth semi-structured interviews with over thirty Canadian cause lawyers. The interviewees met 3 criteria: working to address systemic issues on behalf of disadvantaged groups; using legal skills or knowledge as part of the work; and financial gain was not the prime motivator for the work. The interviewees were also from different contexts (e.g. private firms; legal clinics; other systemic issue non-profits; academia; British Columbia; and Ontario). The relevant results focus on the skills and approaches that Canadian cause lawyers use as well as the key issues that they encounter and consider. For example, as I noted elsewhere, interviewees tend to view and use rights realistically as more of a contingent political resource instead of mythologizing their potential use and benefit. Interviewees also understand both the symbolic and real aspects of law, and they accordingly use pragmatic assorted strategies based on context to help achieve their goals. Such realities, perspectives, and approaches can inform and influence legal education to better equip people to do such work, which often involves broader connections to communities, cultures, and ways of knowing.



## ***Law Society Regulation and the Lawyer-Academic***

- **Andrew Flavelle Martin (Dalhousie)**

This presentation focuses on whether law societies can (as a question of law) and should (as a matter of policy) discipline law teachers who are lawyers for their teaching and research, as well as the implications for the legal academy. Discussions of academic freedom often consider the prospect of employment ramifications within the university or of defamation proceedings targeting teaching and research. As a law teacher who is licensed as a lawyer, I worry more about the possibility that a lawyer or judge I criticize in my teaching and/or research could complain to the law society about that criticism, prompting the law society to commence an investigation and perhaps even disciplinary proceedings. This concern is all the more pressing because as a legal ethics teacher, my teaching and research often considers not just the reasoning or submissions of specific judges and lawyers but their conduct. I argue that law societies both can and should hold lawyer-academics to the same standards as practicing lawyers, and that such regulation is consistent with academic freedom.

## ***Transnational Community-Based Lawyering in the Global Economy & JCAP's National Virtual Clinic Model***

- **Charis Kamphuis (Thompson Rivers University)**

In 2011, the Justice & Corporate Accountability Project (JCAP) formed, with a focus on corporate and state accountability for harms associated with mining, oil and gas extraction in the Global South. While JCAP is rooted at Osgoode and TRU, it has become a truly national project and has worked with students at almost every Canadian law school. This presentation will describe JCAP's model of transnational community-based lawyering in the global economy. This includes the legal strategies that this initiative has developed over time, the collaborations that it has pursued with civil society organizations, law schools and clinics across Canada and abroad, as well as the philosophy of social movement lawyering that underpins this work.

## Wednesday June 9

**11am-12:30pm EDT: Panel**

**Advancing Decolonization, Reconciliation & Indigenization**

### *Leaving Room for Indigenous Law in Law School Classes*

- **Patricia Barkaskas (University of British Columbia) & Alexandra Flynn (University of British Columbia)**

There is a growing consensus that legal educators, whether in clinical programs or stand-alone courses, must center Indigenous law from the outset of legal education in order to respond to TRC Call to Action #28. This includes the creation of a stand-alone course, often in the first year of legal studies, that explains the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. Law schools may supplement these required teachings with other initiatives such as cultural competency programs and Indigenous-centred events.

There are no particular requirements or best practices, as it stands, for what *leaving room* means outside of classes focused on Aboriginal and Indigenous law, and those responding to the TRC. We are in the early stages of outlining a preliminary pedagogical framework for what it means to *leave room* for Indigenous law in areas such as corporate or administrative law in order to acknowledge the distinct legal systems of Indigenous peoples and communities, and to inform the area of legal study under review. In our interactive presentation, we outline our method for a comprehensive forthcoming study, including the adoption of taking circles, semi-structured interviews, and ethnographic observation to deepen the notion of what *leaving room* means when it comes to law school educators who are teaching outside of Aboriginal and Indigenous law. Our aim is to build on the work of Darlene Johnston, John Borrows, James (Sákéj) Youngblood Henderson, and many others in the centering of Indigenous law as critical in Canadian legal education.

## ***Settler Harm Reduction: Integrating Prejudice Reduction and Indigenous Cultural Competency in Canadian Legal Education***

### **o Scott Franks (Ryerson)**

Canadian law schools and law societies are in the process of implementing the Truth and Reconciliation Commission's Call to Actions #27, #28 and #50. These Calls mandate cultural competency and Aboriginal/Indigenous law training for law students and legal professionals, and the creation of Indigenous law institutes.

