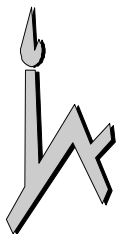

The Hebrew University of Jerusalem

Department of Economics

Self-Evaluation Report
(Second round)

September 2015

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Contents

Executive Summary

This report describes a year-long self-evaluation process of the Department of Economics at the Hebrew University. The report highlights some of the strengths of the Department, primarily the strong research orientation of its faculty members, who do top-quality academic research, highly valued both in Israel and abroad. The Department offers high quality economic education – perhaps the best in Israel – and trains its students for a fruitful career as academic or professional economists. We believe that our rigorous, theoretical approach is beneficial to all our students. However, as recommended by the previous evaluation committee in 2008, we have introduced real-life applications to our mandatory courses. As part of our Strategic Plan, we are examining ways of introducing more applied courses into the undergraduate program.

We therefore believe that, to a large extent, the Department has managed to achieve its mission of generating a thriving research environment while providing academically-oriented economic education to its students.

In the last 10 years, the number of faculty positions has hovered around 20-22, which is small relative to good Departments in the US and Europe. As a consequence, we lack a significant presence in critical fields such as macroeconomics and international trade. We find it difficult to recruit excellent candidates who, with notable exceptions, prefer to stay in the US due to the significant gap in salaries and teaching-load. We will continue to attempt to recruit young and senior scholars, if possible in the fields where we are lacking, in order to reduce the student to faculty ratio to below 40 to 1, as suggested by the previous evaluation committee.

Most, but not all, of the recommendations of the previous evaluation committee have been implemented. Procedures for recruiting new faculty were somewhat adapted to the situation faced by any Department of Economics in Israel trying to recruit the best graduates from U.S. Ph.D. programs. But this, however, was done for a limited period of time (2008-11) and, in any case, we are still far away from offering competitive terms of employment and appointment. Even after the increased hiring, the size of the department has not changed because of retirements and quitting of faculty. Additional applied courses, as well as new applications in the mandatory courses were introduced in the BA curricula since the last evaluation committee. On the other hand, the Department has not moved to the Edmond J. Safra campus and it is doubtful that this will happen in the near future.
As part of our Strategic Plan, and with the University's encouragement, we plan to start an international Ph.D. program that will be taught in English and will be aimed at top Israeli and foreign students.

Background
The Institution

A. **Please provide the following:**

- **Date of recognition by the Council for Higher Education**
  The Hebrew University of Jerusalem is Israel's premier university as well as its leading research institution. It was founded in 1918 and opened officially in 1925. The Hebrew University in Jerusalem was accredited as an institution of higher education by the President of Israel, Mr. Itzhak Ben-Zvi, in accordance with the Law of the Council of Higher Education, 1958, on the 23rd of August 1962.

- **Mission statement of the institution, its aims and goals.**
  The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity. The Hebrew University's mission is to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network. It measures itself by international standards and strives to be counted among the best research universities worldwide.
  The Hebrew University is a pluralistic institution where science and knowledge are developed for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University.
  The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University's surrounding society.

- **The institution's location**
  The Hebrew University operates on six campuses located in Jerusalem (three), Rehovot (one), Bet Dagan (one) and Eilat (one).

- **Names of the Faculties /Schools/Departments in the institution**
  In Jerusalem, the university maintains three campuses: the Mount Scopus campus for the humanities and social sciences (the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education); the Edmond J. Safra Campus at Givat Ram for exact sciences (the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Edmond and Lity Safra Center for Brain Sciences); and the Ein Karem Campus for medical sciences (the Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, the School of Nursing, and the Faculty of Dental Medicine).
  The Hebew University maintains a campus in Rehovot for the Robert H. Smith Faculty of Agriculture, Food and Environment, and the School of Nutritional Sciences, a campus in Beit Dagan for the veterinary hospital (The Koret School of Veterinary Medicine), and one in Eilat for the Interuniversity Institute for Marine Sciences.

- **Additional information**
  The Hebrew University consists of more than 900 faculty members, about 2,000 administrative staff, and 20,000 students from Israel and from 65 other countries. The university also boasts three sports facilities, 11 libraries, 5 computer centers, and 6,000 dormitory beds.

The university is actively engaged in international cooperation for research and teaching. It has signed 150 agreements for joint projects with other universities and 25 agreements for student exchanges with institutions from 14 countries, in addition to numerous faculty-based exchange programs.

The faculty has registered more than 8,900 patents, and faculty members and alumni have won 8 Nobel prizes, 1 Fields Medal for Mathematics, 269 Israel Awards, 9 Wolf Prizes, and 38 EMET Prizes. The Hebrew University's faculty is among the top winners of the European Research Council's competitive grants to young researchers. One-third of all competitive research grants awarded in Israel are won by Hebrew University scholars.

