



# 2023 ANNUAL MEETING

LEGAL EDUCATION  
RESPONDING TO PRESENT AND FUTURE CHALLENGES

HOSTED BY



FACULTAD DE DERECHO  
PONTIFICIA UNIVERSIDAD  
CATÓLICA DE CHILE

135 años

SEPTEMBER 27 – 28, 2023  
SANTIAGO, CHILE



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# WELCOME

On behalf of the Board of Governors and Officers of the International Association of Law Schools – Welcome! It is a delight to engage with our colleagues once again in person! To share our thoughts and experiences and, most importantly, to learn from each other is very valuable. This year, more than fifty-five law school leaders from over twenty-one countries have gathered to meet and discuss with their peers to formulate to identify challenges and develop community-based strategies to improve legal education around the globe.

We sincerely welcome all the familiar faces from these many years. Welcome back and thank you for your continued engagement. For those who are new, a special warm welcome from our community. Please spend time with your colleagues from around the world.

A heartfelt thank you to Pontificia Universidad Católica De Chile, Facultad De Derecho, for so graciously hosting our 2023 Annual Meeting. Special thanks to the President of Pontificia Universidad Católica de Chile, Ignacio Sánchez Díaz and Dean of the Facultad de Derecho and IALS Board Member, Gabriel Bocksang Hohn, their excellent faculty, staff, and students for all the fine arrangements they have made to make our participation in the meeting so memorable. Also, their team who worked closely with the IALS committee to coordinate this conference: Professors Juan Eduardo Ibañez Gomien, Jorge Antonio Sahd Karmy, Javiera Ortuzar, and Isabel Sepúlveda S. Their thoughtfulness and professionalism proudly demonstrate the effectiveness of the legal education at Pontificia Universidad Católica De Chile, Facultad De Derecho.

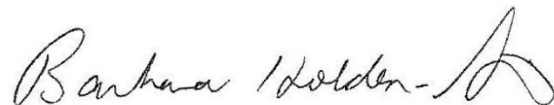
The IALS is a non-political, non-profit learned society of more than 250 law schools and departments from over 70 countries representing more than 12,000 law faculty members. Our primary mission is the improvement of law schools and conditions of legal education throughout the world by learning from each other.

The Association has, for these past years, engaged in an intense discussion with our deans, faculty, education professionals, and research organizations, and working through our various committees to continue defining the parameters of a global legal education that honors and is responsive to the unique context of each member institution. These discussions serve to distill and focus regional perspectives on legal education and help build a more common understanding of our obligations as law professors and scholars. We look forward to working with you in this challenging and engaging effort.

We are the Voice of the Global Legal Education Community!



**Francis S.L. Wang**  
President/Chairman  
International Association of Law Schools



**Barbara Holden-Smith**  
General Secretary/Treasurer  
International Association of Law Schools

# BIENVENIDOS

On behalf of the School of Law of the Pontifical Catholic University of Chile (Derecho UC Chile), it is a great pleasure to welcome you to this IALS Annual Meeting 2023.

Our Law School has a successful 135-year history providing the finest legal education in a rigorous intellectual environment with a collegial and supportive community. Derecho UC Chile has stood out among its peers, placing in the top 50 best law schools in the world according to international rankings, becoming highly influential in Latin America, and with strong leadership in Chile.

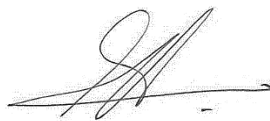
Our mission is to educate future generations of lawyers with high levels of integrity and inspired by Christian principles, with an ethical commitment of service to society. In the same light, we produce outstanding legal scholarship in an open dialogue between faith and reason, leading to national and international legal challenges.

Thank you for coming from so many different corners of the world to Chile and to this IALS Annual Meeting 2023. This meeting is the first to be held in Latin America for more than one decade!

Welcome to Chile and to its capital, Santiago. In this beginning of springtime in the Southern Hemisphere, you will experience many delights in our city, including the view of its snow-capped mountains. We will do our best to show you Chilean hospitality.

We are looking forward to the discussions about our Present and Future Challenges, including Artificial Intelligence and Constitutional Changes. Remember that your visit to Chile coincides with the central stages of a profound constitution-making process that is taking place in our country. This process could lead -or not- to enacting a new Constitution after a referendum in December 2023.

There are many reasons to think that our meeting this year will be a particularly significant one. Welcome, and enjoy your stay!



**Gabriel Bocksang Hola**  
Dean



FACULTAD DE DERECHO  
PONTIFICIA UNIVERSIDAD  
CATÓLICA DE CHILE

135 años

# AGENDA

## TUESDAY, SEPTEMBER 26, 2023

### 18:00 – 19:00 WELCOME RECEPTION

Location: Private Saloon at the Hotel Second Floor, Hotel Plaza El Bosque, Ebro 2828, Las Condes

## WEDNESDAY, SEPTEMBER 27, 2023

### 8:00 DELEGATE DEPARTURE FROM HOTEL TO CAMPUS (Meet in the hotel lobby at 7:45, the bus leaves at 8:00)

Location: Hotel Plaza El Bosque, Ebro 2828, Las Condes, Santiago, Chile

### 8:30 REGISTRATION/CHECK-IN

Location: Access Hall at Salón Manuel José Irarrázaval, Casa Central Campus

### ALL DAY PRAYER ROOM LOCATED SALA GORZIGLIA 3 FLOOR

### 8:45 – 9:20 WELCOME & OPENING REMARKS

Speakers:

- President Ignacio Sánchez Díaz, *Pontificia Universidad Católica de Chile, Chile*
- Dean, Gabriel Bocksang Hwang, *Pontificia Universidad Católica de Chile, Facultad de Derecho, Chile*
- Prof. Francis SL Wang, *Dean Emeritus, Kenneth Wang School of Law, and President/Chairman of the IALS, China*

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**9:20 – 9:30**

**SESSION #1  
SPEAKER INTRODUCTION  
INCORPORATING AI INTO THE LEGAL EDUCATION CURRICULUM**

Moderator:

- Professor Laura Wen-yu Young, *University of California, Berkeley, United States*

Speakers:

- Richard Lyons, *Assoc. Vice Chancellor for Innovation, and former Dean of the Haas School of Business, University of California Berkeley, United States*
- Patricia S. O’Sullivan, *Professor of Medicine and Surgery and Director, Research and Development in Medical Education, University of California San Francisco School of Medicine*

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**9:30 – 10:00**

**SESSION #1A  
ROUNDTABLE DISCUSSION**

Proposition:

- Legal Education Should or Should Not Embrace Generative AI

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**10:00 – 10:30**

**GROUP PHOTO & BREAK**

Location: Patio de la Virgen, Casa Central Campus & Outside Salon Manuel José Irarrázaval at the Casa Central Campus

**10:30 – 11:00**

**SESSION #1B  
SPEAKER PRESENTATION  
GENERATIVE AI: RISKS, FEARS, USES, AND CRITICAL THINKING**

Speaker:

- Richard Lyons, *Assoc. Vice Chancellor for Innovation, and former Dean of the Haas School of Business, University of California Berkeley, United States*

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**11:00 – 11:40**

**SESSION #1C  
ROUNDTABLE DISCUSSION**

Discussion:

- How To Incorporate AI Into the Legal Education Curriculum

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**11:40 – 12:30**

**SESSION #1C  
PANEL RESPONSES**

Reflections on Group Contributions, Application to Student Assessment

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**12:30 – 13:30**

**LUNCH**

Location: La Cava Restaurant, Centro de Extensión, Casa Central Campus

**13:30 – 14:15**

**SESSION #2  
IALS GUIDELINES FOR THE USE OF AI IN LEGAL EDUCATION**

Moderator:

- Professor Laura Wen-yu Young, *University of California, Berkeley, United States*

Discussants:

- Associate Dean Barbara Henry, *University of Hertfordshire, United Kingdom*
- Dean Nicola Smit, *Universiteit Van Stellenbosch, Faculty of Law, South Africa*
- Dr. Associate Professor Malgorzata Wegrzak, *University of Gdansk, Faculty of Law and Administration, Poland*
- Justice Marcus de Werd, *Amsterdam Court of Appeal, Netherlands*

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**14:15 – 15:00**

**SESSION #2  
ROUNDTABLE DISCUSSION**

Discussion:

- Singapore Declaration – Look at the Values Section of the Singapore Declaration and share your experiences. Develop issues and strategies for learning and teaching.

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**15:00 – 15:30**

**BREAK**

Location: Patio Derecho UC

Outside Salon Manuel José Irarrázaval at the Casa Central Campus

**15:30 – 16:00**

**SESSION #3  
GENERAL ASSEMBLY**

Speakers:

- Prof. Barbara Holden-Smith, *Vice-Dean Emeritus, Cornell University Law School and General Secretary/Treasurer of the IALS, United States*
- Prof. Francis SL Wang, *Dean Emeritus, Kenneth Wang School of Law, and President/Chairman of the IALS, China*

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**16:00 – 16:30**

**MUSIC AT THE CAMPUS**

Performance by the University Choir

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**16:30**

**DELEGATE DEPARTURE FROM CAMPUS TO HOTEL**

Location: Entrance Hall at Centro de Extensión, Casa Central Campus

**19:00**

**DINNER**

Location: Restaurant Aligot, Isidora Goyenechea 2890, Las Condes (a s50 meters from the Hotel)

## THURSDAY, SEPTEMBER 28, 2023

8:15

### **DELEGATE DEPARTURE FROM HOTEL TO CAMPUS**

*(Meet in the hotel lobby at 8:00, the bus leaves at 8:15)*

Location: Hotel Plaza El Bosque, Ebro 2828, Las Condes, Santiago, Chile

9:00 – 9:45

### **SESSION #4 EVALUATION, ASSISTANCE, AND CERTIFICATION – LESSONS LEARNED**

Moderator:

- Prof. Francis SL Wang, *Dean Emeritus, Kenneth Wang School of Law, and President/Chairman of the IALS, China*

Discussants:

- Professor Patricia O'Sullivan, *University of California, San Francisco Medical School, United States*
- Professor Weshal Domingo, *Executive Dean, University of Johannesburg Law School, South Africa*
- Professor Sreejith S.G., *Executive Dean, Jindal Global Law School, India*
- Dean Pablo Ruiz-Tagle, *University of Chile Faculty of Law, Chile*
- Director Francisco Agüero, *University of Chile Faculty of Law, Chile*

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

9:45 – 10:15

### **SESSION #4A ROUNDTABLE DISCUSSION**

Discussion:

- Uses of the Self-Assessment Process and Final Report
- Reflections on the Site Visit Report

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

10:15 – 10:45

### **BREAK**

Location: Patio Derecho UC

Outside Salon Manuel José Irarrázaval at the Casa Central Campus

**10:45 – 11:45**

**SESSION #5  
NAVIGATING CONSTITUTIONAL CHANGES**

Moderator:

- Senior Judge Diarmuid O'Scannlain, *U.S. Court of Appeals, Ninth Circuit, United States*

Discussants:

- Professor Sebastián Soto, *Pontificia Universidad Católica de Chile, Facultad de Derecho, Chile*
- Judge Juan José Romero Guzmán (ret.), *Constitutional Court of Chile, Chile*
- Justice Francesca Fieconi, *Supreme Court of Italy, Italy*
- Justice John Hedigan (ret.), *High Court of Ireland, Ireland*

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**11:30 – 12:00**

**SESSION #5A  
QUESTION & ANSWER SESSION  
NAVIGATING CONSTITUTIONAL CHANGES**

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**12:00 – 12:15**

**CONCLUSION**

- Dean, Gabriel Bocksang Hola, *Pontificia Universidad Católica de Chile, Facultad de Derecho, Chile*
- Prof. Francis SL Wang, *Dean Emeritus, Kenneth Wang School of Law, and President/Chairman of the IALS, China*

Location: Salón Manuel José Irarrázaval at the Casa Central Campus

**12:00 – 13:30**

**LUNCH**

Location: Restaurant La Cava, Casa Central UC

*(IALS Board Members, please proceed to Sala Allende Bascuñán 1, Third Floor at the Law School Building)*

**13:30 – 15:30**

**SANTIAGO CITY TOUR**

Location: Meet at the Entrance Hall at Centro de Extensión, Casa Central Campus

# BOARD OF GOVERNORS

## OFFICERS

President/Chairman, Dean Emeritus  
**FRANCIS SL WANG**  
*Soochow University, Kenneth Wang School of Law, China*

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*Cornell University, Cornell Law School, United States*

## GOVERNING BOARD

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*Pontificia Universidad Catolica de Chile, Faculty of Law, Chile*

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*Head of the Department of Public Law  
University of Nigeria, Enugu Campus, Faculty of Law, Nigeria*

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*National Law University of New Delhi, India*

Dean  
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*Stellenbosch University, Faculty of Law, South Africa*

Dean  
**VALENTINA SMORGUNOVA**  
*Herzen State Pedagogical University, Faculty of Law, Russia*

Dean  
**PAREENA SRIVANIT**  
*University of Chulalongkorn, Faculty of Law, Thailand*

Dean Emeritus  
**EMMANUEL UGIRASHEBUJA**  
*Justice, Minister of Justice and Attorney General of Rwanda  
University of Rwanda, Faculty of Law, Rwanda*

Dean  
**WOJCIECH ZALEWSKI**  
*University of Gdansk, Faculty of Law and Administration, Poland*