The Calls to Action support the Indigenisation (and potential decolonization) of legal education. To these ends, Indigenous legal scholars are theorising and applying Indigenous legal orders in classrooms, intensives, clinics and community fieldwork (Val Napoleon, John Borrows, Hadley Friedland, Sarah Morales, Jeffery Hewitt, Karen Drake). Law schools are supporting the Indigenisation of legal education through funding, policies, facilities, and cultural competency training. These activities implement the TRC's Calls to Action and may bridge the divide between Indigenous and non-Indigenous lifeways (epistemologies, ontologies, and cosmologies) (Aaron Mills, 2019).

However, there is a risk that these activities may undermine the resiliency of Indigenous legal orders (Gordon Christie, 2007) and demonstrate a kind of "metaphorical" decolonization (Tuck & Yang, 2012). Non-Indigenous students may be prejudiced or not have the cultural proficiency to receive Indigenous legal orders *as law*. There are many examples in the jurisprudence – *Tsilhqot'in* and *Ktunaxa* – where a culturally proficient court was unable to receive Indigenous laws as law (Kirsten Anker, 2016). Well-meaning initiatives, such as the Law Society of Ontario's Statement of Principles, may backfire and undermine progressive educational reforms (eg., Bruce Parry and Murray Klippenstein, 2019). These responses present a risk of settler harm to Indigenous lifeways in the legal system.

The presentation will introduce the risks identified above and propose an interdisciplinary pedagogical framework for settler harm reduction. This framework incorporates insights from social psychology on prejudice reduction and critical race theory to help predict potential barriers

and propose effective interpersonal and structural programming for the implementation of the Calls. It is my hope that this research may assist educators and institutions to plan activities that minimize settler harm to Indigenous lifeways.

### ***Decolonizing Property Law: A Perspective from Teaching Transsystemically***

- **Tina Piper (McGill)**

Several years ago, the property law course at McGill’s Faculty of Law was transformed from two courses taught in the common law and civil law traditions respectively, to one course integrating Canada’s three founding legal traditions (common law, civil law and Indigenous legal traditions). The transition to a “tri-systemic” transsystemic course taught from three traditions allowed each individual tradition to be de-centered. This contribution will engage with how the transition has provided a particular opportunity to decolonize the content of our traditional property course. In particular it has de-centered the traditional discussion of the theoretical foundations of property law, has framed the cultural contingency of the notion of property and appreciates distinct ontologies that allow for more relational and environmentally-sensitive approaches to property law. It has amplified traditionally silent voices and created space for more inter-disciplinary and socio-legal approaches to teaching property law.

**1pm-3pm EDT: Workshop**

**Physically Confronting Colonialism: A Blockade Simulation for the Classroom**

### ***Physically Confronting Colonialism: A Blockade Simulation for the Classroom***

- **Shin Imai (Osgoode), Laura Sharp (Nahwegahbow Corbiere), Caroline Jacobson (MAG, Ontario) & Bruce McIvor (First Peoples Law)**

Simulating a blockade in the classroom is treacherous – students being on both sides of the issue, stereotypical play-acting that can be unintentionally offensive and a dynamic that is not rooted in reality. Nonetheless, it is crucial to understand how a blockade unfolds because in its essence, a blockade is a legitimate form of public advocacy. Law students should reflect on what is meant by

the “rule of law” and how a physical assertion of Indigenous law and rights is a corollary to the physical assertion of private rights of non-Indigenous people.

For about fifteen years, I (Shin Imai) presented a classroom simulation based on the Douglas Lake blockade of 1995. The simulation showed the dynamics of blockades and the interaction among the players - the ranch owners, the First Nation, the police, two levels of government and the media. For this simulation, I use news reports from the time, as well as excerpts from Hansard and speeches from some of the main players reflecting on the blockade a year after it was over. I divide the students into six groups and we walk through a fairly scripted set of public pronouncements by the players showing the interactions.

The workshop will walk through the simulation. Former students will provide short comments on the application of this exercise to their current practice. This may be followed by a general discussion with the workshop participants.

Those who attend will be given a package of materials used for this exercise which they can use or adapt for their own use.