- **Overall number of students studying towards academic degrees in the institution according to faculty and degree (first degree, second degree with / without thesis, doctoral degree).**

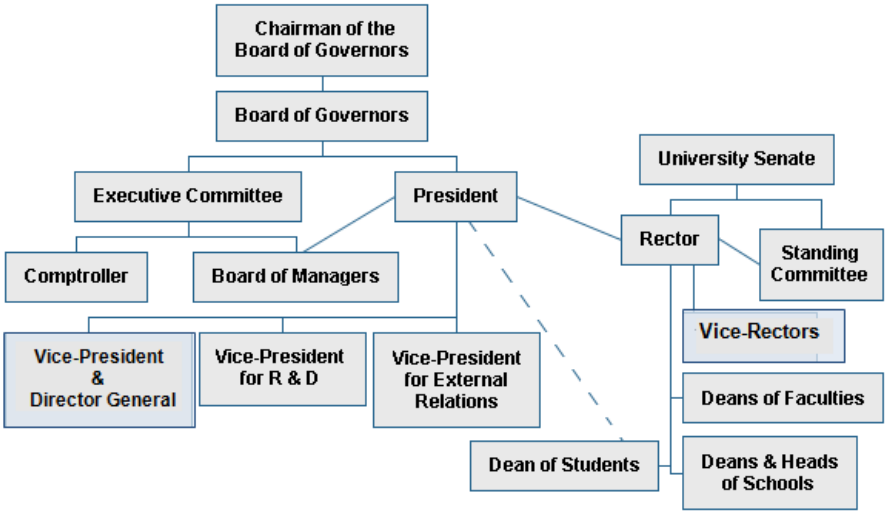
Number of students at The Hebrew University 2014

	BA	MA		Ph.D.	**Total**
		non-research	research		
Humanities	2048	645	519	467	**3679**
Natural Sciences	2387	42	592	547	**3568**
Law	1041	402	48	76	**1567**
Medicine	1921	85	358	461	**2825**
Dental Medicine	211		60	34	**305**
Business Administration	917	496	13	32	**1458**
Social Sciences	1359	666	444	316	**2785**
Agriculture	1477	67	346	295	**2185**
Social work	248	79	424	58	**809**
International School	109				**109**
Total	**11718**	**2482**	**2804**	**2286**	**19290**

In addition, there were 887 students studying Medicine, Dental Medicine, Pharmacy and Veterinary for a Doctor in Medicine degree. Also, there were 569 students studying in the Preparatory year or for a Teacher's Certificate.

B. **A description and chart of the institution's organizational structure, and the names of holders of senior academic and administrative positions, including schools and departments.**

The Institution's Organizational Structure



Holders of Senior Academic and Administrative Positions (2014)

University Administration:

Chairman of the Board of Governors:	Mr. Michael Federmann
President:	Prof. Menahem Ben-Sasson
Rector:	Prof. Asher Cohen
Vice-President and Director-General:	Ms. Billy Shapira
Vice-President for R&D:	Prof. Shy Arkin
Vice-President for External Relations:	Prof. Aharon Friedman
Vice-Rector:	Prof. Orna Kupferman
Vice-Rector:	Prof. Oron Shagrir
Comptroller:	Mr. Yair Hurwitz

Deans:

Faculty of Humanities:	Prof. Dror Warman
Faculty of Social Sciences:	Prof. Vered Vinitzky- Seroussi
Faculty of Law:	Prof. Yuval Shany
Faculty of Mathematics & Natural Science:	Prof. Yigal Erel
Faculty of Agriculture, Food & Environment:	Prof. Shmuel Wolf
Faculty of Medicine:	Prof. David Lichtstein
Faculty of Dental Medicine:	Prof. Aaron Palmon
School of Business Administration:	Prof. Yishay Yafeh
School of Social Work:	Prof. Mimi Ajzenstadt
Dean of Students:	Prof. Udi Shavit

C. **Following the previous evaluation process, has the department/school/institution developed an internal Quality Assessment mechanism? Please describe.**

The Hebrew University developed an internal quality assessment mechanism, the Office of Assessment & Evaluation, which is part of the Rector's Office and headed by a full professor (currently, Prof. Barak Medina, former dean of the Faculty of Law). The Office of Assessment & Evaluation is responsible for internal quality assessment and for monitoring the implementation of recommendations provided by these internal review committees and by those appointed by the Council for Higher Education.

The Office of Assessment & Evaluation initiates timely international reviews of the academic units, and assists the units in preparing the self evaluation reports. Once a review is received, the relevant unit is asked to respond to it.

The report and the response are then discussed at the University's Academic Policy Committee. This committee consists of the President, the Rector and Vice Rectors, as well as faculty members and independent, non-faculty members. The head of the Office of Assessment & Evaluation leads the discussion, which includes presentation and Q&A with the heads of the relevant academic unit. The discussion is concluded with a set of recommendations for implementation. The head of the Office of Assessment & Evaluation is then responsible to work in cooperation with the academic unit on implementing the recommendations, including required changes in policies of the school/faculty or the university in general.

The Parent Unit Operating the Study Programs under Evaluation[1]

A. The name of the parent unit, its aims and goals.

The Faculty of Social Sciences: History and objectives

The first attempts at teaching and conducting research on social topics at the Hebrew University were already under way in the 1930s and 1940s. At first, particular disciplines such as Jewish Sociology, the Sociology of Religion, and the Economy and Sociology of Israel and the Middle East, developed separately within the various departments of the Faculty of Humanities. Later, these and other disciplines formed a Department of Social Sciences within the Faculty of Humanities.