# JUDICIAL COUNCIL

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### **SENIOR JUDGE DIARMUID O'SCANNLAIN**

*United States Court of Appeals for the Ninth Circuit, United States of America*

### **JUSTICE ARTURO BRION (ret.)**

*Supreme Court of the Philippines, Philippines*

### **JUSTICE MARCUS DE WERD**

*Amsterdam Court of Appeal, Netherlands*

### **JUSTICE FRANCESCA FIECCONI**

*Supreme Court of Italy, Italy*

### **JUSTICE RICHARD GOLDSTONE (ret.)**

*South African Constitutional Court, South Africa*

### **JUSTICE JOHN HEDIGAN (ret.)**

*The High Court of Ireland, Ireland*

### **JUSTICE ESTHER KISAAYE**

*Supreme Court of Uganda, Uganda*

### **JUDGE DAQUN LIU**

*International Residual Mechanism for Criminal Tribunals, Netherlands*

### **CHIEF JUSTICE MOHAN PIERIS (ret.)**

*Supreme Court of Sri Lanka, Sri Lanka*

### **JUDGE JUAN JOSE ROMERO GUZMAN**

*Constitutional Court of Chile, Chile*

### **LORD JUSTICE SIR ERNEST RYDER**

*Senior President of Tribunals*

*Court of Appeal of England and Wales, United Kingdom*

### **JUSTICE EMMANUEL UGIRASHEBUJA (ret.)**

*President, East African Court of Justice Tanzania, Tanzania*

### **CHIEF JUSTICE GEORGINA WOOD (ret.)**

*Supreme Court of Ghana, Ghana*

### **CHIEF JUSTICE AZMI ZAKI**

*Dubai International Financial Centre Courts, United Arab Emirates*

# ATTENDEES

*Alphabetical Order, By Last Name*

*Disclaimer: Attendees submitted their biographies and pictures. No editorial changes were made, only formatting and condensing.*



## **MANAL ABED**

**LECTURER & ASSISTANT DEAN**  
*Al-Quds University, Faculty of Law  
Palestine*  
*manalabed@staff.alquds.edu*

Manal is a full-time Lecturer at the Faculty of Law at Al-Quds University, she is also the Assistant Dean of the Faculty of Law for Academic affairs. Manal's specialty is Civil Law, she wrote her PhD dissertation in contractual liability at University of Zurich/ Switzerland. She has obtained her Master's degree in Private Law from Birzeit University/ Palestine. Manal has over 9 years of experience in lecturing, and over 10 years of extensive experience providing legal opinions and advices in civil law matters, her practice focuses on commercial disputes, property disagreements, labor disputes, breaches of contracts, intellectual property disputes. Manal also has an extensive experience in drafting contracts. She is a licensed lawyer for over than 10 years, she works with Palestinian and international clients across a broad range of industries through Attereh Group for Legal Services (HAG) where Manal currently works as a Senior Lawyer and consultant.



## **MUUZ ABRAHA**

**ASSISTANT PROFESSOR & DEAN**  
*Adigrat University, School of Law  
Ethiopia*  
*brhanatmuuz@gmail.com*

My name is Muuz Abraha, an Associate Professor and Dean of the School of Law in Adigrat University, Ethiopia's School of Law. I was appointed to the post as a Dean of the School in February 2019. I joined the School at Adigrat University in 2014. Prior to becoming a Dean, I served as Head of the Department of Law, chairperson of Adigthe rat University Discipline committee, and volunteer coordinator of free legal aid service at the university. My undergraduate LL.B degree and postgraduate LL.M degree, specializing at Tax and Investment Laws, are earned from Mekelle University, School of Law. Known as a 'pioneer researcher' of tax law, trafficking, and human rights, and founder of Adigrat University Free legal aid service center that renders free legal service to vulnerable groups of the community, such as women, children, refugees, IDPs, and disabled persons. My service has been recognized with dozens of awards from the community, executive levels, and NGOs, including IOM, city council, and justice departments. In addition to these, I have published many reputable publications in many reputable journals, such as African Journal of Law (AJoL), Hein online, and Haromaya University College of Law journal. On a personal note, I am married and living in northern Ethiopia, Tigray region, a region located in the border of Ethiopia and Eritrea.



### **COLE AGAR**

**DIRECTOR OF GRADUATE AND INTERNATIONAL PROGRAMS**  
*Peking University, School of Transnational Law*  
*China*  
*coleagar.pku@gmail.com*

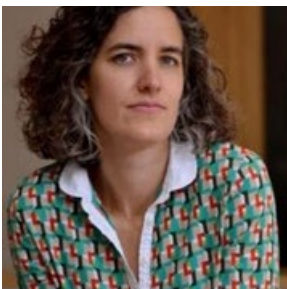
Cole Agar is the Director of Graduate and International Programs at Peking University's School of Transnational Law. He graduated first in his class from the American University in Cairo and earned his J.D. with honors from the University of Wisconsin Law School, where he competed on and coached teams in the Vis International Commercial Arbitration Moot. He has also served as a FLAS Fellow, worked with the Innocence Project, and worked as a legal services attorney. Before joining PKU STL he practiced international dispute resolution and commercial law at one of Egypt's top law firms and taught as an adjunct professor of law at the American University in Cairo.



### **FRANCISCO AGÜERO**

**ASSISTANT PROFESSOR & DIRECTOR**  
*Universidad de Chile, Facultad de Derecho*  
*Chile*  
*faguero@derecho.uchile.cl*

Prof. Francisco Agüero. Professor of Economic Law, Utilities Regulation, and Law & Economics at the University of Chile. Former Undergraduate Law School Director, University of Chile. Coordinator of the IALS EAC process at the University of Chile. After studying at the University of Chile, he obtained an MSc in Economic Regulation and Competition at City, University of London, and a PhD in Law at the University of Chile. He has published books in competition law, utilities, and litigation. He has advised the Chilean government in fee regulation for universities, higher-education regulation, green taxes, and other regulatory issues.



### **ISABEL ANINAT**

**DEAN & PROFESSOR**  
*Universidad Adolfo Ibáñez, Law School*  
*Chile*  
*isabel.aninat@uai.cl*

Isabel Aninat serves as Dean of the Law School at Chile's Universidad Adolfo Ibáñez (UAI). Previously, she was a researcher at the Centro de Estudios Públicos (CEP). Aninat has co-edited three books and is the author of several articles in the areas of law and public policy. In 2019, Aninat was part of the technical commission that drafted the constitutional reform proposal for the constituent process in Chile. She has a law degree from the Pontificia Universidad Católica de Chile and an LLM from Columbia University. She serves on the Board of International IDEA and various Chilean think tanks and NGOs.



## **MATIAS ARÁNGUIZ**

### **PROFESSOR**

*Pontificia Universidad Católica de Chile, Facultad de Derecho  
Chile*

Matías Aránguiz is Professor in the School of Law of the Pontifical Catholic University of Chile (Pontificia Universidad Católica de Chile), where he obtained his undergraduate degree of Licenciatura en Derecho. Later, he received his MSc. in Finance at the Shanghai University of Finance and Economics and currently is a PhD (c) in Regulation of Artificial Intelligence in Financial Markets at the Shanghai Jiaotong University. Professor Aránguiz is the Deputy Director of the Program of Law, Science and Tech UC and Director of the Postgraduate specializations of (i) Data Privacy, (ii) Law and AI, and (iii) Fintech. His main research interests lie in data privacy, Artificial Intelligence, Finance and terrorism.



## **JOSHUA ASTON**

### **ASSOCIATE PROFESSOR & ASSOCIATE DEAN**

*Edith Cowan University, School of Business and Law  
Australia  
j.aston@ecu.edu.au*

Associate Professor Joshua Aston holds the position of Associate Dean of Law and is a member of the Executive in the School of Business and Law at Edith Cowan University (ECU). Prior to joining ECU, he served as the Dean and Officer on Special Duty to the Vice Chancellor at Gujarat National Law University, India. He has also held the role of Deputy Director at Symbiosis Law School, Symbiosis International University, India. Presently, he serves as the Adjunct Associate Professor of Law at Amity University India. Dr Aston's remarkable academic achievements include being awarded the prestigious Deutscher Akademischer Austauschdienst (DAAD) scholarship from Germany which led to his invitation as a Research Scholar by the Institute of Air, Space and Cyber Law at the University of Cologne, Germany. He is also recognized as an Asian Law Institute Fellow of the National University of Singapore, Singapore. In addition, he was honoured with the Israeli Government Scholarship, channelled through the Ministry of Human Resource Development, Government of India, and invited as a Research Scholar by the Buchmann Faculty of Law at Tel Aviv University for eight months. His educational background in the field of Human Rights Law has provided him with a solid foundation, enabling him to delve into specific areas of study by examining the impact of national-level actions on the international stage.



**MAŁGORZATA BALWICKA-SZCZYRBA**

PROFESSOR & VICE-DEAN FOR EDUCATION  
*University of Gdansk, Faculty of Law and Administration*  
*Poland*  
*malgorzata.balwicka@prawo.ug.edu.pl*

Professor and academic lecturer at the Faculty of Law and Administration of the University of Gdańsk, Department of Commercial Law. Attorney at law. Prof. Balwicka-Szczyrba conducts research mainly in the area of private law.



**GABRIEL BOCKSANG-HOLA**

DEAN  
*Pontificia Universidad Catolica de Chile*  
*Chile*  
*gbocksan@uc.cl*

Gabriel Bocksang Hola is Professor in the School of Law of the Pontifical Catholic University of Chile (Pontificia Universidad Católica de Chile), where he obtained his undergraduate degree of Licenciatura en Derecho. Later, he received his LL.M and Ph.D. degrees from the University of Paris 1 (Panthéon-Sorbonne). Professor Bocksang is the author of several academic articles and three books: *El nacimiento del Derecho administrativo patrio de Chile (1810-1860)*, on the development of Administrative Law in the early stages of independent Chile (Santiago, 2015), *L'inexistence juridique des actes administratifs*, on the imprescriptible voidness of administrative decisions (Paris, 2013), and *El procedimiento administrativo chileno*, on Chilean administrative procedure (Santiago, 2006). His main research interests lie in the theory and history of Administrative Law, in Comparative Public Law, in Administrative Procedure, and in the theory of legal voidness.



**HUMBERTO CARRASCO**

Dr., Dean  
*Universidad Católica del Norte*  
*Chile*  
*hcarrascob@gmail.com*

Humberto Carrasco is a lawyer - Universidad Austral de Chile, LL.M in Company law Universidad del Desarrollo and LL.M in Computer and Communications Law - Queen Mary, University of London. Also, He is an associate Professor at Universidad Católica del Norte – Chile (Civil, Commercial and economic Law). He received his PhD from The University of Edinburgh. He has published several articles in different journals, book chapters and a book entitled 'IT Law: Electronic Contracts and System Supply Contracts'. His areas of expertise are Commercial Law, Telecommunications law, Consumer Law, Antitrust Law, Intellectual Property and Information Technology. General Secretary of the Law and Information Technology Association of Chile. (ADI-Chile). Former Secretariat of the Latin American and Caribbean Islands Regional At-Large Organization (LACRALO)(2014-2016), former President of the Latin American and Caribbean Islands Regional At-Large Organization (LACRALO)(2016-2018),ALAC Member,

ICANN. (2018-2020). Former vice-president of ISOC Chile. He is the Dean of the Faculty of Legal Sciences of the Universidad Católica del Norte.



**DANWOOD MZIKENGE CHIRWA**

PROFESSOR & DEAN  
*University of Cape Town, Faculty of Law*  
*South Africa*  
[danwood.chirwa@uct.ac.za](mailto:danwood.chirwa@uct.ac.za)

Danwood M Chirwa, RSA Permanent Resident No 750111 6065 186, holds a PhD from the University of the Western Cape (2005), an LLM from the University of Pretoria (2001), and an LLB from the University of Malawi (2000). He has more than 20 years' experience researching in the areas of business and human rights, having also completed his PhD on the topic in 2005. Since then, he has regularly published on the topic, has developed an extensive network of scholars, institutions and organizations interested in this field, and supervised several doctoral students in this area. Recently, he co-edited (with C Ncube) a book entitled: *The Internet, Development, Human Rights and the Law in Africa* (published by Routledge, 2023), which touched upon these issues in the African context. He is currently working on an edited (H Rivera and C O'Brien) collection with entitled: *Business and Human Rights in Regional Human Rights*. He is currently Dean of Law at the University of Cape Town (since January 2019), a member of UCT Council (since 2020), a member of the South African Legal Practice Council (since 2022), a member of the Board of Trustees of the UN Trust Fund on Contemporary Forms of Slavery (of which he has been a member since 2017 and was its chair from 2020 to 2022). From 2009 to March 2014, he was Head of the Department of Public Law at the University of Cape Town where he remains a professor in public law. Chirwa has taught Administrative Law, International Law, International Human Rights, Children's Rights, and Constitutional Law.