## Thursday June 10

**11am-12:30pm EDT: Panel**

### **Learning What it Means to Teach with Care: Reflections from Early-Career Professors**

The transition to online learning in March 2020 radically changed teaching methods in our law schools. Instructors with well-oiled courses that had worked successfully in previous years were challenged to rethink and adapt their content and pedagogy on short notice. Meanwhile, faculty at the early stages of course development were confronted with the challenge of navigating the paradox of choice that comes with choosing between a panoply of pedagogical possibilities without the benefit of prior experience. Beyond simply adapting content for online delivery, instructors have simultaneously been called on to modify our teaching in other ways, including through recognizing and accommodating the mental health challenges of students, and confronting systemic racism in our institutions. For us, this emboldened our commitment to empathetically engaging with the student experience, but it also brought more grading responsibilities, more difficult and anxiety-provoking decision-making regarding accommodations, and more emotional labour writ large—much of which can feel like a heavy burden, particularly for untenured faculty, for whom the stakes of experimentation can be risky. In this session, the three panelists will reflect on the lessons that we learned from pandemic teaching, both positive and not-so-positive. Following the presentations, Colin Jackson will offer his synthesizing remarks, reflections, and questions.

### ***The Joy and Burden of Teaching with Care***

- **Nayha Acharya (Dalhousie)**

The abrupt changes in March 2020 sparked my interest in the idea of teaching with an ethic of care, popularized by teacher educator Nel Noddings. In this session, I will discuss what teaching as an expression of care has meant to me, and why it has great potential to energize the teaching

and learning experience, but can also be draining, especially when adopting it within certain institutional constraints.

### ***How I Learned to Stop Talking and Love Listening***

- **Sarah Berger Richardson (Ottawa)**

In this presentation, I will address concerns about the diminishing space that exists for open, ethical and effective listening in the classroom. Drawing on insights gleaned during a pandemic deep-dive into the world of *Buffy the Vampire Slayer*, I reflect on the importance of trust in order to rebuild these spaces both online and in person.

### ***Setting a New, New Precedent***

- **Angela Lee (Ryerson)**

In this presentation, I reflect on my experience joining a brand new law faculty on a full-time basis for the first time, in the midst of a global pandemic. Though the factors of being young, racialized, a woman, and junior present significant challenges both individually and intersectionally, my identity also allowed me to relate to the students' experiences in a way that enriched my teaching and learning this year.

### **Discussant: Colin Jackson (Dalhousie)**

**11:15am-12:30pm EDT: Roundtable**

**Public Health Law and a Post-Pandemic Pedagogy: Interdisciplinary Learning in the Law School**

***Public Health Law and a Post-Pandemic Pedagogy: Interdisciplinary Learning in the Law School***

- **David Sandomierski (Western), Jacob Shelley (Western), Erika Chamberlain (Western), Andrew Johnson (Western), Stephanie Gellatly (Western) & Ivy Duong (Western)**

Law has played a central role in the response to and (ongoing) recovery from the pandemic and it has brought to the forefront the importance of public health law. It is likely – and prudent – that law schools consider where public health law fits within the curriculum. This presentation will explore a unique opportunity that teaching public health law offers the modern law school: a truly immersive, interdisciplinary learning environment.

In 2016, Western Law offered for the first time a public health law and policy course to its law students, one that incorporated two cohorts of students: law students and undergraduate students in health sciences. The blended learning environment offered a rich opportunity for both cohorts of students to explore public health law, exposing health science undergraduate students to legal training and embedding the legal training of law students more concretely in health sciences. This course was offered again in 2020 and was, like many others, interrupted by the pandemic.

Using this experience, this roundtable will explore the role and potential for interdisciplinary learning in the law school as well as discussing the specific benefits of blended courses that explore inherently complex topics like public health law. To this end, this roundtable includes the creator and instructor for the course (Shelley), the administrative leads for the two cohorts of students (Chamberlain & Johnson), and two students who have taken the course (Gellatly & Duong). Each panelist will share their perspectives before opening a discussion with participants about the role of interdisciplinary learning the law school, including challenges, opportunities, and potential



subject areas. The session will be hosted by David Sandomierski, who leads Western Law's Legal Education Seminar Series.

As part of this session, Dr. Shelley will share the syllabus from this course and others he has developed to be offered to a mixed cohort of students.