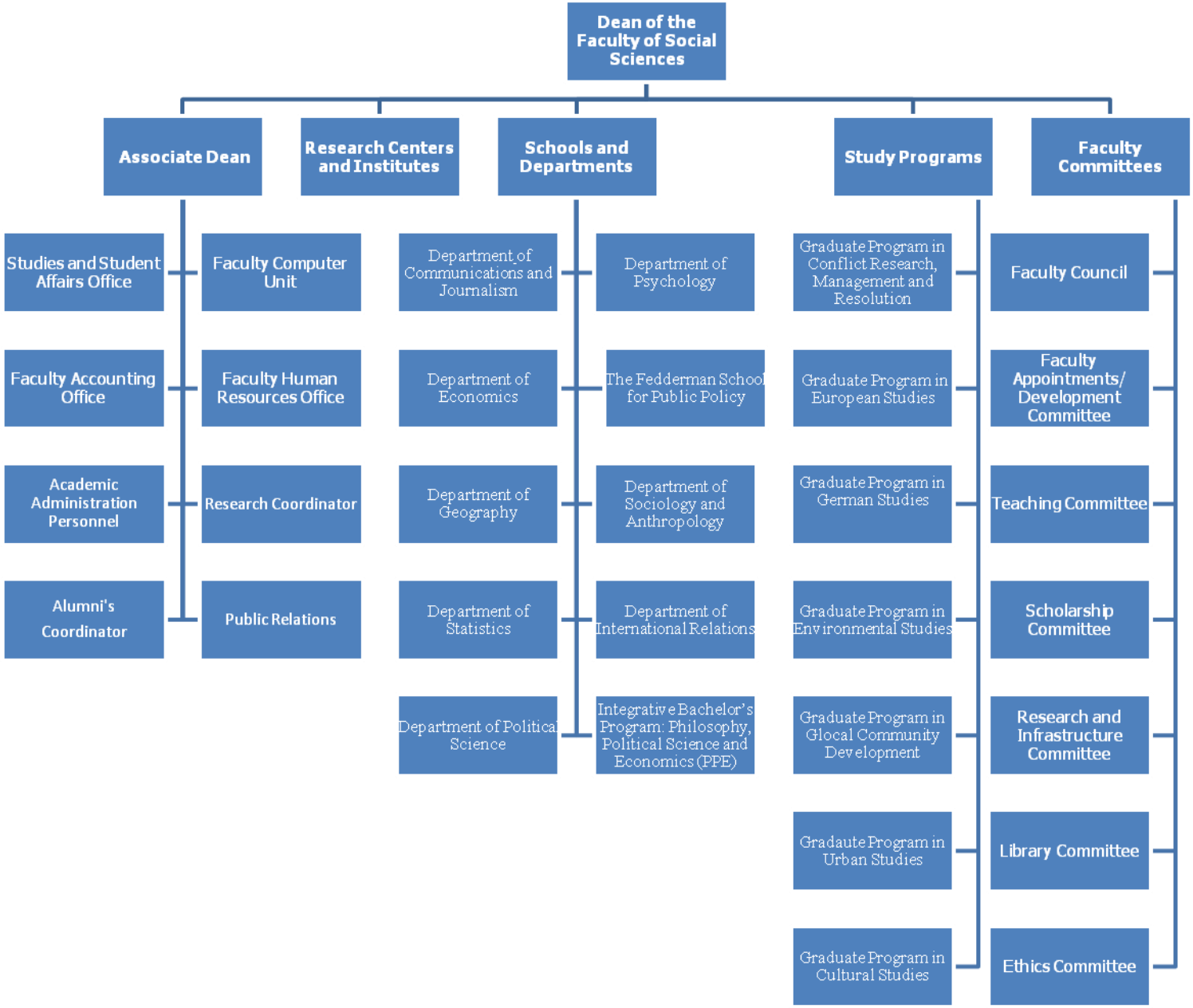
The social transformation that came in the wake of the War of Independence clarified the need to continue developing reserch in the Social Sciences. Mass immigration doubled Israel's population within just a few of years and fundamentally transformed its social fabric. The economy was quickly expanding, and had run up against serious obstacles. These conditions brought about an acute and sudden need for economists, sociologists, statisticians and management professionals in both the public and private sectors. The University at that time viewed its raison d'etre as that of educating the young population in these professions and to systematically develop research and teaching in the fields of Economics, Social Studies, and Management. The University was finally able to assume this function when its initiative coincided with a similar program put forward by friends and admirers of the late Eliezer Kaplan (lead by the late Yossef Sprinzak). These people wanted to honor the memory of Israel's first Minister of the Treasury, who had contributed greatly to the establishment of a national economy under public administration, by lending his name to a new institution charged with securing a future for that economy and its proper administration.

That institution was launched in 1953 and was recognized as a separate Faculty, although it maintained a special relationship with the Faculty of Humanities for some time thereafter, developing its curriculum within the latter. The class of '54 -'55 already numbered 360 students, and their numbers grew annually. The joint framework of authority was divided in the spring of 1968, making the Faculty of Social Sciences a separate and independent unit from then onwards. In the academic year of 1955-1956 the new Faculty was located to a new building in Givat-Ram (now called the Edmond J. Safra Campus). The Faculty of Social Sciences relocated to the Mt. Scopus campus in 1981.

Today the Faculty is comprised of eight departments (Communications and Journalism, Economics, Geography, International Relations, Political Science, Psychology, Sociology and Anthropology, Statistics), one school (the Federman School of Public Policy and Government), and an integrative undergraduate study program: Philosophy, Political Science and Economics (PPE). In addition the faculty holds the following master programs: Urban and Regional studies; European Studies; Conflict Research, Management and Resolution; German Studies; Environmental Studies; Cultural Studies; and Glocal – Community Develompent Studies. The Faculty views learning and research in the social studies as its prime objective: educating students in the social sciences, while laying the theoretical foundations for knowledge in the social sciences via foundational and applied research.

B. Description and chart of the unit's academic and administrative organizational structure (including relevant committees), names of holders of senior academic and administrative positions and list of departments/study programs operating in its framework.

[1] In this chapter, please relate to the broader organizational framework in which the evaluated study program operates. If there is no such framework, please note it.