**SIGNA DAUM SHANKS**

DR., ASSOCIATE PROFESSOR  
*Osgoode Hall Law School/University of Ottawa*  
*Canada*  
[sdaumshanks@osgoode.yorku.ca](mailto:sdaumshanks@osgoode.yorku.ca)

Dr. Signa Daum Shanks, from the prairies, is trained as both a lawyer and historian. She has worked for various Crown governments, a national law firm, a national Indigenous organization, and various universities. Her research interests have included Indigenous governance and history, Canadian history, law and economics, game theory, legal history, and torts. She has taught at First Nations University of Canada, the University of Alberta, the University of Toronto, the University of Saskatchewan, Osgoode Hall Law School, and now the University of Ottawa. At these locations, her courses have included Indigenous Studies, Canadian Studies, and Law lecture classes and seminars. She has published about various subjects, including the use of history as evidence, the slavery of Indigenous Peoples, learning about Indigenous methodology, insolvency law, the Canadian legal profession and its Indigenous members, and recent responses to the pandemic and First Nations communities. Her current projects include research on the future of federal insolvency laws and the duty to consult and accommodate, the

constitutionalizing of sustainable development, and the role of imposed colonial boundaries on rural regions' political evolution. She also established a pop-up think tank regarding the criminal trial of Gerald Stanley, and this project created numerous media contributions, scholarly projects by academics from across the country, presentations to the legal community about injustice experienced by Indigenous victims in Canada, and interaction with Indigenous community members.



**MARC DE WERD**

JUSTICE  
*Amsterdam Court of Appeal*  
*Netherlands*  
*marc.dewerd@gmail.com*

Marc de Werd (1962) is judge in the Amsterdam Court of Appeal in the Netherlands (Criminal law division) and extraordinary professor of European Justice at the Faculty of Law of Maastricht University. He is EU/ECHR coordinator of his Court and editor-in-chief of a law blog named European Courts, that focusses on recent case law from the European Court of Human Rights (ECtHR) and the Court of Justice of the EU (CJEU). Marc de Werd has a PhD in constitutional law (1994) and has published extensively in the field of European and human rights law.



**IGNACIO DE LA RIVA**

PROFESSOR & MEMBER OF THE BOARD OF DIRECTORS  
*Pontificia Universidad Católica Argentina*  
*Argentina*  
*ignaciodelariva@uca.edu.ar*

Ignacio M. de la Riva, Lawyer, from University of Buenos Aires. Doctor of Law, University of Valladolid (Spain). Masters in administrative law from Universidad Austral (Buenos Aires). Professor of Administrative Law at the Faculty of Law of the Universidad Católica Argentina. Director of the Master's Degree in Economic Administrative Law at the same University. Author of two books, and more than fifty articles on various topics of administrative law. He exercises his professional activity in the law firm "Cassagne - Abogados", as an external consultant



**MARIA SOLEDAD MARGARITA DERIQUITO-MAWIS**

DEAN & ATTORNEY  
*Lyceum of the Philippines University-College of Law*  
*Philippines*  
*law@lpu.edu.ph; solmawis@gmail.com*

Dean Ma. Soledad Deriquito-Mawis (LI.B., University of the Philippines, 1988) is the current Dean of the College of Law of the Lyceum of the Philippines University (Makati and Cavite campuses). She is the founder of the Mawis Law Office. She handles civil and criminal litigation. She has been engaged on various occasions to render expert opinions on marriage and family matters. She is likewise a lawyer to several notable corporate institutions. She

was once an in-house bank counsel. Dean Mawis teaches Persons and Family Relations, Succession, Civil Procedure, Evidence, and Remedial Law I. Aside from the College of Law of the Lyceum of the Philippines University, she teaches at the Colleges of Law of the University of the Philippines, De La Salle University, University of Sto. Tomas and Adamson University. She taught, too, at the John Gokongwei School of Management, Ateneo de Manila University. She is a Bar Examinations Reviewer for Persons and Family Relations, Evidence and Civil Procedure. She was a member of the Panel of Experts for the post validation of the Remedial Law Bar Examinations of the 2011 Bar Examination and the UP-Law Center's Post Validation Bar Examinations in Remedial Law for the 2014, 2015, 2016, and 2017 Bar Examinations. The Supreme Court appointed her as a member of the technical working group for the revision of the 1997 Rules on Civil Procedure. Dean Mawis is a Mandatory Continuing Legal Education (MCLE) speaker of the UP Law Center, the Center for Global Practices, and ACCESS. She is the current Chairman of the Philippine Association of Law Schools.



### **FRANCESCA FIECONI**

**JUSTICE OF THE SUPREME COURT OF CASSATION**

*Judiciary Member*

*Italy*

*francesca.fieconi@giustizia.it*

Francesca Fieconi, Judge of the Supreme Court of Cassazione, was born in Ancona, Italy and lives in the North Region of Lombardy, Milan, Italy. In 1984 she graduated 110 cum laude at Pavia University, Faculty of Law. In 1986, after a public national examination, she has been lifetime appointed as judge of the Italian Judiciary. In 2017 she has been promoted by the Council of the Judiciary as Judge of the Italian Supreme Court, Rome, dealing with civil and commercial law. Since 2012 she teaches civil law and European law at the Università Statale of Milan. Since March 2022, she has been serving in the Ministry of Justice as an international affairs, e.justice and human rights officer.



### **JULIO FONTANET**

**DR., DEAN**

*Inter American University of Puerto Rico, School of Law*

*Puerto Rico*

*jfontane@juris.inter.edu*

Dr. Julio Fontanet-Maldonado is the Dean of Inter-American University School of Law in Puerto Rico and professor of courses in Criminal Law, Criminal Procedure, Humanitarian Law and Evidence. As a visiting law professor, he has lectured in Chile, Argentina, Venezuela, Uruguay, Panama, Peru, Colombia, Guatemala, Mexico, Costa Rica, El Salvador, Honduras, Spain, Germany and Italy. He has served as Public Defender and Electoral Commissioner in the Commonwealth of Puerto Rico. Dean Fontanet holds a Bachelor Degree in Political Science from the University of Central Florida. He earned his Juris Doctor from Inter American University in Puerto Rico and pursued graduate studies in law at Universidad Complutense de Madrid and obtained a JSD (Doctorado en Derecho) from Universidad del País Vasco in Spain. He is also holding a LL.M (Master in Law) from the University of

Chicago Law School. From 2004 to 2006, he was the president of the Puerto Rico Bar Association (Colegio de Abogados y Abogadas de Puerto Rico).



### **JOHANNA FROLICH**

**PROFESSOR**

*Pontificia Universidad Católica de Chile, Facultad de Derecho Chile*

Johanna Fröhlich is an assistant professor at the School of Law of the Pontifical Catholic University of Chile. She also holds an honorary associate professorship at the Pázmány Péter Catholic University. Previously she was teaching at the Law School of the University San Francisco de Quito, Ecuador and served as director of its Institute for Legal Research. Her courses range from constitutional theory, legal reasoning and comparative constitutional law to research methodology and introduction to European Law. She has been a visiting research fellow at the Max Planck Institute for Comparative Public Law and International Law various times, and has taught in Master's courses and summers schools in Ecuador, México, Paraguay and in Italy. She holds an LL.M. from the University of Notre Dame, IN, USA and a Ph.D. in Law from the Pázmány Péter Catholic University, Hungary. She has co-authored her first book on the new Hungarian Fundamental Law in Hungarian (Gondolat 2012) and has published for instance on "Law as reason for action" in the Encyclopedia of the Philosophy of Law and Social Philosophy by Springer (2018) and a book chapter on the "Jurisprudence of the Hungarian Constitutional Court" with Cambridge University Press (2017). Her latest article on constitutional amendment rules in Ecuador was published last year in the International Journal of Constitutional Law. Her publications can be found in Hungarian, English, Spanish and in Polish.



### **CAROLINE GIBBY**

**DR. & HEAD OF LAW SCHOOL**

*University of Hull, Faculty of Business, Law and Politics  
United Kingdom  
c.j.gibby@hull.ac.uk*

I joined the University of Hull as Reader and Head of Law School in 2022. I gained my Law Degree from the University of Liverpool, going on to qualify as a Solicitor in 1990, moving on to different roles, including partnership, with the firms where I worked - from Commercial Real Estate, Contested Probate and International Wealth Management - to all things litigation. Whilst in practice I also began teaching and continue to do so – latterly as a Solicitor supervisor and mentor in University Pro Bono law clinics. In terms of teaching I have led the delivery of modules in Private Client Law, Employment, Business Organisations and Commercial Law as well as Dispute resolution, Clinical Legal Education as Supervisor and Leader, as well designing, developing and implementing integrated skills and knowledge-based courses. Unusually, my Doctorate is one which focuses on the nature and impact of HE Policy and Professional practice on the Structure, culture and agency found within Law schools. As Head of school, my role is to run the business, having strategic and operational oversight of the activities.



## **JOHN HEDIGAN**

JUSTICE (RET.)  
*The High Court of Ireland*  
*Ireland*  
*hediganj@gmail.com*

John Hedigan was born on the 14th October 1948 in Dublin, Ireland. He was educated at Belvedere College, Trinity College Dublin and King's Inns. He was called to the Bar of Ireland in 1976, to the Bar of England and Wales (Middle Temple) in 1986 and to the Bar of New South Wales in 1993. He was admitted as Senior Counsel in 1990. Since his retirement from the bench in 2018, he is an honorary Bencher of Kings Inns. Judge Hedigan practised largely in administrative, constitutional and commercial law. In 1998 he was elected a Judge of the European Court of Human Rights by the Parliamentary Assembly of the Council of Europe. He served there until his appointment in 2007 by the President to the High Court of Ireland. On the European Court of Human Rights Judge Hedigan was Vice President of the Third Section. The Court of Human Rights is composed of five sections. On the Strasbourg Court Judge Hedigan heard cases arising from the 47 countries of the Council of Europe composing in all over 800 million people. The Court in Strasbourg sits in chambers of seven and a Grand Chamber of seventeen. It hears cases from those within the jurisdiction of the 47 countries who allege their rights under the European Convention on Human Rights have been violated. Its judgments are binding on the parties in question. It is the authoritative voice on Human Rights Law in Europe and its decisions are relied upon throughout the world as highly persuasive authorities. On the Court in Strasbourg Judge Hedigan was Chair of the Committee on Status and Conditions of Judges, of the Information Technology Committee and of the Languages Committee. He also sat on the Rules Committee and the Library Committee. On the High Court in Ireland, Judge Hedigan worked on the judicial review side, on jury trials and on the commercial court. In September 2016 Judge Hedigan was appointed by the President to the Court of Appeal. This recently created court has full appellate jurisdiction from all decisions of the High Court and Central Criminal Court. He retired from the bench on the 14th of October 2018. Judge Hedigan sat on the Executive Board of The Courts Service of Ireland, on the Executive Board of the European Networks of Councils of the Judiciary and is a member of the Judicial Council of the International Association of Law Schools. In 2016 Judge Hedigan formed part of a joint European Law Institute/ European Network of Councils of the Judiciary working group which drafted a report on The Relationship between Formal and Informal Justice. This report makes recommendations for updated EU wide regulation of alternative dispute resolution systems. The report was formally adopted by both ELI and ENCJ in 2018. Judge Hedigan is a CEDR certified mediator.



## **BARBARA HENRY**

DR. ASSOCIATE DEAN  
(ACADEMIC QUALITY ASSURANCE & RESEARCH)  
*University of Hertfordshire*  
*United Kingdom*  
*b.henry@herts.ac.uk*

Barbara is the Associate Dean of School (Academic Quality Assurance and Research) in Hertfordshire Law School. She completed her PhD on the

history of patent law in Britain during the nineteenth century at Queen's University Belfast. Her academic background encompasses degrees in History, European Studies and Law and this is reflected in her research interests in the fields of patent law, space law, public law and legal history. She has taught both the Law and Criminology degrees at the University of Hertfordshire with particular focus on Criminal Law and History, Equity, Public Law and Intellectual Property Law.



**BARBARA HOLDEN-SMITH**

VICE-DEAN, PROFESSOR  
*Cornell University, Cornell Law School*  
*IALS General Secretary and Treasurer*  
*United States*  
*[bjh12@cornell.edu](mailto:bjh12@cornell.edu)*

Barbara Holden-Smith, recognized for her groundbreaking work in Supreme Court history and practice, currently teaches conflicts, federal courts, civil procedure, advanced civil procedure, and African Americans and the Supreme Court. After her graduation from the University of Chicago Law School, she spent a year in an Illinois law firm and then entered a clerkship with the Hon. Ann C. Williams of the U.S. District Court for the Northern District of Illinois. Professor Holden-Smith then joined the Washington, D.C. law firm of Arnold & Porter, where she worked for three years in litigation, antitrust, and food and drug law before she joined the Cornell Law School Faculty in 1990. Her scholarship has addressed the legal response to lynching and the fugitive-slave cases. Her scholarly interests include global access to justice and legal and political responses to historical injustices.



**JUAN EDUARDO IBAÑEZ**

PROFESSOR, DIRECTOR DE DESARROLLO  
*Pontificia Universidad Católica de Chile, Facultad de Derecho*  
*Chile*  
*[jeibanez@uc.cl](mailto:jeibanez@uc.cl)*

Juan Eduardo Ibañez Gomien is the Director of Development at the School of Law of the Pontifical Catholic University of Chile, and the director of the Corporate Sustainability Program at the same institution. Juan Eduardo is an attorney from the mentioned law school (Summa cum laude, 2002) and holds an LL.M. from UC Berkeley Law School (2011). He began his career in corporate law and later shifted his focus to litigation and dispute resolution. Later he pursued a Master of Laws at UC Berkeley (2011), passed the NY BAR Exam (2012), and served as the Executive Director of the Chile California Council (2012-2016) for the Ministry of Foreign Affairs of Chile. Currently, Juan Eduardo directs the Corporate Sustainability Program where he has been researching and promoting the implementation of best governance practices for companies in Latin America. In 2023, he published the First Index in Latin America on Business and Human Rights for IPSA-listed Companies in Chile. He has been invited to teach in Guatemala, Ecuador and Hungary.



