

**2008-2009 OCUFA TEACHING AND  
ACADEMIC LIBRARIANSHIP AWARDS  
CITATION FOR WINNER PROFESSOR LORNE SOSSIN**

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Ontario Confederation of University Faculty Associations  
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## **CITATION FOR PROFESSOR LORNE SOSSIN**

**read by Shelley Melanson, Chairperson, CFS**

The OCUFA Teaching and Academic Librarianship Awards Committee is pleased to present a 2008-2009 Teaching Award to Professor Lorne Sossin from the Faculty of Law at the University of Toronto.

His students routinely use words such as “excellent” “brilliant” “funny” “engaging” and “approachable” to describe Professor Sossin and his teaching style. They rave about his flexibility as an educator and willingness to adapt to their needs, and reflect appreciatively on the “climate of intellectual openness and engagement in the classroom.” In Professor Sossin’s classroom, students are constantly challenged to become better learners and dedicated legal professionals – a fact that prompts the Dean of the Faculty to comment that “Professor Sossin’s performance within the four walls of the classroom is nothing short of magnificent.”

Professor Sossin’s excellence in teaching is due, in large part, to his ability to impart knowledge in innovative, exciting and progressive ways. He is generally recognized as an early champion of “clinical pedagogy” whereby law students are permitted to provide supervised legal services to clients. Professor Sossin has developed an “Advocacy Option” whereby students gain experience by working at Downtown Legal Services. This allows them not only to learn legal concepts and principles in the abstract but to also conceptualize that learning in real and practical ways.

Given this profound commitment to teaching and to his students, it is not surprise that Professor Sossin’s role is not just that of a teacher but also of a mentor and an example of how to combine the world of academia with the practice of law. His approachability and availability to his students are legendary within the faculty, or as one student notes:



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“despite his many academic pursuits, he always made time to apply his work to the daily struggles faced by legal advocates. He is an example to his students for more than his infectious intellectual curiosity; he is also a model of how to apply this curiosity in important and practical ways.”

Professor Sossin is also tireless in supporting fellow teachers to improve their pedagogical practices. This is done informally, through his openness and availability for discussing best practices with his peers, and formally through the establishment of the Pedagogy Working Group – a forum for faculty to discuss and improve teaching. Professor Sossin’s role as mentor is not limited to his students, but also extends to fellow faculty members who view him as “a source of inspiration and wisdom” and “an invaluable pedagogical resource and exemplar.”

Not surprisingly, Professor Sossin brings the same flare for innovation and excellence to his formidable contribution to course and curriculum development at the faculty. Whether it is the complete revamping of a mandatory first year course or the development of upper year courses, Professor Sossin manages to take stale, formulaic and often abstract legal concepts and situate them within “social, institutional, historical and political” contexts. In the field of curriculum development, Professor Sossin is a passionate advocate for the integration of clinical and traditional academic frameworks and for accessible legal education including the promotion of part-time legal studies.

The OCUFA Teaching and Academic Librarianship Awards recognizes and promotes outstanding teachers at Ontario’s universities. In that regard, there can be no more deserving a recipient than Professor Lorne Sossin. Congratulations.