Dean of the Faculty of Social Sciences
Associate Dean
Research Centers and Institutes
Schools and Departments
Study Programs
Faculty Committees
Studies and Student Affairs Office
Faculty Computer Unit
Faculty Accounting Office
Faculty Human Resources Office
Academic Administration Personnel
Research Coordinator
Alumni's Coordinator
Public Relations
Department of Communications and Journalism
Department of Economics
Department of Geography
Department of Statistics
Department of Political Science
Department of Psychology
The Fedderman School for Public Policy
Department of Sociology and Anthropology
Department of International Relations
Integrative Bachelor's Program: Philosophy, Political Science and Economics (PPE)
Graduate Program in Conflict Research, Management and Resolution
Graduate Program in European Studies
Graduate Program in German Studies
Graduate Program in Environmental Studies
Graduate Program in Glocal Community Development
Gradaute Program in Urban Studies
Graduate Program in Cultural Studies
Faculty Council
Faculty Appointments/ Development Committee
Teaching Committee
Scholarship Committee
Research and Infrastructure Committee
Library Committee
Ethics Committee

FACULTY COMMITTEES

Faculty Council

All tenure-track faculty members sit on the Faculty Council. The Dean serves as Chair. Significant issues are brought before the Council after having been discussed and authorized by the Academic Matters Committee or any other of the relevant Faculty Committees.

Faculty Appointments/Development Committee

Chair: Prof. Vered Vinitzky-Seroussi, Dean

The Faculty Appointments/Development Committee discusses the inception and appointment of new Faculty members. It also discusses faculty development programs.

Teaching (Academic Matters) Committee

Chair: Prof. Tamir Sheafer, Vice Dean

The Academic Matters Committee deals with issues related to study curricula and teaching. The committee consists of representatives of all the departments in the Faculty of Social Sciences. The representative of the student body of the Faculty also participates in the Committee meetings. The Academic Matters Committee incorporates a Subcommittee of Student Affairs, which addresses extraordinary student requests that depart from the rules and regulations laid down in the Faculty's course catalogue.

Scholarship Committee

Chair: Prof. Shlomi Segal

The Scholarship Committee determines students' and visitors' eligibility for scholarships. Such scholarships include: Merit scholarships for post-graduate students, comprehensive scholarships for doctoral students, the Rothschild Scholarship for post-doctoral research, the Lady Davis scholarship for Professors and Post-Doctoral visitors.

Research and Infrastructure Committee

Chair: Prof. Ilan Yaniv

The Faculty Research and Infrastructure Committee assists in procuring equipment and means essential to Faculty researchers. The Committee coordinates vis-à-vis the University authorities the allocation of initial resources to Faculty newcomers, allocates Faculty resources, and serves as a conduit for general coordination between the Faculty and the University Research and Development Authority.

Library Committee

Chair: Prof. Jeff Macy

The Library Committee is primarily responsible for expanding the libraries and databases at the disposal of researchers and students in the Faculty. The Committee oversees the transfer of printed journals to electronic databases, and ensures efficient and effective use of budgetary funds earmarked towards updating the libraries of the various departments. The Committee is also responsible for directing Faculty resources towards procuring quality high-ranked journals and towards updating the map library and social sciences database.

Ethics Committee

Chair: Dr. Yehuda Goodman

The Ethics Committee discusses research proposals and ensures that all research conforms to the principles established in the Helsinki Declaration.

FACULTY ADMINISTRATION

Dean, Prof. Vered Vinitzky-Seroussi
Associate Dean, Ms. Miri Shtern-Lev
Academic Secretary, Ms. Ronit Sasson
Accountant, Ms. Dalit Chen

FACULTY ACADEMICS: DEPARTMENTS AND STUDY PROGRAMS

Department of Communications and Journalism
Department Head – Dr. Esther Shelly-Newman
Department of Economics
Department Head – Prof. Saul Lach
Department of Geography

Department Head – Prof. Efrat Morin
Department of International Relations
Department Head – Prof. Oded Lowenheim
Department of Political Science
Department Head – Prof. Reuven Hazan
Department of Psychology
Department Head – Prof. Leon Deuel
Department of Sociology and Anthropology
Department Head – Prof. Gili Drori
Department of Statistics
Department Head – Prof. Benjanim Yakir
The Fedderman School for Public Policy
Head – Prof. David Levi-Faur
Graduate Program in Conflict Research, Management and Resolution
Program Director – Prof. Yifat Maoz
Graduate Program in European Studies
Program Director – Prof. Ruth Fine
Graduate Program in German Studies
Program Director – Prof. Ruth Fine
Graduate Program in Environmental Studies
Head of School of Public Policy – Prof. Eran Feitelson
Graduate Program in Glocal Community Development
Program Director – Prof. Avner De-Shalit
Gradaute Program in Urban Studies
Program Director – Prof. Eran Razin
Graduate Program in Cultural Studies
Program Director – Prof. Eran Feitelson
Integrative Bachelor's Program: Philosophy, Political Science and Economics (PPE)
Program Director – Daniel Attas

C. Please provide in the format of table no.1 (in the Excel appendix), the number of students in the past two years (2013-2014) according to level of degree and department.

See Appendix

D. What is the Parent Unit's perception of the evaluated Study Program/Department within its greater framework?

The Department of Economics is affiliated with the Faculty of Social Sciences and comes under its general academic and administrative aegis. The Department maintains its academic and administration autonomy, but is fully part of the larger framework of the Faculty of Social Sciences. The latter body allocates the departmental budget and dictates major issues in academic policy, as well as academic hires and promotions. The Department of Economics has a representative in each of the faculty committees. Its members are part of the Council of the Faculty of Social Sciences. The Chair of the Department and the Dean of the Faculty of Social Sciences meet on a regular basis to discuss ongoing issues.