### **NATALIA KOMISSAROVA**

DR., CREATIVE DIRECTOR  
*Tyumen State University, Institute of State and Law  
Russia*  
*n.v.komissarova@utmn.ru*

Natalia V. Komissarova, PhD in Pedagogy, Master in Law, is Deputy Director of the Institute of State and Law, University of Tyumen and Associate Professor of Russian State Social University, Moscow. She is Law ForUM 2022 Program manager. She is a leader of innovative projects aimed at refining legal education and ESP Law curriculum, developing a number of new ESL courses and online components. She worked as Head of the Legal English program at Moscow State Law University, Moscow Metropolitan Governance University, Moscow University of Justice, Chelyabinsk Law Institute of the Ministry of Internal Affairs, Chelyabinsk State University, etc. She is also an Editorial Board member of NATE/TESOL Russia's Journal - FLER and a Federal Expert of English Unified State Exam. Dr. Komissarova is a recipient of different honors and grants, regular TESOL speaker, IVLP alumna and author of more than 60 publications, including research papers in internationally indexed journals.



### **KARAN LATAYAN**

ASSOCIATE PROFESSOR, ASSOCIATE DEAN (ACADEMIC AFFAIRS)  
*Jindal Global Law School, O.P. Jindal Global University  
India*  
*klatayan@jgu.edu.in*

Prof. Karan Latayan teaches commercial laws at Jindal Global Law School. He holds an LL.M. in Competition, Innovation and Information Law from New York University and B.A. LL.B. (Honors in Business and Intellectual Property Law) degree from Rajiv Gandhi National University of Law, Punjab. Karan has worked as Law clerk-cum-Research Assistant to Justice Aftab Alam, then sitting judge of the Supreme Court of India. As a law clerk, he assisted the judge in drafting and researching on a number of judgments, including – (1) Novartis AG v. Union of India and Others – which is the first case in India on the question of grant of product patent to a pharmaceutical substance, and (2) Md. Ajmal Md. Amir Kasab @ Abu Mujahid v. State of Maharashtra – which relates to the terrorist attack on Mumbai on November 26, 2008. Pursuant to the LL.M, Karan took up employment with Shardul Amarchand Mangaldas & Co. (SAM) as an Associate in the Competition Law Practice. At SAM, he was actively involved with advising clients on various aspects of the merger control regime in India, including, issues pertaining to notifiability of transactions and filing merger notifications with the Competition Commission of India. He also advised on behavioural / enforcement matters under the Competition Act, 2002, and was involved in the infamous 2nd Tyre Cartel Case. His research areas include competition law and laws pertaining to intellectual property.



### **RICHARD LINSTROM**

DEAN & PROFESSOR OF PRACTICE  
*KIMEP University School of Law*  
*Kazakhstan*  
*r.linstrom@kimep.kz*

Dean Richard Linstrom has been at KIMEP (Kazakhstan Institute of Management, Economics and Strategic Research) University in Almaty since February, 2022. He previously served as Dean of Graduate Studies at the American University of Phnom Penh; Founding Dean of the Imperial International Hotel College, Vung Tau, Vietnam; and Managing Director of the University of Nevada, Las Vegas (UNLV) Singapore Campus. As a lawyer in the US, he was Vice President and General Counsel of UNLV; Chief Deputy Attorney General with the State of Nevada; a Deputy Prosecuting Attorney with the City and County of Honolulu, Hawai'i, and a criminal defense attorney in Honolulu and Las Vegas. He has J.D. and B.A. degrees from the University of San Francisco.



### **RICH LYONS**

PROFESSOR & ASSOCIATE VICE CHANCELLOR FOR INNOVATION & ENTREPRENEURSHIP  
*University of California, Berkeley*  
*USA*  
*lyons@berkeley.edu*

Rich Lyons became UC Berkeley's chief innovation and entrepreneurship officer (CIEO) in January 2020, which was a new position at Berkeley. His role oversees patenting/licensing/IP management, the main startup accelerator on campus (SkyDeck), and other related areas. In July 2018 he returned to the faculty role at Berkeley's Haas School of Business in the Cronk Chair after serving eleven years as the school's dean. From 2006-08 he served as chief learning officer at Goldman Sachs. His past research and teaching focus on currency markets.



### **CHARLES MAIMELA**

PROFESSOR & DEPUTY DEAN: TEACHING AND LEARNING  
*Universiteit Van Pretoria, Faculty of Law*  
*South Africa*  
*charles.maimela@up.ac.za*

Professor Charles Maimela is the Deputy Dean of the Faculty of Law and is passionate about Teaching and Learning. He teaches African Customary law and Law of Damages in the Faculty for undergraduate students. Professor Maimela is also involved in postgraduate studies and supervises both masters and doctoral students and has graduated a number of students. Apart from teaching, Professor Maimela is active in research and his area of expertise lies in the area of Medical law; Law and Religion as well as African Customary law. He has published a number of articles in these areas of research and book chapters as well as a monograph titled: Law and Religion in South Africa, where he interrogated the relationship between the law and religion in the South African context due to the pluralistic nature of the South African Law

and Religion. Professor Maimela also participates in local and international conferences and was a visiting professor in Italy pre COVID 19 and has recently participated in the PHASA Conference where he participated as a plenary speaker on the effect of COVID 19 on the overall health care of the South African community and how law can be used to effectively address the challenges of access and equality among other things. Professor Maimela also plays a role of facilitator and administrator in the University apart from his role as the Deputy Dean of the Faculty of Law.



### **IGNACIO MAYORAL**

DR., PROFESSOR & SR. ACADEMIC DIRECTOR

*Cintana Education*

*Costa Rica*

*imayoral@cintana.com; ignacio@ilanud.or.cr*

PhD in Law from Universidad Pontificia Comillas (2017), University where he also studied a Bachelor's Degree in Law. After completing his Bachelor's Degree, he obtained a Master's Degree in Family Counseling and Mediation (2001/2003). Since March 2023 he plays the role of Senior Academic Director in the Latin American region for Cintana Education, an international network of Universities, collaborating directly with Universidad Francisco de Gavidia (El Salvador), Universidad Autónoma de Guadalajara (Mexico) and Universidad Latina de Costa Rica (Costa Rica). In 2005 he began to work in the field of direct intervention with child offenders as a lawyer in detention centers. Later he joined the International Juvenile Justice Observatory (Brussels), where he worked as Executive Secretariat and Director of the International School of Juvenile Justice. In 2011 he began his academic career at the Universidad Europea de Madrid where he held various academic management positions, including Vice-Dean of the Area of Legal and Political Sciences. In 2020 he became a member of the Faculty of the International University of Valencia (VIU) -Spain-, pioneer in online university teaching, where he hold the positions of Director of Development of the Legal Area of the Faculty of Social and Legal Sciences and International Academic Director. He has participated and organized several scientific events at national and international level, also participating in publications and R&D projects with national and international funding. He participated in the drafting process of the UNODC Model Law on Juvenile Justice, is an Associate Expert of the United Nations Latin American Institute for the Prevention of Crime and the Treatment of Offenders (ILANUD) and a member of the Ibero-American Group of Studies on Juvenile Justice - Ibero-American Center for Children's Rights (CIDENI).



### **TSHEPO MONGALO**

ASSOCIATE PROFESSOR OF LAW

*University of the Witwatersrand, Oliver Schreiner School of Law*

*South Africa*

*Tshepo.Mongalo@wits.ac.za*

Prof. Tshepo Mongalo is an Associate Professor of Law at the University of the Witwatersrand, Johannesburg. He is the Member and Deputy Chairperson of the Specialist Committee on Company Law in South Africa. Prof. Mongalo serves as a Non-Executive Director and Chairperson of the

Board's People and Governance Committee of Eskom Holdings (SOC) Ltd. In addition, Prof. Mongalo is the former Project Manager and Lead Expert for the Corporate Law Reform Project of South Africa. Currently, Prof. Mongalo is engaged by the Government of Namibia in that country's Corporate Laws Reform Project. Prof. Mongalo is the author of 3 books and the editor of another book on Corporate Law in South Africa. He is the author of numerous scholarly articles in peer-reviewed journals.



**TASLIMA MONSOOR**

PROFESSOR DR. & ADVISOR DEPARTMENT OF LAW  
*American International University Bangladesh, Department of Law  
Bangladesh*  
*taslima.monsoor@aiub.edu*

Prof. Dr. Taslima Monsoor is the Professor of the Department of Law and Former Dean of the Faculty of Law of Dhaka University. Advisor, Department of Law, American International University of Bangladesh. She did her LL. B (Hons.), LL.M from Dhaka University and PhD from University of London. She was awarded a Commonwealth Post-Doctoral Fellowship at the University of London. She was awarded Fulbright Specialist Exchange Program in 2007. She was awarded a fellowship with the Freeman Foundation for Salzburg Global Seminar in 2008. She was awarded a fellowship in 2016 at the University of Nebraska, Omaha, USA. She has also taught in post graduate students in 2009 and in 2015 in University of Malaya, Kuala Lumpur. She was awarded the grant of British Council London to hold a four days long International workshop in Dhaka, Bangladesh on February 23rd to 26th, 2015. The workshop was entitled 'Governance and Management of Gender Relations: A Comparative Study of Law and Society'. She is associated with different institutions and organizations. She was elected Governor of International Association of Law Schools (IALS) from 2014-2017. She is the President of Bangladesh Bio-Ethics society for the last ten years. Prof. Dr. Taslima Monsoor has written a book titled "From Patriarchy to Gender Equity, Family Law and its Impact on Women on Bangladesh" published by UPL in 1999.



**DANIEL MONTALVA**

PROFESSOR & DEAN  
*Universidad de Las Américas, Facultad de Derecho  
Chile*  
*dmontalva@udla.cl*

Lawyer from Pontificia Universidad Católica, Chile. LL.M Duke University, USA. Dean Law School, Universidad de Las Américas, Chile. Vast experience, both in public and private institutions, e.g Secretary General National Chamber of Commerce and lawyer of the Legislative Program, Libertad y Desarrollo Institute. Professor of Economic Law.



**REMELISA MORALEDA**

DEAN  
*University of Northeastern Philippines  
Philippines  
peachymoraleda@gmail.com*

Remelisa Alfelor Moraleda is the Dean of the University of Northeastern Philippines-College of Law (UNEP-COL), and the concurrent University President of the same institution. She has been a lawyer for 23 years, a law professor 20 years, and a law dean for 13 years. She finished her Juris Doctor degree at the University of Nueva Caceres (UNC) in Naga City, Philippines. In December 2021 she completed the degree of Master of Laws (LLM) from the University of California Berkeley School of Law (UCB-Law). She teaches Civil Law specializing in Property Law. She is also a Licensed Real Estate Broker in the Philippines. With the changing landscape of legal education in the Philippines, Dean Moraleda took an active role in the modernization of legal education as a former Trustee of the Philippines Association of Law Schools (PALS). She continues this advocacy by being an active voice in the association representing small law schools in the provinces of the Philippines. She continues to attend local, national, and international conferences to expand her knowledge in the field of law and to be able to contribute to its relevance and responsiveness in a changing world.



**PETER DAVIS MUTESASIRA**

DR., DEAN  
*Uganda Christian University, Faculty of Law  
Uganda  
pdmutesasira@ucu.ac.ug*

Dr. Peter Davis Mutesasira (PhD) currently serves as the Dean of the School of Law at Uganda Christian University in Uganda. He has previously served as the Associate Dean and the Head of the Public Law Department of the School of Law at Uganda Christian University. Dr. Mutesasira holds a PhD in Environmental Law from the University of Amsterdam (UVA) in The Netherlands and an LLM in Public Law from the University of Cape Town (UCT) in South Africa. Dr. Mutesasira is also a Senior lecturer of Environmental Law & Policy and Public International Law.



**DIARMUID O'SCANNLAIN**

JUDGE  
*US Court of Appeals – Ninth Circuit  
USA  
diarmuid\_o'scannlain@ca9.uscourts.gov*

Judge O'Scannlain was appointed United States Circuit Judge for the Ninth Circuit by President Reagan on September 26, 1986. He received a J.D. degree in 1963 from Harvard Law School and a B.A. in 1957 from St. John's University. He also earned the LL.M. (Judicial Process) degree at University of Virginia Law School in 1992. He was awarded the LL.D. (honoris causa) degree by the University of Notre Dame in 2002, the LL.D. (honoris causa) degree by Lewis & Clark College in 2003 and the LL.D. (honoris causa)

degree by the University of Portland in 2011. As a judge on the U.S. Court of Appeals for the Ninth Circuit, Judge O'Scannlain has participated in over 12,000 federal cases and has written hundreds of published opinions on a broad range of subjects including constitutional law, international law, securities law, administrative law, and criminal law. The late Chief Justice Rehnquist appointed Judge O'Scannlain Chairman of the Federal Judicial Center's Advisory Committee on Appellate Judge Education. In 2009, Chief Justice Roberts appointed Judge O'Scannlain to the International Judicial Relations Committee of the U.S. Judicial Conference and subsequently appointed him Chairman (2010 - 2015). On December 31, 2016 Judge O'Scannlain assumed senior status. President George W. Bush appointed Judge O'Scannlain to the Board of Trustees of the James Madison Memorial Fellowship Foundation in 2004. Pope Benedict XVI conferred the Order of Saint Gregory the Great on Judge and Mrs. O'Scannlain in 2007. The Society of King's Inns (Dublin, Ireland) elected Judge O'Scannlain an Honorary Bencher in 2016. Judge O'Scannlain has been an adjunct professor of law at Lewis and Clark law school for over 20 years. In addition to serving as a faculty member at numerous federal appellate practice seminars for judges and attorneys, including New York University Law School's Institute for Judicial Administration, he is the current Chairman of the Judicial Council of the International Association of Law Schools.