**1pm-3pm: Roundtable**

**Equity, Diversity & Inclusion (EDI) Initiatives at Faculties and Universities:  
Some Reflections**

*Equity, Diversity & Inclusion (EDI) Initiatives at Faculties and Universities: Some Reflections*

- **Sara Ghebremusse (University of British Columbia), David Rosenberg (Lakehead), Jennifer Koshan (Calgary), Michael Lynk (Western), Sarah Marsden (Thompson Rivers University), Roxanne Mykitiuk (York), Tina Piper (McGill) & Angela Campbell (McGill)**

With many law schools across the country responding to calls to action related to anti-Black racism, settler colonialism and other inequalities experienced by BIPOC individuals, this roundtable will present an opportunity to share experiences regarding law school and broader university initiatives on Equity, Diversity and Inclusion (EDI). Participants will be asked to describe and reflect on how their institutions are responding through policies, practices and initiatives related to admissions, training and curriculum, hiring and retention, surveys, complaint and reporting processes, and other elements of faculty / university action plans. We will also discuss strategies for addressing the burdens of taking on this work that are experienced by BIPOC faculty members and students, as well as faculty and university collaborations on EDI issues. We will endeavour to identify best practices as well as the challenges of engaging in this work, and will ensure there is time for attendees to share insights based on experiences at their law schools / institutions. We will also survey participants on whether a list serv or other platform would be useful for sharing experiences and initiatives going forward.

## Presenter Biographical Information

**Nayha Acharya** is an Assistant Professor at the Schulich School of Law at Dalhousie University. She researches and teaches in the areas of Alternative Dispute Resolution, Civil Procedure, Legal Ethics and Professionalism.

**Basil S. Alexander** is an Assistant Professor at the University of New Brunswick.

**Patricia Barkaskas** is a Métis from Alberta, Associate Professor of Teaching & Academic Director, Indigenous Community Legal Clinic at the Allard School of Law at UBC.

**Stephanie Ben-Ishai** is a Distinguished Research Professor and Full Professor at Osgoode Hall Law School.

**John Bliss** is an Assistant Professor at the Sturm College of Law at the University of Denver.

**Angela Campbell** is a Full Professor and Associate Provost (Equity & Academic Policies) at McGill University.

**Erika Chamberlain**, PhD is the Dean of Western Law at Western University.

**Ivy Duong**, BSc 2020, JD 2024 at Western Law at Western University.

**Alexandra Flynn** is an Assistant Professor at the Allard School of Law at UBC.

**Scott Franks** is an Assistant Professor at the Ryerson Faculty of Law and a member of the Manitoba Métis Federation. He received his Masters of Law at Osgoode Hall Law School at York University, under the supervision of Jeffery Hewitt and Jennifer Nedelsky, and is a PhD candidate at the University of Ottawa, under the supervision of Constance Backhouse. He was an associate lawyer at Olthuis Kleer Townshend LLP, a Supreme Court of Canada clerk for the Honorable Madam Justice Andromache Karakatsanis, a co-president of the Osgoode Indigenous Students

Association, a student organizer for Osgoode's Anishinaabe Law Camp, and a cultural competency designer and facilitator. His research can be followed at [www.reconcilelaw.ca](http://www.reconcilelaw.ca)

**Audrey Fried** is a doctoral student at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. She has a JD from the University of Chicago, an LLM from the University of Toronto, and an MA from OISE. Audrey works in faculty development and curriculum design at Osgoode Professional Development.

**Ryan Gauthier** has been an Associate Professor with the Faculty of Law at Thompson Rivers University in Kamloops, British Columbia since 2016. He teaches a variety of subjects, including Tort Law.

**Stephanie Gellatly**, JD 2021 at Western Law at Western University.

**Sara Ghebremusse** is an Assistant Professor & Member, Equity Advisory Committee at the Allard School of Law at UBC.

**Adrien Habermacher** is an Assistant Professor at the Université de Moncton.

**Michael R. Hadskis** is a University Teaching Fellow at the Schulich School of Law & School of Health Administration, Dalhousie University. Michael teaches courses in the areas of health law and tort law.

**Shin Imai** is a Professor Emeritus at Osgoode Hall Law School.

**Colin Jackson** is an Assistant Professor at the Schulich School of Law at Dalhousie University. He teaches a variety of tax and commercial law courses. He holds a BCL and LLB from McGill's Faculty of Law and an LLM and PhD from Dalhousie.