The Faculty of Social Sciences recognizes the unique importance of the Department of Economics. In fact, it is hard to imagine any such Faculty of Social Sciences (no matter where in the world) without a strong and active department of Economics. Economics is one of the basic pillars and foundations of Social Studies. The Faculty of Social Sciences recognizes the special strengths of the Department of Economics and assists in any way it can to ensure its continuing success.

The Evaluated Department: Economics

Chapter 1
Mission and Goals

A. The name of the department / study programs, a brief summary describing its development since its establishment, and the physical location in the institution.

The origins of the Department of Economics at the Hebrew University are to be found in the arrival of Don Patinkin from Chicago in 1949. Before Patinkin's arrival, Alfred Bonne had taught the Economics of Palestine and the Middle East since 1936, and Roberto Bachi had taught Statistics (including Economic Statistics) since 1941. In 1953 these three professors laid the foundation for developing the Department of Economics and for establishing the Faculty of Social Sciences (the Eliezer Kaplan School). Patinkin soon became known worldwide with his book "Money, Interest and Prices" (1956, 1965), a now classic integration of monetary and value theories. He developed a strong and diversified Department of Economics, whose graduates formed the majority of academic economists in Israel's civil service, business community and academia. Jointly with Professor Simon Kuznets from the Department of Economics at Harvard University and other leading economists, Professor Patinkin founded the Maurice Falk Institute for Economic Research in Israel, which, together with the Department, carried out the first studies of Israel's economy. This Institute is still active today and funds empirical research on the Israel economy. The Department of Economics and the Falk Institute are located in the Mount Scopus campus of the Hebrew University, within the Social Science building.

In 1991 the Center for the Study of Rationality was established. The Center serves as the platform for interdisciplinary research for the Department's theorists and applied theorists. The Center is located in the Edmond J. Safra campus.

Over time, the Department of Economics has developed a tradition of both theoretical and empirical research, very much in Professor Patinkin's spirit.

B. Describe the mission statement of the department, its aims and goals. Do the departments' structure and study program support these missions?

Our aim is to provide high-level education in all major topics of economics and to expose our students to current research in Economics. In the undergraduate (BA) program we develop the analytical tools necessary to tackle the analysis of economic issues, and we exemplify the use of these tools in the elective courses. The program of study combines mandatory courses in Microeconomics, Macroeconomics and Econometrics – which are, for the most part, of an analytical nature — with elective courses of an applied nature. Students take a research course in their last (3rd) year where they are exposed to the latest research and are required to write, and present, a research (seminar) paper. In this fashion, the undergraduate program is geared towards offering a strong analytical and applied background in Economics.

The MA program aims at deepening the analytical and applied knowledge of Economics. The mix between theory and applications depends on the MA track (e.g., research or non-research) chosen. The research track focuses on equipping our students with a strong analytical basis – comparable to graduate programs in the US – which enables them to continue studying towards a Ph.D. degree in Israel or abroad. It also requires a research MA thesis. The non-research tracks emphasize applications in Economics (e.g., finance, public policy) and enables our graduates to work in the private (finance, industry) and public sectors as applied economists.

The PhD program aims at producing high-quality research in any topic in Economics. Ph.D. students are required to take additional courses (12 credit points). These courses are, for the most part, taken from the list of MA courses, and/or from other Departments (e.g., Mathematics, Statistics); there are no Ph.D. courses per-se. Most of the instruction to Ph.D. students is conducted on a personal basis between the faculty advisor and the student. Students also attend a Ph.D. seminar which meets regularly during the academic year where they report periodically on their progress.

A major aim in all the programs is to expose the students to research at the frontier of knowledge, and to cover the many different fields in Economics. We do this by offering a variety of seminars and workshops where the latest research is presented by faculty from Israel and (mostly) from abroad.

In all our programs we specifically emphasize the interdisciplinary aspects of Economics and its interaction with other disciplines. We promote this goal by offering joint programs with other departments. For example, at the undergraduate level, we offer joint programs with the Faculty of Law, with the Institute of Mathematics, with the School of Computer Science and with the Department of Statistics. In addition, we are part of the "Philosophy, Political Science, and Economics" (PPE) program. At the MA level we offer joint programs with the School of Business Administration, the School of Public Policy, and with the Department of Statistics and we also offer a specialization in Urban Studies. We participate in an interdisciplinary MA/PhD program with the Center for the Study of Rationality.

C. What is the Strategic Plan of the department? How was it decided upon? What actions will be taken in the near future? (Please also refer to the previous evaluation process).

Discussions on the Strategic Plan started in March 2015 as part of a University-wide effort to establish a development plan for the University towards 2025. After an initial faculty meeting where we discussed the parameters of the Strategic Plan, a subcommittee of faculty members wrote a preliminary plan. This plan was circulated among the Department's faculty and comments and suggestions were incorporated into the document. In June 2015 the faculty members met to discuss the issues raised in the preliminary plan. Following this meeting, modifications were introduced and the plan was presented to the Dean of Social Sciences at the end of June 2015.

INTERNATIONAL MA-PhD PROGRAM IN ECONOMICS

Our primary strategic goal over the next ten years is the establishment and development of an international MA-PhD program in Economics. Teaching in the program will be in English, which would allow us to draw students from outside Israel. We will supplement our own teaching staff with lecturers from abroad. Our current separate Research Masters and PhD programs, along with funding provided by the Bogen family, provide an excellent foundation for the international MA-PhD program. Additional funding and flexibility in recruiting from the University will ensure its success.