**PATRICIA S. O'SULLIVAN**

DR. & DIRECTOR, EDUCATIONAL RESEARCH  
*University of California, San Francisco School of Medicine*  
USA  
*patricia.osullivan@ucsf.edu*

Patricia S. O'Sullivan is Director, Research in Medical Education, Center for Faculty Educators at the University of California, San Francisco School of Medicine. At UCSF she co-directs the Teaching Scholars Program and oversees the advanced programs in Health Professions Education including the doctoral and masters program and the student, resident and fellow pathway. She helped lead the successful application for the faculty development and assessment ASPIRE for Excellence awards from the Association of Medical Education in Europe. Dr. O'Sullivan has led the Research in Medical Education Section of the Association of American Medical Colleges (AAMC), of the RIME Program Planning Committee and of the Division for Professions Education of the American Educational Research Association (AERA). Her educational research studies have collaborators from medicine, nursing, pharmacy, and health related professions. Her work has been recognized as a Fellow of AERA, the 2011 Merrill Flair Awardee of the AAMC Group on Educational Affairs, 2014 Distinguished Career Award from AERA Division I, 2018 Career Achievements in Medical Education Awardee from the Society of General Internal Medicine, 2018 Lifetime Achievement in Mentoring Awardee from UCSF and the 2022 Harmen Tiddens Medal from University Medical Center Utrecht.



### **JOSE MARLON PABITON**

DEAN

*Far Eastern University, Institute of Law  
Philippines  
jpabiton@feu.edu.ph*

Atty. Pabiton is currently the Dean of Far Eastern University (FEU) Institute of Law having been appointed in January 2023. He previously served as the Associate Dean from 2020 to 2022. He has been a law practitioner doing litigation work since passing the bar exams in 2006. He has had roles with advisory or executive-officer status in companies engaged in banking, insurance brokerage, software development, financial consultancy, and providing general services for foreign firms intending to do business in the Philippines. He has been a law professor since 2007 teaching legal research, contracts, torts, criminal law, tax, land titles, and has spearheaded the law apprenticeship program of FEU Institute of Law in 2017. Atty. Pabiton has two undergraduate degrees, BA Economics and BS Legal Management, from De La Salle University and two graduate degrees, Juris Doctor and LIM (International Economic Law), from Ateneo de Manila University.



### **ANTONY PAGE**

PROFESSOR & DEAN

*Florida International University, College of Law  
USA  
apage@fiu.edu*

Antony Page, Dean & FIU Foundation Professor of Law, earned his J.D. with distinction from Stanford Law School, where he was elected to the Order of the Coif. He also holds an M.B.A. from Simon Fraser University and a B. Comm from McGill University. Following law school, he clerked for Judge Hupp at the U.S. District Court, Central District of California, and Judge Alarcon, U.S. Court of Appeals for the Ninth Circuit. His international professional experience includes private practice in the London and Los Angeles offices of New York-based law firm Sullivan & Cromwell, and as a diplomat in the Canadian Foreign Service, serving in Thailand, Laos, and Myanmar. Before joining FIU Law in 2018, he was the Vice Dean and a Professor of Law at the Indiana University Robert H. McKinney School of Law. Dean Page is an expert in contract and corporate law and has taught a wide range of courses including Contracts, Corporations, Sales, Closely Held Businesses, Mergers & Acquisitions, International Law, and International Securities Regulation. His scholarly works have been published in high-impact journals such as the Michigan Law Review, Emory Law Journal, Stanford Social Innovation Review and Boston University Law Review, and have been cited by more than twenty courts, including several State Supreme Courts and the United States Supreme Court. Recently the Connecticut Supreme Court in *State v. Holmes* described one of his publications as a “landmark article.” He has also received numerous teaching and service awards.



### **SRIKRISHNA DEVA RAO**

PROFESSOR, VICE-CHANCELLOR

*Nalsar University of Law*

*India*

*vc@nalsar.ac.in*

Prof. Srikrishna Deva Rao obtained his LL.B. & LL.M. from Kakatiya University, Warangal. He has secured M.Phil degree from National Law School of India University, Bangalore and Ph.D. from University of Delhi.

Professor Srikrishna Deva Rao is a teacher and scholar in criminal law and access to justice. Prof. Rao is currently Vice Chancellor of NALSAR Hyderabad since November, 2022. Before joining NALSAR, he was Vice-Chancellor of NLU Delhi and also served as Vice-Chancellor of NLU Odisha for six years. Prof. Rao was a Fulbright Nehru Alumni. He had the distinction of working with five prestigious law universities in India for the past three decades: National Law School, Bangalore (1990-95, 1997-98); NALSAR, Hyderabad (1998-2004; 2022-till date); Gujarat National Law University, Gandhi Nagar (2004-2007); NLU Odisha (2014-2020) and NLU Delhi (2020-2022). He was a Visiting Fellow at the University of Washington, Seattle and School of Oriental & African Studies, SOAS, London. Prof. Rao received the highest award in the field of Criminology - "Kumarappa - Reckless Award" for his outstanding contribution in criminal justice education in India by the Indian Society of Criminology (ISC), in 2020.



### **JUAN JOSE ROMERO-GUZMAN**

JUDGE, PROFESSOR

*Constitutional Court of Chile, Chile*

*Pontificia Universidad Católica de Chile, Facultad de Derecho  
Chile*

*jromerog@uc.cl*

Judge, Constitutional Court of Chile (2013-2022). Judge Romero Guzmán is currently Professor of Law (Constitutional and Economic Law), Law Faculty at Pontificia Universidad Católica de Chile. His main areas of research and publications: economics and constitutional law, law and politics of regulation, and competition law. He received his JSD (PhD) from Law Faculty, Universidad de Salamanca, Spain and his Master of Science in Regulation, The London School of Economics and Political Science, University of London, England. He was awarded his JD (LLB) at Law Faculty, Pontificia Universidad Católica de Chile. He holds an Advanced Academic Certificate in Business and Management (ESAE), Business School, Pontificia Universidad Católica de Chile and an Advanced Academic Certificate in "Legal and Economic Aspects of Corruption", Universidad de Salamanca, Spain. Judge Romero Guzmán is a Former Member of the European Commission for Democracy through Law (Venice Commission) and Chair of the Sub-Commission for Latin America of the same organization (2013-2017). He was Deputy Judge, Competition Court (2008-2013) and Member of the Infrastructure Academic Council, Secretary of Infrastructure (2010-2013). He served as Director of the Graduate School, Law Faculty, Pontificia Universidad Católica de Chile (2010-2013). He was a Member of the Adviser Council of the Presidential Commission for the Modernization of State Regulatory Institutions (1998). He received a Recognition Award for Teaching Excellence 2008, social sciences

area, granted by the Pontificia Universidad Católica de Chile. Judge Romero Guzmán is an author of numerous academic publications.



### **PURVI POKHARIYAL**

**PROFESSOR DR. & DEAN**

*National Forensic Sciences University, School of Law, Forensic Justice and Policy Studies*

*India*

*purvi.pokhariyal@nfsu.ac.in*

Prof. (Dr.) Purvi Pokhariyal is the Campus Director at the National Forensic Science University of the Delhi Campus. Prof. Pokhariyal is also the founding Dean of the School of Law, Forensic Justice and Policy Studies. Prof. Pokhariyal has more than 25 years academic and industry experience in the field of law and justice administration. Prof. Pokhariyal specializes in the area of Criminal Justice Studies and Justice Education. Prof. Pokhariyal has been a consultant and a resource person on various aspects of Legal studies for the government as well as non-government organizations. Prof. Pokhariyal is the first female chairperson of the Indian Society of Criminology. Prof. Pokhariyal has been actively engaged in the institution-building and clinical legal education process. Her recent areas of interest are Higher Education, Artificial Intelligence and Law, Technology law, Cyber Crime Investigation and Constitutional Law. Prof. Pokhariyal has also conducted various FDPs for Law teachers on Innovative pedagogy for law teaching, Outcome Based Education for law Schools, Clinical Legal Education, Justice Education etc. Prof. Pokhariyal has also conducted several training programs for law enforcement agencies, public prosecutors, and police agencies. Prof. Pokhariyal is also associated with State Judicial Academy and Police Academy as a resource person.



### **CHANDRASHEKHAR RAWANDALE**

**PROFESSOR & DIRECTOR**

*Symbiosis Law School, NOIDA Symbiosis Law School*

*India*

*director@symlaw.edu.in*

Dr Chandrashekhhar Jayvantrao Rawandale graduated from the University of Pune with an LL.B. degree, moving on to complete a Master of Laws (LL.M) in International Law & Human Rights from the Department of Law, University of Pune (1997); Master of Laws (LL.M.) in Commercial Law from Cardiff Law School, Cardiff University (UK) (2003) and Doctor of Philosophy (Ph.D.) in 'Computer Programs: Copyright and Patent Paradigms- A Study' from Symbiosis International University, Pune (2010). Dr. C. J. Rawandale has worked as a 'Research Associate' at I.L.S. Law College for a year and taught Law of Torts. He worked with Bharati Vidyapeeth's New Law College for two years as a 'Lecturer' before moving to Symbiosis Law School, Pune, in 2000 and continuing. He was a 'Visiting Fellow' at Cardiff Law School, Cardiff University, Wales – UK (December 2003), Leibniz University Hannover, Germany (December 2008) and Jagiellonian University, Krakow, Poland (January - February 2019). Dr. C. J. Rawandale was a member of 'Project Review and Steering Group (PRSG)' constituted by the Department of Information Technology, Government of India, for the project "Cyber Crime

related Capacity Development and ICT Training for the Judiciary in States of Assam, Manipur, Meghalaya, Tripura, Nagaland, Arunachal Pradesh, Mizoram & Sikkim” by CDAC, Kolkata under Cyber Security Grant-in-Aid Programme. He was also a Thomson Reuters Council for Legal Information and Innovation member. Dr. C J Rawandale's research interests lie in the Law of Torts, Intellectual Property Law, Information Technology & Telecommunications Law, and International Law.



**PABLO RUIZ-TAGLE**

PROFESSOR DR. & DEAN  
*Universidad de Chile, Facultad de Derecho  
Chile*  
*decano@derecho.uchile.cl*

Pablo Ruiz-Tagle is Dean and Professor of both Constitutional Law and Introduction to Law at the University of Chile. After studying at the University of Chile, and obtaining his doctorate in law at Yale University, he has lectured in Chile and abroad and published several books. He is also advisor to the Chilean Congress and other institutions on constitutional matters.



**JORGE ANTONIO SAHD**

PROFESSOR  
*Pontificia Universidad Católica de Chile, Facultad de Derecho  
Chile*  
*jorge.sahd@uc.cl*

Jorge Sahd is the director of the Center for International Studies at the Pontifical Catholic University of Chile. He is professor of Economic Law at the School of Law of the Pontifical Catholic University of Chile. Sahd is member of the Foreign Policy Council of the Minister for Foreign Affairs, and former president of the civil society council of the Undersecretariat of International Economic Affairs. In addition, Sahd was the Chilean representative of the APEC Vision Group. Sahd has been consultant at the Interamerican Development Bank and previously was chief of staff of the Undersecretary of Finance for the Chilean Government. He is editor of the book China and Latin America: keys to the future, co-editor of the book Latin America and its projection to Asia-Pacific and editor of Latin America Political Risk, an annual index that lists the 10 most pressing risks for the region. Sahd is a Fulbright fellow and earned his Law degree at P. Universidad Católica de Chile and his Master in Public Administration at New York University. He is columnist for Diario Financiero and participates in different press media.



### **SREEJITH SANTHAKUMARI GOKULESWARANTHAMPY**

PROFESSOR & EXECUTIVE DEAN

*Jindal Global Law School*

*India*

*sgsreejith@jgu.edu.in*

Prof. (Dr.) S.G. Sreejith is Professor and Executive Dean, Jindal Global Law School, O.P. Jindal Global (Institution of Eminence Deemed to be University). He holds LL.D. (with high honours) from the University of Lapland, M.Phil. from Jawaharlal Nehru University, M.B.L. and LL.B. both from the University of Kerala. Prior to joining JGLS, he worked with reputed institutions like the Arctic Centre, the University of Lapland, National University of Advanced Legal Studies (NUALS), and the University of Kerala. He is the author of "Transcending Jurisprudence: A Critique of the Architectonics of International Law" (Lapland: Lapland University Press, 2010). He has also published in journals like Third World Quarterly, Hastings International and Comparative Law Review, San Diego International Law Journal, California Western International Law Journal, Indiana International and Comparative Law Review, Journal of Space Law, Journal of Air Law and Commerce, San Joaquin Agricultural Law Review, Air and Space Law, Space Policy, Journal of Law and Social Deviance, Indian Journal of International Law, Journal of the Indian Law Institute, to name few. He sits on the editorial board of the Indian Journal of International Law (Springer). He has also served as special issue editor of Journal of Human Values (Sage) and Jindal Global Law Review (Springer). His areas of interest are public international law, heterodox approaches to international legal thought, and air and space law. He is the Study Group Chair for Public International Law, International Association of Law Schools (IALS).



