

Results
of the
International Law Survey

University of the Pacific
McGeorge School of Law

2010-2011



UNIVERSITY OF THE
PACIFIC
McGeorge School of Law

Global Center for
Business & Development

1. Please describe any special efforts your law school makes to encourage faculty members to engage in scholarship regarding international or comparative law topics.

Southern Methodist University, Dedman School of Law:

There are no special efforts although liberal summer grants are given to junior faculty members, many of whom undertake research and writing in the fields of international or comparative law.

Southern Illinois University School of Law:

Faculty members are certainly free to pursue international and comparative scholarship, but there are no special incentives or encouragement offered for such efforts.

Temple University School of Law:

One effort is to ask faculty members to serve as advisers for visiting scholars and to produce a co-authored piece at the end of the visitors' term.

University of the Pacific, McGeorge School of Law:

1. Providing opportunities for international scholarship---as, for example, through

a) The opportunity to author a book in the Global Issues series of books published by Thomson-West. [These books are designed to provide materials for introducing international, transnational and comparative law issues into traditionally domestically focused law school courses. The series editor for these books is a member of our faculty and 16 members of our faculty have authored books in this series. The background faculty members obtain in authoring these books can, in turn, suggest ideas for writing articles on international, transnational and comparative law topics.]

b) The opportunity for junior members of the faculty to co-author works dealing with international and comparative law topics with senior scholars on our faculty.

c) Encouraging faculty to present work at the annual or semi-annual symposia on international topics sponsored by our Global Center for Business & Development.

2. Recognition and encouragement of international scholarship by the directors of the Global Center for Business & Development and its component institutes.

Valparaiso University School of Law:

No special efforts.

Anonymous:

Not very much.

2. Please describe any special efforts your law school makes to encourage faculty members to teach international or comparative law courses or to incorporate international or comparative law issues into the courses they teach.

Southern Methodist University, Dedman School of Law:

There are no special efforts.

Southern Illinois University School of Law:

We have held a faculty teaching forum at which one of the international law faculty provided colleagues with ideas for how to incorporate international and comparative law topics into their course materials.

Temple University School of Law:

Our law school offers 20 courses with a primary focus on international law and six courses with a secondary focus. Faculty interest tends to govern the process of inclusion of international and comparative law topics.

University of the Pacific, McGeorge School of Law:

1. Providing attractive opportunities to teach international subjects, particularly in overseas programs.
2. Encouraging (as set out in the answer to Question 2 above) faculty members to engage in international scholarship, both generally---thereby encouraging faculty to wish to teach a subject about which they have written---and particularly by producing scholarship that can be applied in their teaching (as, for example, by authoring books in the "Global Issues" series described in the answer to Question 2 above).
3. Creating a recognition among faculty of the importance of exposing students to international and comparative law materials throughout the curriculum, both in terms of better preparing students for practice in an era of increasing globalization and as enriching the students' understanding of domestic law

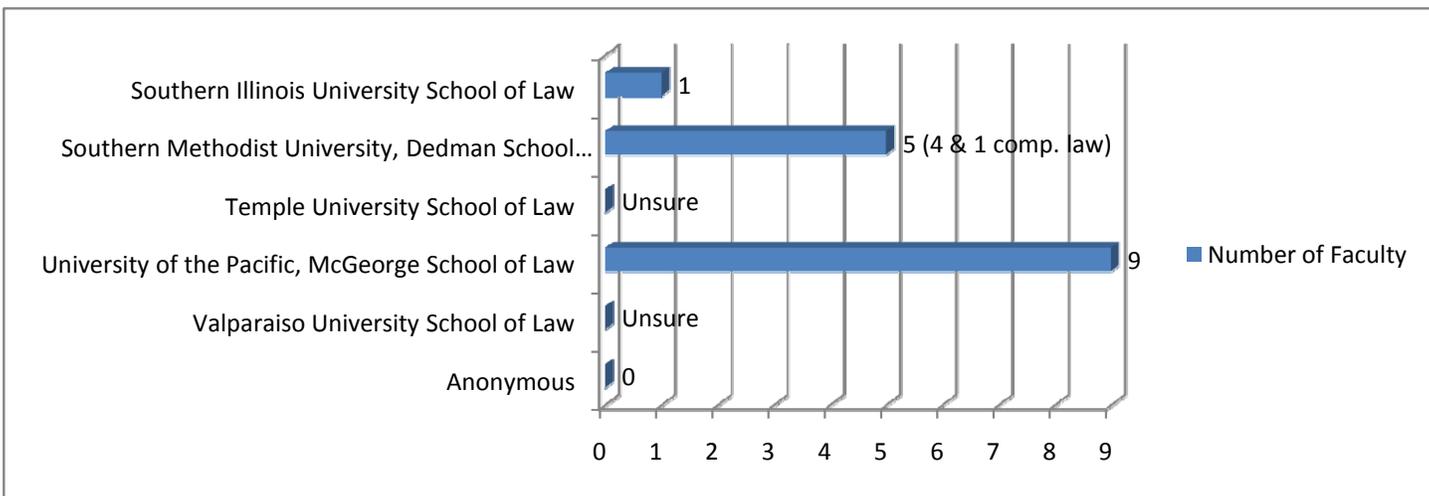
Valparaiso University School of Law:

No special efforts. In fact, the associate dean made no efforts to cover my public international law course while I was on leave this semester. The course is a co-requisite for participation in our international moot court competitions programs, so if the course were not taught, there would be no teams. I had to contact the associate dean and find my own replacement, otherwise the course would not have been taught this year.

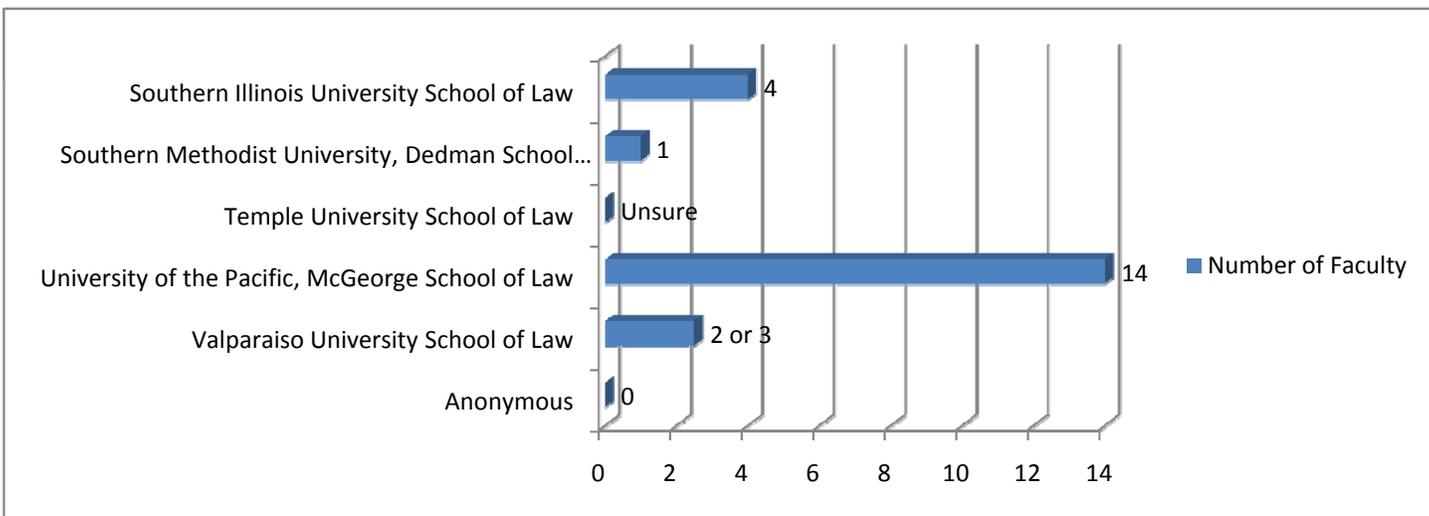
Anonymous:

We offer courses, but no special efforts are made and these topics are not made a priority.

3. To the best of your knowledge, how many members of your faculty were hired with the expectation that a significant focus of their teaching and scholarship would involve international topics?



4. To the best of your knowledge, how many members of your faculty who do significant teaching or scholarship on international topics developed that area of focus after they were hired?



5. Please add any other suggestions or comments you may have on encouraging faculty members to engage in teaching or writing on international and comparative law topics.

Temple University School of Law:

Raising awareness of law school faculty that our graduates are now entering a global marketplace where legal services at all levels will or may have an international component.

Valparaiso University School of Law:

One thing that we do that promotes a lot of international and comparative law teaching is that we have two summer programs situated abroad. The good news is that all courses taught in these programs must have an international or comparative component. The bad news is that no effort is made to assure that the people who teach these courses actually know anything about the international and comparative aspects of their subject matters.

Anonymous:

We have nudged a few of our faculty members to include some international/comparative topics and materials in their teaching by using them as faculty members or directors of our Toronto summer session and our Australia/New Zealand semester program.

Anonymous:

It seems to really need aggressive leadership from the top to encourage and facilitate it.