Although, narrowly construed, this is a teaching initiative, we see an international MA-PhD program as no less instrumental in enhancing the research environment of the Economics Department. The presence of a greater number, and more diverse body of research students, along with lecturers from abroad who will teach mini-courses in fields not well represented among our faculty's interests, will enrich the discussions in the department, exposing us to a greater variety of technological, social and policy environments, which constitute the laboratories of economic analysis. The increased flow of foreign lecturers and, with some lag, the foreign students will also strengthen our links to the international community of economic scholars.

The new MA-PhD program will absorb our current Research MA and PHD programs. The first two years would be devoted to courses: a year of compulsory courses, followed by a year of field courses and a second year paper. The purpose of the latter is to allow students to display their research aptitude; it will replace the Research MA thesis which for many students has become a major research endeavor that they view as a way to ensure their entry into a PhD program, at the Hebrew University or abroad. Although many of the theses contain useful and novel work, it is work that would be better done under the aegis of a doctoral thesis; as is, the thesis has proved to delay graduation from both the MA and PhD program, as that work, however good and novel, is not admissible to the doctoral dissertation. Those not continuing on to further graduate studies are often also delayed by the thesis, given their (laudable) desire to produce excellent work for its own merit. By replacing the thesis with a second year paper, we mean to speed both groups of students on their way.

Students will be fully funded, and must commit not to work outside the University or in other limited teaching activities. Over the years we have found that, with very few exceptions, students that are unable to devote themselves nearly full time to their studies are incapable of producing excellent research. There is some discussion in the department that a partial exception might be made for those working at the Bank of Israel, where there is access to data that are unavailable to non-Bank researchers.

We see a virtuous circle in the establishment of a successful international MA-PhD program and the recruitment of new young faculty. Recruitment of faculty is difficult, given the large wage gap and teaching requirement gap between Israel and US universities, as well as the limited pool of individuals who would otherwise be prepared to live in Israel. (The recruitment process also ill fits the job market for junior faculty in Economics.) Some are prepared, however, and for them the research environment is critical. Researchers want the opportunity to teach

and advise bright students, to hear their input at seminars on specialized topics, and to have a pool of capable research assistants. A successful, sufficiently large graduate program will provide that.

More generally, research collaboration between students and lecturers is also likely to be enhanced by an MA-PhD year graduate program. In such a program, as opposed to a separate MA program and PhD program, the default is for students to remain for several years, thus increasing the incentive for lecturers to invest in specialized education of individual students, with the return of more skilled research assistants and future collaboration. Today, the degree of co-research between lecturers and students in our department is very low, certainly much lower than in departments in the US.

There are a number of reasons why we think we will be very successful in attracting foreign students to the new MA-PhD program. First is the high quality of our faculty. The department ranks among the top fifty departments in the world and the top ten in Europe. Second, we have an excellent track record in drawing foreign students to our summer schools. First is the Jerusalem School in Economic Theory, which has been running for the last twenty-five years. It was directed for the first fifteen years by the Nobel Laureate Kenneth Arrow, and since then has been directed by Eric Maskin, also a Nobel Laureate. Organized around a different topic each year, this two week program is taught by six to eight leading researchers in that area and attended by over a 100 graduate students each year. It boasts Nobel prize winners among its lecturers, and leading young economists, such as Daron Acemoglu of MIT and Ilya Segal of Stanford, among its alumni. More recently, we have established a summer school for promising undergraduate students in Economics. This program, which is entering its fourth year, is devoted to expanding students' background in economics prior to their admission to a graduate school. Last year we admitted 20 students. In spite of the very tense security situation last summer, only one student canceled his participation in the program. Some of our alumni have been admitted to graduate programs in top schools in the US including Chicago, Wisconsin, UCLA and more.

Third, we also have a strong record of visits from leading world researchers. For instance, in the 2014/15 academic year, we have had 33 visitors, all eager to present their work in front of our faculty or work with individual members of the department. Some have stayed for extended periods of time. Nine more are scheduled to lecture in the Jerusalem School in Economic Theory at the end of the month. These visitors teach at the leading Economics departments in the word, such as Stanford, Chicago, Harvard, Yale and the LSE. Teaching a mini-course demands a longer time commitment than a seminar visit, but the example of the Jerusalem School shows that visitors are prepared to come for a few weeks; also, the misalignment of our teaching schedule and the teaching schedule in North America and much of Europe will allow many visitors to teach in May and June. Offering summer courses is another possibility.

Success in building an international MA-PhD program depends on two areas of support from the University. First, it is very difficult to recruit new Ph.D. students graduating from top U.S. Schools. The gap in starting salaries and teaching load are especially large in Economics (as well as in Business) and this gap explains why most Israeli students decide to start their professional career in the US. Historically, only one out of three offers we make is accepted. In this situation, we think that greater flexibility in recruiting would be very helpful. Currently, the Department does not know how many positions it will be able to fill in a given year, is restricted to single year slot 'budgets' and must wait to make an offer until it has been approved in late January or February. This situation is, of course, common to all other Departments in the Faculty of Social Science, but it makes recruiting new faculty in Economics more difficult than what it already is. Typically, candidates visit the department in December, while the central US job market for graduating Economics PhD students begins in early January. US job offers are typically exploding offers, which the candidate has to accept or reject in a week or two. Qualified candidates typically receive multiple job offers. Having to wait until February deprives us of the opportunity to make an offer soon after the candidate's visit. It also puts us at risk that the candidate will receive a competing exploding offer with a deadline prior to the resolution of the process here. Because of the time constraints and the high probability of rejection we should make simultaneous offers to many candidates in anticipation that not all offers will be accepted. Yet the single year slot-budget does not permit that. The Dean and Rector recognize the special features of the recruiting process in Economics and have been very helpful and accommodating but, nevertheless, we request to return to the conditions under which the Department operated in 2010 and 2011. During that time, the Department was promised a certain number of slots over the next few years, and was permitted to make offers in any given year up to that amount. Furthermore, a candidate's case could be brought to the Faculty Committee at

any time for approval. Consequently, we were able to recruit a number of excellent candidates during that time, which strengthened our Department tremendously.