### **CHRISTIAN SCHMITZ**

PROFESSOR, COORDINATOR OF INTERNATIONAL RELATIONS

*Universidad Católica de la Santísima Concepción, Law School*

*Chile*

*schmitz@ucsc.cl*

Lawyer (Bachelor of Law, Universidad de Concepción) and Master in Business Administration (MBA), Pontificia Universidad Católica de Chile. Exchange studies at HEC School of Management, Paris; and specialization studies in intellectual property. Since 2001, academic of the Law School of the Universidad Católica de la Santísima Concepción (UCSC); today as full time Professor. Professor of the Diploma in Industrial and Intellectual Property of the Pontificia Universidad Católica de Chile (PUC). He has taught intellectual property courses in several other national and foreign universities. Research area: intellectual property (trademarks, patents, copyrights, trade secrets) and technology transfer. Author of more than 30 articles about intellectual property rights in Chilean, Argentine and Colombian scientific journals; and also of 2 books on the subject. Former Rector of the Universidad Católica de la Santísima Concepción (UCSC), 2016 - 2021. He is a consultant for the World Intellectual Property Organization (WIPO) and a legal advisor on intellectual property matters. Former Honorary Consul of the Federal Republic of Germany for the Biobío Region, 2009 - 2022. Currently, member of boards or councils: Civil Society Council of the National Institute of Industrial Property (INAPI), as representative of the Council of Rectors of

Chilean Universities (CRUCH) (since 2015). Vice President of the Licensing Executives Society Chile (LES Chile). Board of Directors of the Technology Managers Network (Red GT). Mediator and Arbitrator of Intellectual Property registered with the Ministry of Culture, Arts and Heritage.

### **NICOLA SMIT**



**PROFESSOR & DEAN**  
*Universiteit Van Stellenbosch, Faculty of Law*  
*South Africa*  
*nsmit@sun.ac.za*

Nicola Smit started her academic career as a junior lecturer at UNISA. She joined the University of Johannesburg (then RAU) as a lecturer in 1996. She progressed to full professor and also served as Vice-Dean, Faculty of Law, at the University of Johannesburg. In 2013, she joined the North-West University, Faculty of Law, as Executive Dean in Potchefstroom. Professor Smit has been Dean and Professor of Law at the Faculty of Law at Stellenbosch University since August 2017. Her areas of specialisation include labour law (both collective and individual) and social security law. Professor Smit is an accredited commercial mediator, member of the International Advisory Board of The International Journal of Labour Law and Industrial Relations, member of the editorial board of International Labor Rights Case Law Journal and the Industrial Law Journal, and co-editor and co author of various books, including Law@work, Principles and Practice of Labour Law, Social Security: A Legal Analysis, Introduction to Social Security, Age Discrimination and Labour Law, and The Law of Commerce. Recently she also became governor of the Board of the International Association of Law Schools.



**SOMASUNDARAM SRINIVASAN**  
**PROFESSOR DR. & PRINCIPAL**  
*Pondicherry University, Dr. Ambedkar Government Law College*  
*India*  
*seenulaw@yahoo.com*

Professor (Dr) S. Srinivasan is the Principal at Dr. Ambedkar Government Law College, Puducherry, India. He has abundant experience of more than 30 years of teaching and research at the undergraduate as well as postgraduate levels. He has done his Ph.D. on "Impact of Globalization on the Industrial Workers of the unorganized sectors with special reference to Social Security Laus" from Utkal University, Bhubaneswar. His areas of interest in teaching includes constitutional law, comparative law, labour law, and social security laws. He has also been devoted to legal research on public law, child rights, right to education, social security, environmental law and laws relating to social justice. He has participated in several national and international conferences and seminars related to legal studies and law. He has always been enthusiastic about arranging group activities involving students and experts in the field of law to organize seminars, conferences, training programmes, moot courts, competitive programmes, and a model parliament for the students. He has collaborated with many local projects to train the students with social competence. He has been regularly organizing periodical social awareness programmes for the benefit of students and public at large. He is very much involved in the process of encouraging undergraduate students to establish networking among students and society.



### **TOMAS VIAL**

**PROFESSOR AND DIRECTOR OF QUALITY ASSURANCE**

*Universidad Andres Bello, Law Faculty*

*Chile*

*tomas.vial@unab.cl*

Lawyer and Master in Public Law, for Pontificia Universidad Cattolica de Chile, LL.in Human Rights University of Notre Dame (USA), Ph.D. in Law, University College London (UCL), Legal adviser to Ministry of Defense (92-94), Legal Adviser, Law Division, Ministry Secretary General of the Presidency (94-97, 02-04), Law Professor, Law Faculty Universidad Andrés Bello (04-12), Member Center for Human Rights, Universidad Diego Portales Law Faculty (2012-2018), Director of Quality.



### **MARÍA IGNACIA VIAL UNDURRAGA**

**ASSOCIATE PROFESSOR**

*Universidad de los Andes (Santiago - Chile)*

*Chile*

*mivial@uandes.cl*

Professor María Ignacia Vial obtained her Law Degree from the Pontificia Universidad Católica de Santiago de Chile (1984) and her PhD from King's College London, United Kingdom (2011). In addition, she completed postgraduate studies in education and philosophy at the Istituto Internazionale di Scienze dell'Educazione, Rome (1986-1988). Dr. Vial has carried out legal research and undergraduate and postgraduate university teaching in the field of Private International Law, Comparative Law and Philosophy of Law. She is the author of various scientific articles published in specialized legal journals and books from Chilean, Latin American and European publishers. She began her professional career as a lawyer in the legal department of the Chilean Ministry of Health and later practiced as a legal consultant in Italy and Chile. Currently, she works as a professor and researcher at the Law School of the Universidad de los Andes (Chile) and the Pontificia Universidad Católica de Santiago de Chile. She is a founding member of ADIPRI, the Chilean Association of Private International Law and an associate member of IHLADI, the Hispano-Lusitano Institute of International Law. She has integrated and chaired two working commissions for the preparation of the Draft Chilean Law on Private International Law, currently under study. She has also developed pro bono work in various foundations dedicated to promoting the education and professional training of low-income women in Chile and England. She has focused her research in pre-contractual liability and international contracts, international partnerships, international marriage and international procedural law. Her languages are Spanish, English and Italian; she also reads French, Portuguese and Latin.



### **CRISTIAN VILLALONGA**

**PROFESSOR**

Pontificia Universidad Católica de Chile, Facultad de Derecho  
Chile

Cristián Villalonga is Assistant Professor at the School of Law of the Pontifical Catholic University of Chile, where he teaches and researches in law and politics, legal history and legal theory. He holds a law degree bestowed by the same university and an LL.M. and a Ph.D. in Jurisprudence and Social Policy by the University of California at Berkeley. Professor Villalonga has received the John Paul II Foundation, Fulbright, and the National Scientific Commission scholarships. His research interests are focused on the legal profession and higher courts with particular focus on Latin America.



### **RODOLFO WALTER DÍAZ**

**PROFESSOR DR. & DEAN**

*Universidad de Concepción, Facultad de Ciencias Jurídicas y Sociales  
Chile  
twalter@udec.cl*

Título de Abogado, otorgado por la Excelentísima Corte Suprema con fecha 14 de noviembre de 1983. licenciado en Ciencias Jurídicas y Sociales de la Universidad de Concepción, diciembre de 1982. Magister en Derecho Privado, Universidad Nacional de Rosario, República Argentina, Facultad de Derecho. Julio 2008. Doctor en Derecho. Universidad Nacional de Rosario, República Argentina, Facultad de Derecho. Julio de 2013. Universidad del Bío-Bío: agosto 1984 a agosto de 1998, asumiendo cargos durante ese periodo de: Asesor Jurídico, Director de Administración, Contralor Interno, Secretario General. Universidad de Concepción: agosto de 1998 a julio de 2017, Secretario General. Universidad de Concepción: Julio de 2017 a la fecha Decano de la Facultad de Ciencias Jurídicas y Sociales. Universidad de Concepción: Marzo de 1989 a la fecha Docente del Departamento de Derecho Laboral de la Facultad de Ciencias Jurídicas y Sociales.



### **FRANCIS WANG**

**DEAN EMERITUS, PROFESSOR**

*Soochow University, Kenneth Wang School of Law  
China  
fwang@wangff.org*

Francis SL Wang is the President/Chairman of the International Association of Law Schools. Professor Wang is one of the founding Governors of the IALS. He is the Executive Director of The Wang Family Foundation. Professor Wang is the Dean Emeritus and Professor of Law at the Kenneth Wang School of Law, Soochow University, Suzhou, China, where he serves as the Honorary Chair of the University's Board of Regents. He has taught for many years at the University of California at Berkeley in its Department of Rhetoric and the Law School's School of Jurisprudence and Social Policy. He was a Visiting Professor of Law and Distinguished Scholar in Residence at the University of Pacific-McGeorge School of Law, where he serves on its International Advisory Board. He is the co-founder and Senior Counsel of the

War Crimes Studies Center at U.C. Berkeley, now part of the WSD Handa Center at Stanford University. Professor Wang is a member of the Scholastic Council and holds an Honorary Doctorate in Law from the Far Eastern Federal University of Russia. He is a Visiting Committee and Law School Advisory Council member at Cornell Law School. He has served on numerous other professional, business, and non-profit boards. He is presently a member of the Executive Committee of the Board of Directors of the International Law Students Association which oversees the Jessup International Moot Court Competition. He is a Fellow of the Nigerian Institute of Advanced Legal Studies, and an Honorary Bencher of the Honorable Society of King's Inns.



### **MAŁGORZATA JOANNA WĘGRZAK**

ASSOCIATE PROFESSOR DR. & DEAN'S PLENIPOTENTIARY FOR RELATIONS WITH SPAIN AND LATIN AMERICA

*University of Gdansk, Faculty of Law and Administration  
Poland*

*malgorzata.wegrzak@ug.edu.pl*

Assistant professor, researcher and lecturer, in particular in Intellectual Property Law, new technology law, copyright law, legal aspects of AI, cultural heritage law, and law of audiovisual sector, at the Department of Human Rights and Intellectual Property Law of Faculty of Law of the University of Gdańsk (Poland). She is the Representative of the Dean of Faculty of Law and Administration of the University of Gdańsk for the cooperation and relations with Spain and Latin America; the Head of School of Spanish and Latin American Law at the University of Gdańsk. She is an attorney at law registered at Gdańsk Bar Association of Attorneys at Law, specialised in IP law, new technology law, cultural heritage law, Spanish law. She is a member of the "Economics of Innovation and Artificial Intelligence" Research Group (ECO-IA) and the Intellectual Property Research Group of the University of Alicante; a member of the New Technologies Commission of the European Bars Federation (FEB), Legal Tech Committee of Gdańsk Bars Association of Attorneys at Law, IVR (Association for Philosophy of Law and Social Philosophy and Law), Asociacion of Cultural Heritage Conservators. She is the representative of the University of Gdańsk in EUIPO Academy and the professor responsible for the contacts with the PAL-European Seal Programme. She was a visiting Professor, researcher and scholarships' holder, in particular, at the University of Alicante (2021,2022), University of Valencia (2022), University of Charles III in Madrid (2019), University of La Laguna (2017,2018). Languages: Polish (native), English (C1), Spanish (B 2).



### **LAURA WEN-YU YOUNG**

PROFESSOR

*Soochow University, Kenneth Wang School of Law  
China*

*lyoung@wangff.org*

Professor Laura Wen-yu Young is Managing Partner of the law firm of Wang & Wang, LLP, with practices in China, Taiwan, and San Francisco. She serves as a member of the Executive Committee of the Board of Trustees of the U.C. Berkeley Foundation. She has been a member of the California Bar Association for over 30 years and was a member of the Taipei Bar Association

for many years, and is registered with the Chinese Ministry of Justice. She is a Director of the Wang Family Foundation. Professor Young has published widely on Taiwan and Chinese Law and Intellectual Property Law, and taught in U.C. Berkeley's Department of Rhetoric, and the Law School's School of Jurisprudence and Social Policy, as well as Soochow University Law School in China, Cornell University Law School, and Pacific/McGeorge School of Law. Her courses include International Intellectual Property, Chinese Law and Legal History, International Business Transactions, Foundations of Law: Greece, Rome and China. She is an editorial advisor to CCH Asia's Employment Law Asia, a Patent Law Advisor for Practising Law Institute, contributing author to Juris Legal Publishing's Doing Business in China, and has chaired many International Trademark Association committees, including the Blockchain, and China committees. She is a member of the faculty of the Kenneth Wang School of Law at Suzhou University and serves on the International Advisory Board of the Kozminski University Law School in Warsaw.