**Caroline Jacobson** is a lawyer with the Indigenous Justice Division at the Ontario Ministry of the Attorney General. Her work spans a range of practice areas and focuses broadly on repairing the

relationship between Indigenous Peoples and the justice system. She received her JD from Osgoode Hall Law School where she served as Vice-Chair of the Osgoode Indigenous Students' Association. She also holds a BA from the University of Windsor with honours in Political Science.

**Andrew Johnson**, PhD is the Interim Director of the School of Health Studies at Western University.

**Charis Kamphuis** is an Associate Professor at the Faculty of Law at Thompson Rivers University.

**Jennifer Koshan** is a Professor & Chair, Equity, Diversity and Inclusion Committee at the University of Calgary Law.

**Angela Lee** is an Assistant Professor at Ryerson University's Faculty of Law. Her research interests lie at the intersection of law and policy, technology and innovation, the environment, society, and various forms of justice.

**Anna Lund** is an Assistant Professor at the University of Alberta.

**Michael Lynk** is a Professor & Co-Chair, Anti-Racism Working Group at Western Law.

**Sarah Marsden** is an Associate Professor & Chair of the Equity Committee at the Faculty of Law at Thompson Rivers University.

**Andrew Flavelle Martin** is an Assistant Professor at the Schulich School of Law, Dalhousie University.

**Bruce McIvor** is a principal of First Peoples Law Corporation. He is also an Adjunct Professor at the University of British Columbia's Allard School of Law where he teaches the constitutional law of Aboriginal and Treaty rights. He holds a law degree, a Ph.D. in Aboriginal and environmental history, and is a Fulbright Scholar. Bruce is a member of the Manitoba Métis Federation.

**Roxanne Mykitiuk** is a Professor, Director of the Disability Law Intensive Program, Faculty Co-Chair Enable York, and Member of the Equity, Diversity and Inclusion Council of York University.

**Nickie Nikolaou** is an Associate Professor at the University of Calgary, and has been Associate Dean (Academic) since July 2016.

**Tina Piper** is an Associate Professor at McGill University's Faculty of Law. She researches and teaches in the areas of intellectual property law, property law and Canadian legal history.

**Sarah Berger Richardson** is an Assistant Professor at the University of Ottawa's Faculty of Law (Civil law section) and President of the Canadian Association of Food Law and Policy. Her research focuses on the regulation of the agri-food sector.

**David Rosenberg** is an Assistant Professor at the Bora Laskin Faculty of Law at Lakehead University.

**David Sandomierski, SJD** is an Assistant Professor at Western Law at Western University.

**Laura Sharp** is a Mohawk member of the Haudenosaunee Confederacy from Six Nations. She graduated from Osgoode Hall Law School in 2019 and is currently a junior associate at Nahwegahbow Corbiere, a law firm located at Rama First Nation that exclusively serves First Nations. Laura also serves on the Board of Directors of the Indigenous Bar Association in Canada.

**Jacob Shelley, SJD** is an Assistant Professor at Western Law at Western University.

**Lisa Silver** is an Associate Professor at the University of Calgary where she teaches criminal law, evidence and is the course director for the mandatory 3L Advocacy Program. Currently, she is collaborating with Prof. Nickie Nikolaou on a 2-year research project on experiential learning in the law classroom. Lisa is a recipient of the 2016-17 Tidswell Award for Teaching Excellence. She also maintains an award-winning blog at [www.ideablwg.ca](http://www.ideablwg.ca).

**Deanne Sowter** is a PhD student at Osgoode Hall Law School. Her research focuses on the intersection of Legal Ethics and Family Law, and has been supported by SSHRC (Joseph Armand Bombardier Canada Graduate Scholarship), and the OBA Foundation Chief Justice of Ontario Fellowship in Legal Ethics and Professionalism Studies twice. Deanne was previously an Instructor at the University of Calgary where she taught Ethical Lawyering, Family Law, Advanced Family Law, Legislation, Entertainment Law and (co-taught) Negotiations, and she has also taught Family Law at Western Law. Deanne completed her LLM at the University of Toronto and her JD at Osgoode Hall Law School.

**Katie Sykes** has been a member of the Faculty of Law at Thompson Rivers University in Kamloops, British Columbia since 2013. At TRU, she has taught Property, Torts, Animals and the Law, Corporate Governance, International Trade Law, Lawyering in the Twenty-First Century, and Designing Legal Expert Systems.

**David Wiseman** is an Associate Professor at the University of Ottawa.