Second is additional funding for student scholarships. We anticipate an average of twelve students per cohort in the program, so that in steady state there will be sixty students in the MA-PhD program. Current departmental and university resources, combined with generous funding from the Bogen family, suffice to cover less than one half of the expense of providing scholarships for these students; we will require additional support from the university to cover the remainder. Currently, the department spends $100,000 on student scholarships, and an additional $50,000 comes from other university sources. The Bogen family has promised $208,000 in additional yearly funding (to begin in three years, with half that amount in each of the next two years). Assuming a 60,000 NIS/year scholarship, and at a current shekel-dollar exchange rate of four to one, we would need an additional $542,000 per year.

The move to an MA-PhD program with teaching in English has consequences for our current joint Research MA program with Tel Aviv. That program has three advantages: (1) the first year compulsory courses in macroeconomics and econometrics are jointly taught by the two departments, saving each individual department the need to find lecturers for two courses in areas in which few faculty members are expert; (2) it provides a larger number of peers for students to study with in the first year compulsory courses; (3) it provides students with a broader variety of both courses and advisors. The cooperation with Tel Aviv would be put in jeopardy in moving to the international MA-PhD program if Tel Aviv insisted that all shared compulsory courses be taught in Hebrew. We hope that Tel Aviv would not be insistent on that point, but if that were nonetheless the case, we view the price we would have to pay worth paying. Without the Tel Aviv students, there will be fewer students in the first year courses, but the opportunity to learn with foreign students should compensate for that, and, in any case, the Tel Aviv students have not been at the same caliber of our students. Thus we do not see the joint program with Tel Aviv as a major impediment to an English language MA-PhD program.

FUTURE DEVELOPMENT OF RESEARCH AREAS

In recruiting faculty members, especially junior faculty members, we give limited attention to the fields in which they specialize. As a rule, we choose the candidates that we regard as most qualified and whose research seems most promising, for the most part irrespective of their field within Economics. We do so in part out of the conviction that what defines Economic research is the approach, and that researchers trained in one area can (and do) move to others. However, we are mostly drawn to this strategy out of the combination of the high standards that we set for the recruitment of junior faculty and the limited pool of individuals who are willing to return, or move, to Israel (partly because of the very large wage differences and teaching requirements between the US and Israel in Economics). Filling the slot in a particular field would thus force us to either lower our standards or risk seeing our numbers decline as one waits for the appropriate candidate to appear. Lower faculty numbers at the current level have deleterious effects both on the learning environment for our students and on the research environment for the faculty and research students.

There are two exceptions to that general hiring rule. First, we seek to maintain a balance between empirical/applied researchers, and microeconomic theory researchers. Our department has a long and rich history of excellence in game and economic theory and is known for it, and that expertise has in large part been responsible for the Center for Rationality. That reputation and the Center is a draw for many economists who are eager to visit the department. We also expect many international students to be drawn to the MA-PhD program for those same reasons. Past success having been 'capitalized' into a robust reputation and a very successful institution, we see the maintenance of a high quality microeconomic theory group as paying high rewards to the department as a whole.

At the same time, there has been a dramatic renaissance of empirical work in economics over the last number of years, abetted by both the conception of 'natural experiments' and the availability of large administrative and commercial micro level datasets. Our department has a number of members who specialize in 'applied microeconometrics' and we view it as essential to maintain that group. Fortuitously, maintaining a strong microeconomic theory group and strengthening the field of applied economics in the Department have proved complementary over the last few years, for our recent hires in microeconomic theory are engaged at least partly in the design of market institutions – including Internet auctions and matching mechanisms (such as school enrollments or medical internship placements.

Second, there are three fields – international trade, macroeconomics and finance - without which any department of Economics will find it difficult to influence policy and provide a full teaching environment, but in which we are currently woefully understaffed. For at least twenty years, we have had no faculty member who is capable of teaching international trade at the graduate level; as a result, that subject has not been offered or has been taught by an external, non-academic lecturer. We have 2.5 faculty members who specialize in macroeconomics, but only one is under the age of fifty and another is an economic historian. Given the centrality of macroeconomics in economic understanding and policy, this does not suffice to cover the teaching requirements in the area. This difficulty is especially troubling when considering our role in producing economic policy makers for Israel, as so many crucial policy issues, such as inflation, unemployment, growth and the exchange rate, lie in the domain of macroeconomics. Given the demand for specialization in finance among many international students, we also see recruiting additional faculty in finance as complementary to the success of the international MA-PhD program. Currently, we have two faculty members in that area, but both are shared with the Business School, and one has been on near complete leave for several days in a government position. We will thus expend extra effort in filling those fields without, of course, lowering our standards.

TEACHING

There are three problems with the undergraduate program. One is that the student-teacher ratio is extremely high. Twenty-two faculty slots are available to teach 808 BA students and another 180 or so PAKAM students, in addition to graduate students. Consequently, the number of students in each of our first and second year compulsory course sections is very high, exceeding a hundred, and few students have the opportunity to have any personal interaction with the lecturers until their third year of classes.