**WOJCIECH ZALEWSKI**

**PROFESSOR & DEAN**

*University of Gdansk, Faculty of Law and Administration  
Poland*

*dziekan@prawo.ug.edu.pl*

Prof. UG dr hab. Wojciech Zalewski – Dean at Faculty of Law and Administration at the University of Gdańsk, Head of Criminal law and Criminology Department, specializing in criminal law, criminology and victimology. Author of over one hundred scientific publications, including especially monographs: Restorative Justice in Criminal Law, Gdańsk 2006, as well as: Incorrigible Criminal – as Problem of Criminal Policy, Gdańsk 2010, etc. Member of Association Internationale de Droit Pénal (AIDP), and also European Society of Criminology (ESC), Polish Society of Criminology, Polish Mediation Centre, etc. He obtained the University of Gdańsk Award for Academic Excellence for teaching achievements in 2014. Barrister since 2006.

# COORDINATORS



**JAVIERA ORTUZAR**

*Pontificia Universidad Católica De Chile, Facultad De Derecho Chile*



**ISABEL SEPÚLVEDA S**

*Pontificia Universidad Católica De Chile, Facultad De Derecho Chile*

# SECRETARIAT



**MARTHA DELGADO**  
SENIOR PROGRAM OFFICER  
*International Association of Law Schools*  
*United States*



**KIMBERLY BURLISON**  
PROGRAM OFFICER  
*International Association of Law Schools*  
*United States*



**LINDANI MHLANGA**  
DOCTRINAL STUDY GROUPS FELLOW  
*University of the Free State, Faculty of Law*  
*South Africa*



**THALALOLWAZI MSUTU**  
LECTURER & MARY KAY KANE FELLOW  
*Stellenbosch University, Faculty of Law*  
*South Africa*



**MATIAS BURGOS BASTIAS**  
STUDENT INTERN  
Universidad De Chile, Faculty of Law  
Chile



**MITCHELLE KANG'ETHE**  
STUDENT INTERN  
Strathmore University, Strathmore Law School  
Kenya



**ANNA KRÁLÍKOVÁ**  
STUDENT INTERN  
Masaryk University, Faculty of Law  
Czech Republic

# SINGAPORE DECLARATION

*on Global Standards and Outcomes of a Legal Education*

The following principles outline global standards and outcomes of a legal education. These principles establish a baseline and a common language for future efforts to improve legal education.

## GLOBAL STANDARDS FOR A LEGAL EDUCATION

### 1. Regulation

- a. Regulation of legal education and internal law school governance should be:
  - i. Formulated with law faculty input and be subject to domestic, and where appropriate, international peer review;
  - ii. Objective;
  - iii. Transparent;
  - iv. Verifiable;
  - v. Consistently applied;
  - vi. Informed by evolving domestic and international norms; and
  - vii. Jurisdictionally specific.

### 2. Students

#### a. Selection of Students

It is recognized that admission standards should be based on established local criteria taking into consideration the jurisdiction's public policy as to admission criteria of students into higher education. It is recognized that there are a variety of forms of student evaluation which vary from jurisdiction to jurisdiction, as well as from institution to institution. It is recognized that there is a growing emphasis on formative rather than purely summative evaluations of student performance. Student selection should be:

- i. Objective;
- ii. Transparent;
- iii. Verifiable;
- iv. Consistently applied; and
- v. Informed by evolving domestic and international norms.

#### b. Evaluation of Students

Student evaluations should be incorporated in a comprehensive legal educational program to enable law graduates to attain the outcomes specified in the Statement of Principles: Outcomes for a Legal Education. They should be:

- i. Objective;
- ii. Transparent;
- iii. Verifiable;
- iv. Consistently applied,
- v. Informed by evolving domestic and international norms.

### 3. Faculty

- a. It is recognized that local standards, needs and resources guide the recruitment, evaluation, advancement and retention of law faculty. Local standards should be:
  - i. Objective;
  - ii. Transparent;
  - iii. Verifiable;
  - iv. Consistently applied;
  - v. Informed by evolving domestic and international norms.

4. Curriculum
  - a. It is recognized that there are many methodologies in teaching law. All such methods should inform the faculty as to how best to educate their students in the context of local needs and resources. Local standards should be:
    - i. In conformity with established local criteria and policies;
    - ii. Comprehensive and flexible;
    - iii. Tied to the Principles of a Global Standard for Outcomes of a Legal Education;
    - iv. Informed by evolving domestic and international norms; and
    - v. Subject to periodic domestic, and where appropriate, international peer review.
  
5. Infrastructure – Physical, Technological and Administrative
  - a. It is recognized that the physical, technological, as well as access to legal resources and the administrative infrastructure of an educational institution are fundamental in achieving the Outcomes of a Legal Education. It is also recognized that educational institutions must work within the context of the resources available within their jurisdiction. Infrastructure should be:
    - i. Sufficient and adequate to enable the institution to achieve the Outcomes of a Legal Education;
    - ii. Informed by evolving domestic and international norms; and
    - iii. Subject to periodic domestic, and, where appropriate, international peer review.

#### **OUTCOMES OF A LEGAL EDUCATION**

1. Knowledge
 

A law graduate should know and understand:

  - a. The core areas of substantive and procedural law;
  - b. How laws are created, implemented and changed; and
  - c. The contextual underpinnings of the operation of law (both domestically and globally).
  
2. Skills
 

A law graduate should be proficient in:

  - a. General academic skills, including critical analysis and reasoning;
  - b. Researching, reading and analyzing legal materials;
  - c. Problem solving, planning and strategizing how to comply with legal requirements; and
  - d. Constructing a legal position and effectively communicating (orally and in writing) within a legal context.
  
3. Values
 

A law graduate should know and understand the need to act in accordance with:

  - a. The professional ethics of the jurisdiction; and
  - b. The fundamental principles of justice and the rule of law.

*Adopted by the International Association of Law Schools at the inaugural Global Law Deans' Forum, held at the National University of Singapore, Faculty of Law, September 26<sup>th</sup>, 2013.*

# MADRID PROTOCOL

## *on the Principles of Evaluation of Legal Education*

Recognizing that there is a diversity of approaches, higher legal education evaluation must:

- 1) Respect the competence of the legal academy to set, maintain and improve legal education standards;
- 2) Promote each institution's distinctive mission while taking into account its context; and
- 3) Acknowledge the views of relevant internal and external stakeholders.

Therefore, standards of any evaluative process must be:

- 1) Formulated with law faculty input and be subject to domestic, and, where appropriate, international peer review;
- 2) Jurisdictionally and institutionally specific;
- 3) Informed by evolving domestic and international evaluative practices;
- 4) Objective;
- 5) Transparent;
- 6) Verifiable; and,
- 7) Consistently applied.

*Adopted by the International Association of Law Schools at the 2<sup>nd</sup> Global Law Deans' Forum, held at IE University, IE School of Law, Madrid, Spain, October 27<sup>th</sup>, 2015.*

# JUDICIAL STANDARDS OF A LEGAL EDUCATION

Mindful that:

1. The law is the fundamental organizing principle of a civil society;
2. Only through the rule of law and its predictable and transparent application can a civil society be sustained and thrive;
3. Judges must model the moral and ethical standards that are the essential underpinnings of the rule of law.
4. Without a strong commitment to educate citizens as well as practitioners in the law, a civil society cannot flourish;
5. A sound comprehension of the judicial system and its policies and procedures is an essential component of understanding the legal system;
6. Legal education is necessary not only for those whose career aspirations are to be in the legal field, but also for those who will enter a variety of other careers not necessarily involved in the practice of law;
7. The legal education program of schools is regulated by internal as well as external private and governmental bodies;
8. Jurisdictions vary as to a. the entry requirements for tertiary law studies in educational institutions: b. expected outcomes for tertiary and post-graduate legal education: c. the regulatory oversight and responsibility over legal education, and: d. the qualifications and educational requirements for admission to practice;
9. The degree of faculty autonomy with respect to the materials they assign, including the curriculum, itself as well as class instruction differs from school to school.

The Judicial Council of the International Association of Law Schools recommends to tertiary educational institutions that they subscribe to the following basic principles in teaching law and the foundation of an effective, ethical, and responsible judicial system.

- 1) Legal education should provide a law student with the understanding that
  - a. Decisions made in accordance with the law should embody the values of:
    - i. Consistency with established law and objective legal principles;
    - ii. Due process in transparent procedures as to the administration of law;
    - iii. Rational determinations supported by the weight of acceptable evidence;
    - iv. Equality for all before the law; and
    - v. Proportionality as to the result.
  - b. The law should guide the lawful use of power (private and public).
  - c. The law should uphold and promote human dignity.
  - d. The law and legal processes should be fair and transparent.
  - e. The law and its application should promote stability and predictability in relationships between individuals (including legal entities) as well as between individuals (including legal entities) and the state.
  - f. The law should provide reasonable access for all to the judicial system.
- 2) Legal education should teach, model and shape a student's sense of the moral and ethical responsibilities of someone trained in the law
- 3) Legal education at all levels should provide students with sufficient learning opportunities to develop the following essential skills:
  - a. Analytical reasoning specifically as it relates to legal matters
  - b. Knowledge and application of doctrinal law.
  - c. Written and oral skills of effective rhetorical argumentation within the context of the law.
  - d. Knowledge, sensitivity and application of moral and ethical values inherent in the rule of law.

- 4) When the initial law degree is an undergraduate degree, a legal education should:
  - a. Provide a broad education in other subject matters so that a law student gains a fuller understanding of the context in which law is formed and utilized in modern society.
  - b. Avoid particularly an overemphasis on memorizing doctrinal law and the intricacies of law practice.
  - c. Where entry to the legal profession requires more than an undergraduate degree, provide basically the same curriculum for all undergraduate law students with an emphasis on a broad education, leaving the professional training to the later prerequisite training.
  - d. Where the undergraduate degree is sufficient for entry to the legal profession, provide specialized professional training in the 3<sup>rd</sup> and 4<sup>th</sup> years of tertiary education for students who wish to engage in the legal system as lawyers, judges or prosecutors.
- 5) Tertiary educational institutions which have a degree program for the study in law should:
  - a. Conform to the requirements of local regulatory authorities, and
  - b. Conform to the standards and outcomes provided in the IALS Singapore Declaration of Standards and Outcomes of a Legal Education.
- 6) Legal Education evaluative processes should conform with the standards established in the IALS Madrid Protocol on the Principles of Evaluation of a Legal Education.
- 7) Legal educators should encourage the interaction between judiciary and the legal academy so each can learn from each other.
- 8) Legal educators should engage in community outreach to elementary and secondary schools to foster a belief and commitment to the rule of law.

*Adopted by the International Association of Law Schools Judicial Council at the 2016 Annual Meeting, held at University of California, Hastings, College of Law, October 2016. Draft of October 28<sup>th</sup>, 2016.*

# SELF-ASSESSMENT REPORT

## PREPARING A SELF-ASSESSMENT REPORT FOR EXTERNAL REVIEW

A Self-Assessment Report is essentially a narrative that is intended to present a brief snapshot of the school, its self-identified goals, its challenges, and any means of reaching its goals or addressing weaknesses that the school has identified. That information is the starting point for an outside review of the law school program and its assessment under the Global Standards and Outcomes of a Legal Education, found in the IALS Singapore Declaration, the evaluative processes as expressed in the Madrid Protocol on the Principles of Evaluation of Legal Education, and the Judicial Standards of a Legal Education, all of which are attached. Initially the external review and report will focus on a school's first degree in law, whether that is an LLB or a JD and they do not include any graduate programs, such as those leading to a Masters, PhD or JSD.

This Self-Assessment Report is based on the IALS Singapore Declaration, which sets out FIVE dimensions upon which standards may be evaluated – (1) Regulation; (2) Students; (3) Faculty; (4) Curriculum; (5) Infrastructure – and THREE outcomes of a legal education – (A) Knowledge; (B) Skills; (C) Values. In completing this Self-Assessment Report, one should refer to the desired standards and outcomes as articulated in the IALS Singapore Declaration and the IALS Judicial Standards of a Legal Education.

Respectful of our members' time and resources, we understand that much of the information requested should already be readily available from prior accreditation and review processes in which all schools engage. All that is needed is to bring it current.

The first section of this Report asks for background information so that the external reviewers can understand the context in which the law school operates. That context will aid the reviewers in making assessments and recommendations that reflect the actual challenges and opportunities of individual schools. The second section focuses on the curriculum, pedagogy, and administration of the educational program as the means of meeting global standards and outcomes.

## SELF-ASSESSMENT REPORT TEMPLATE

### I. BACKGROUND

*This section is relevant to the FIVE dimensions upon which standards may be evaluated – (i) Regulation; (ii) Students; (iii) Faculty; (iv) Curriculum; (v) Infrastructure.*

#### A. CULTURAL CONTEXT

Describe the legal infrastructure of the country (e.g., civil, common law, other), including a brief description of the structure of the court system and the legal profession. Include a description of any rules related to the certification of lawyers for admission to the practice of law.

Describe the overall higher education system of the country and legal education in particular. Include a description of the regulatory authority and regulation of legal education as it affects undergraduate and graduates legal education, as well as the curriculum for those programs.

#### B. INSTITUTIONAL CONTEXT

Provide a brief description of the university of which the law school<sup>1</sup> is a part, including the date when the university and the law school each were founded, the student body size in the law school and university, and the degrees that are offered at both the university and law school levels.

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<sup>1</sup> Throughout the world, the higher education unit where legal studies are pursued may be termed in different ways, such as the "law department," the "law faculty" and the "law school." Throughout this document the

Describe the context of your law school or law faculty in relation to other institutions in your country. Indicate whether the initial law degree is an undergraduate degree and whether that degree is sufficient for entry into the legal profession or whether other requirements exist (e.g., licensing exam).

Describe any prior law school assessments. If such assessments are in English, please provide a copy. These should include University assessments, self-assessments, and any regulatory assessments done under the direction of regional, national or international authorities.

Please highlight from prior assessments (1) areas or specifics which the assessor has stated the school is competent, and (2) areas or specifics where the assessor has stated the school needs improvement.

Do you agree or disagree with these assessments? With respect to areas of agreement, state why you agree. In areas of disagreement, please specify and explain why you don't agree? Describe the strategies the school has developed to address the areas needing improvement? What obstacles confront the school in achieving its strategy? What areas of your school or program would you want the evaluation team to pay special attention?

Describe how our evaluation team can help you in providing support for your efforts to improve the educational program at your school.

#### C. MISSION AND GOALS OF LAW SCHOOL

Identify the law school's mission, goals, and objectives that the program of legal education is designed to achieve. [How the mission, goals, and objectives are met will be discussed under the separate headings related to specific aspects of the program.]

#### D. SELF-ASSESSMENT PROCESS

Describe the process that the law school used to prepare this Self-Assessment Report, including who participated in its drafting and the manner in which different groups or individuals participated in its creation or approval.

#### E. FACULTY

Report the size and composition of the law school faculty, including what portion of the faculty is full-time and what portion is part-time; how many faculty are actively practicing law; and how faculty members are recruited to teach at the law school.

Describe the level of teaching experience of the faculty (i.e., how many years they have been teaching) and how faculty are evaluated for their initial selection and, later, on their performance in the classroom.

Describe the course assignment burden on individual faculty members (i.e., how many courses they teach in each term).

#### F. STUDENTS

##### 1. ADMISSIONS

Describe the student admission policies and processes indicating what controls and standards for admission exist or whether there essentially is open admission.

Describe the general composition of the law school student body in terms of age and what percentages of the student body are primarily local, regional, or international.

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term "law school" is used to encompass any unit within higher education whose primary mission is the study of law.

Indicate whether any financial aid is offered to students and, if so, what criteria are used to determine who receives aid.

## 2. ACADEMIC SUPPORT

Describe any program of academic support the school makes available to its students to help them succeed in their studies. Please include: (1) the components of the program, including whether or how skills are integrated into the program; (2) who provides the instruction; (3) to whom the program is available; and (4) whether and how the school monitors and evaluates the success of the program.

## 3. STUDENT EXPERIENCE

Describe any ways in which the law school seeks to create a positive learning environment, including activities designed to address student life outside the classroom.

## 4. EMPLOYMENT POST-GRADUATION

Indicate the percentage of graduates who seek to enter the legal profession after graduation, whether in the government or private sector and the percentage of those who use their degree for other purposes.

For those entering the legal profession, report on their legal employment, including the number and types of jobs in which they are employed, as well as the number of graduates not employed or not seeking employment. Include data only from the last three years. For others, note what other career paths graduates have pursued.

## G. LIBRARY AND INFORMATION RESOURCES

Briefly describe the law library collection and/or the information access provided by the law school. Indicate how access to legal materials (1) satisfies the demands of the law school curriculum, (2) facilitates the education of students, and (3) supports the teaching interests of the faculty. If possible, indicate how these resources compare to the other law schools in your jurisdiction.

Indicate whether the library has any librarians who are specifically trained in law librarianship and whether the librarians play a role in helping train the students in research techniques.

## H. FACILITIES

Describe the class, seminar, and clinical rooms available for the program of legal education. Include, if applicable, whether the clinical space provides adequate space for client interviewing and confidentiality of case files.

Describe the space available for administrative staff, equipment, and records.

Describe the library facilities and how they are able to accommodate the school's students and faculty. Indicate what quiet, study, research, and group study spaces are available.

## I. FINANCIAL RESOURCES

Indicate the source and scope of the financial resources that support the law school and describe the means by which the school attempts to be cost-efficient so as to offer the best academic program it can within its resource limits. Briefly indicate if there are areas where financial resources do not appear to meet the needs of the law school.

## II. PROGRAM OF LEGAL EDUCATION

*The objective of this section of the report is to evaluate how the school attempts to assure that its graduates obtain the knowledge, skills, and values required for legal education (the Outcomes of a Legal Education as defined in the IALS Singapore Declaration).*

### A. DEGREE REQUIREMENTS

Describe the requirements for students seeking a degree in law. Please include: (1) the number of hours (or courses) needed to achieve a degree; (2) the quantity or period of instruction; and (3) the required curriculum. With regard to the required curriculum, indicate if any of those courses are required for certain years of study or whether they may be taken at varying times throughout a student's course of study.

### B. LEGAL WRITING AND RESEARCH

Describe the courses in which students are trained in legal writing, indicating which are required for graduation. In particular, include information about class size, the number and nature of the writing assignments, the opportunities to meet with a writing instructor, and any other ways in which a rigorous writing experience is fostered.

Describe the courses in which students are trained in academic or legal research, indicating the types of assignments made and how the faculty supervises those efforts.

### C. PROFESSIONAL SKILLS INSTRUCTION

Describe any courses in the curriculum in which the primary focus is on developing lawyering skills (e.g., moot courts, mediation/negotiation classes, legislative drafting, simulations etc.).

Describe any live-client clinical opportunities that are offered to the students. Include not only any legal clinics the law school may operate, but also any opportunities for outside externships with the courts, lawyers, government agencies, NCOs, etc.). For each of these offerings, describe the subject matter or focus of the opportunity, the methods by which they are taught, and how the faculty supervises those efforts.

### D. PROFESSIONAL RESPONSIBILITY (ETHICS) INSTRUCTION

Describe how the law school provides instruction in the history, goals, structure, values, rules, and responsibilities of the legal profession and its members. Indicate how the school instructs its students in social responsibility and the ethical standards of the profession, including whether the school ensures that each student receives that instruction.

### E. CURRICULUM

If the initial law degree is an undergraduate degree, how is the law school's curriculum designed to respond to the needs of both the general undergraduate student and students wanting to practice law or who may need to take a licensing exam? For example, describe how the school provides a broad education in other subject matters so that students gain a fuller understanding of the context in which law is formed and utilized in a modern society. Does the school include any courses in the curriculum regarding things other than strictly law?

For students who want to pursue a law career, describe the courses in the curriculum (other than those already described above), explaining how the school provides instruction in the substantive law and processes generally regarded as necessary to be effective and responsible for those who wish to participate in the legal profession. Indicate if the school provides specialized professional training in the 3<sup>rd</sup> or 4<sup>th</sup> years for students who wish to engage in the system as lawyers, judges or prosecutors. Please describe those courses.

Indicate which of the courses described in response to this section are required and which are elective, as well as how often the courses are offered (e.g., annually, semiannually, biannually).

#### F. PEDAGOGY

Describe how the law school promotes teaching effectiveness in the classroom (e.g., teaching workshops, teaching awards, teaching reviews, etc.). Note whether the law school uses student teaching evaluations or some other methods to evaluate faculty teaching quality. Describe what pedagogies other than lecture are used in courses outside those courses devoted primarily to legal writing and professional skills instruction. Note which courses incorporate those pedagogies, as well as what is included (e.g., group/team projects, simulations, research assignments, etc.).

#### G. EVALUATION OF STUDENT ACHIEVEMENT

Describe the means by which student outcomes are evaluated during the course of their studies to determine if teaching goals are being met. This includes the types of assessments used (oral and written exams, mid-term and final exams, term papers, research papers, or other written and oral assignments, as well as experiential learning assessments) and how grades are distributed. Please include any policies concerning the rigor of student assessments.

Indicate what proportion of students successfully graduate and what proportion do not graduate. In this latter group, please note, for each of the last three years, how many students leave voluntarily and how many are dismissed by the law school.

Describe any means by which the law school attempts to track student achievements beyond graduation.

#### H. OVERALL ASSESSMENT

Briefly indicate: (1) if there are areas of the curriculum that need additional improvements or offerings; (2) what, if any, plans exist to address those curricular needs; and (3) what the challenges will be in meeting the curricular needs.

Also indicate how the curriculum is designed to prepare students with the knowledge, skills and values outlined in the Singapore Declaration and to fulfill the law school's mission.

### III. **LAW SCHOOL ADMINISTRATION**

*This section is relevant to (1) Regulation, (3) Faculty; (4) Curriculum; (5) Infrastructure of the IALS Singapore Declaration.*

Describe the administrative structure of the law school, including the relationship of the law school to the university administration. Include both information regarding professional staff heading specific programs or offices and the number of support staff for each function.

Describe the process for establishing and reviewing the curriculum. Include who is responsible for setting the curriculum, approving courses, and determining which courses are required and which are elective. Indicate if there is a regular process for curriculum review and, if so, when the last review occurred and what were the results.

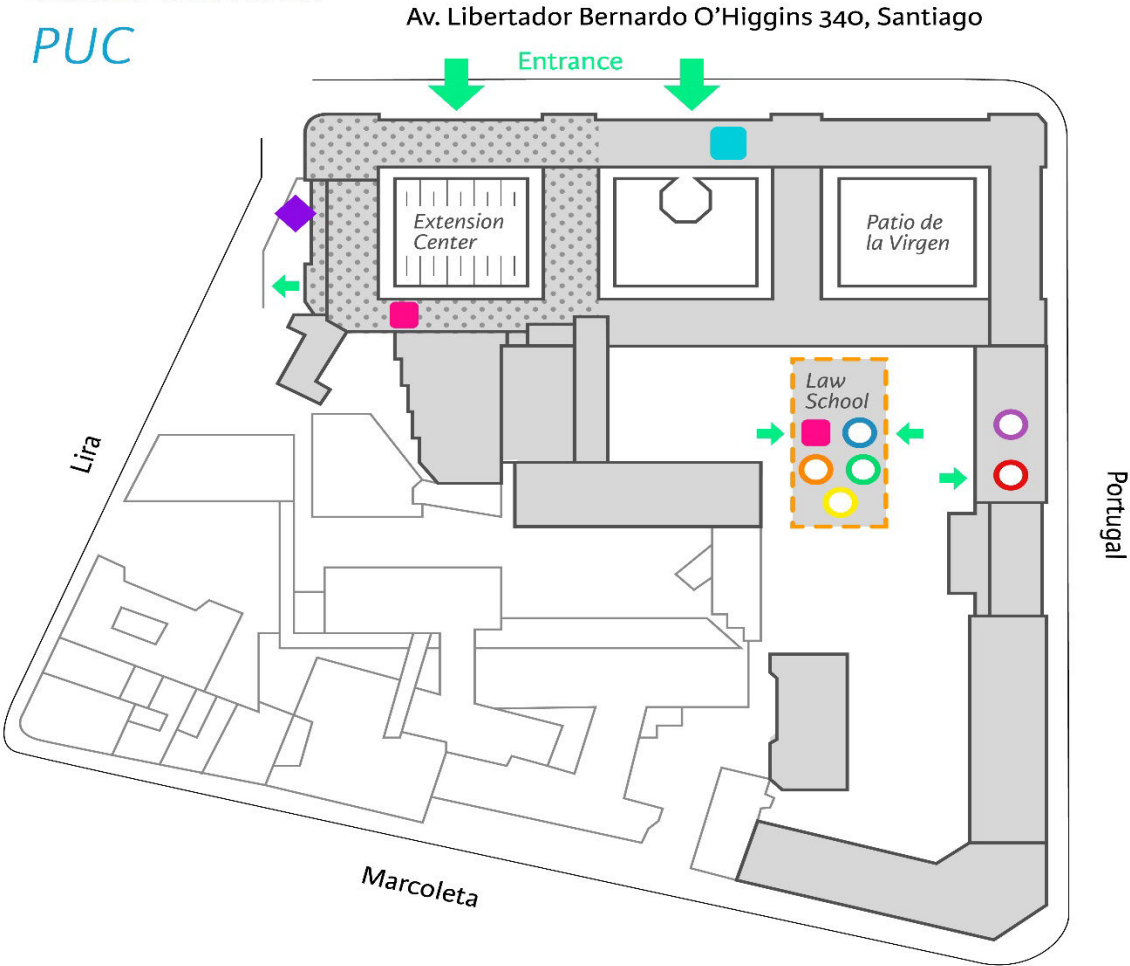
### IV. **JUDICIAL RELATIONSHIP WITH LEGAL ACADEMY**












Describe the law school's interaction with the judiciary. For example, do judges teach any of the courses at the school? Does the school have any internship programs by which students spend time working in judicial chambers? Are judges invited to speak on campus?



# Guide map

## Casa Central PUC



- |   |  |   |                                      |
|---|--|---|--------------------------------------|
|  | <b>Law School</b>  |  | <b>Extension Center</b>              |
|  | <b>Manuel José Irarrázaval Main Auditorium / 1st floor</b>     |  | <b>La Cava Restaurant / basement</b> |
|  | <b>Manuel José Irarrázaval Hall (Registration) / 1st floor</b> |  | <b>Restrooms / 2nd floor</b>         |
|  | <b>Allende Bascuñán 1 / 3rd floor</b>                          |  | <b>UC Store</b>                      |
|  | <b>Allende Bascuñán 2 / 3rd floor</b>                          |  | <b>UC Library</b>                    |
|  | <b>Sala de Seminario Arnaldo Gorziglia / 3rd floor</b>         |   |                                      |