A second problem with the program is that it is very heavily frontloaded, with most students taking 80 percent of their economic courses in the first two years. The program has been structured this way on the logic that a proper understanding of advanced undergraduate economics courses requires a solid familiarity with the basic tools of mathematics, statics and economics, along with a concern that high schools are not providing a sufficient background in mathematics. The strong emphasis on mathematics also serves to signal to students that the program will be a demanding one, so that those who are unprepared to invest the proper time and effort will be deterred from entering the program. Unfortunately, the testimony of our undergraduate students, even the best of them, is that this frontloading leads to exhaustion and antagonism.

The third problem is that many students graduate without a good sense of how to apply economic tools to economic problems. These last two problems are related: one reason that students are not exposed to economic applications is the large amount of time in the first two years of the undergraduate program that is given over to ensuring that students have the proper background in mathematical and basic economic fundamentals to properly analyze an economic problem. That is consistent with how economics is taught in nearly every economics department in North American and Europe. Yet, in a three year program, that leaves only one year for courses that more closely consider real world economic problems, such as, for example, labor migration, health, regulation, taxation, etc. (Such issues are raised in the compulsory basic courses, but the focus there is on developing student facility with economic models, rather than with the issues per se.) The problem is exacerbated by the extra mathematical and statistical demands we place on our students in the first two years – about fifty percent more than in the typical undergraduate program.

For example, Cornell University requires the same number of compulsory Economics courses as we do (although only two thirds of the hours devoted to math and statistics), but six field courses, compared to our three (and in practice, typically two and a half – see comment d below); the University of Toronto requires that its specialists take eleven field courses! This is an especially difficult problem for those of our students who intend to continue to graduate school in Economics abroad, since we (quite rightly) require them to take additional mathematical courses that leave them with less time for the economic courses.

We are currently considering this problem. There are a number of responses that we could take:

a) Reduce the mathematical requirements. Currently, the students learn twelve semester hours of mathematics in the first year. The typical requirement elsewhere is eight hours. It is likely that a reduction in hours will lead to a less than equal reduction in the material covered, as the time span over which a subject is learned also contributes to its comprehension, and the time span will remain constant. Reducing the mathematical requirement would be in line with the recommendations of the CHE's Committee for the Evaluation of Economics Study-Programs Report of 2008, but it will require coordination with the Statistics Department, whose students study in the same course.

At the same time, we wish to ensure that students who intend to continue on to graduate studies in Economics receive a strong mathematical education. To that end, we have already revamped the course in Advanced Mathematics for Economics, which they take along with Linear Algebra, and the first course is now taught by a faculty member. We do not expect these students' mathematical education to be harmed by a reduction in the hours of mathematics in the first year courses at all. Indeed, many of these students find the first year mathematics classes to be at a level far beneath their capabilities. Although they have the option of taking higher level first year mathematical courses at the Safra Campus, many do not, out of concern that their grades will suffer and they will be derived of University scholarships and prizes. To induce them to take those courses, we would like to institute a mechanism to correct this problem, such as allowing them to take the exams in the Economics math courses and having that grade substitute for any grade in the math courses offered by the Mathematics or Computer Science departments. Obviously the University would have to approve such a mechanism.

b) Reduce the probability-statistical-econometric requirements. This, too, will require coordination with the Statistics Department, as its members teach the probability and statistics courses.

c) Shift one or two of the second semester, second year compulsory courses to the first semester third year. This reduces the second year burden problem, but at the cost of either reducing the flexibility in scheduling courses (restricting those third year courses that use material from the second year compulsory courses to the second semester only) or duplication, as first semester, third year field courses will be required to present material that is covered in those compulsory courses. Since in any case teachers in third year courses often have to review material, there may be little cost in that. A more serious difficulty is that for students who fail the course, its move to the third year will delay their graduation. We note, however, that Tel Aviv has a third year compulsory course.

d) Eliminate a two-credit field course on the use of statistical computer programs. This course is non-compulsory but is nonetheless taken by the vast majority of students. It covers material that most students either will not need or can learn on their own. Cancelling it will force those students to take an additional two-credit course that is Economics proper. This is the easiest change to implement. However, it does not solve the timing problem, as most students take this course in the third year.

e) Introduce more applied material in the compulsory Economics courses of the first two years. Over the last five years or so, both empirical papers and brief discussions on Israeli and world-wide policy issues in the news have been introduced into the introductory courses, and the second year Price Theory and Macroeconomics courses, and we expect this trend to continue in the near future. This is in line with the recommendations of the CHE's Committee for the Evaluation of Economics Study-Programs Report of 2008. The teaching allocations in the second year courses are in fact structured so as to facilitate that: specific topics are taught by a single lecturer across all sections, instead of all topics taught by each lecturer to a given section, thus affording lecturers maximum flexibility in speedily introducing new material in line with policy discussions currently in the news. Notwithstanding these efforts, however, most students' perception remains that they are taught only abstract material. In part, this may be due to the difficulty of testing large number of students on such material under limited teaching assistant resources (although students are tested on the empirical material). Nevertheless, we will make continued efforts in this matter).

f) Revamp the mandatory courses in the first and second year into a more integrated sequence not only to avoid unnecessary duplication, but also to refresh teaching methodologies. Perhaps devote the first year to microeconomics and the second one to macroeconomics and economic applications. The goal should be to teach the required material using less than the 20 credit points as currently devoted to the five mandatory courses. This will release time for additional non-mandatory courses.

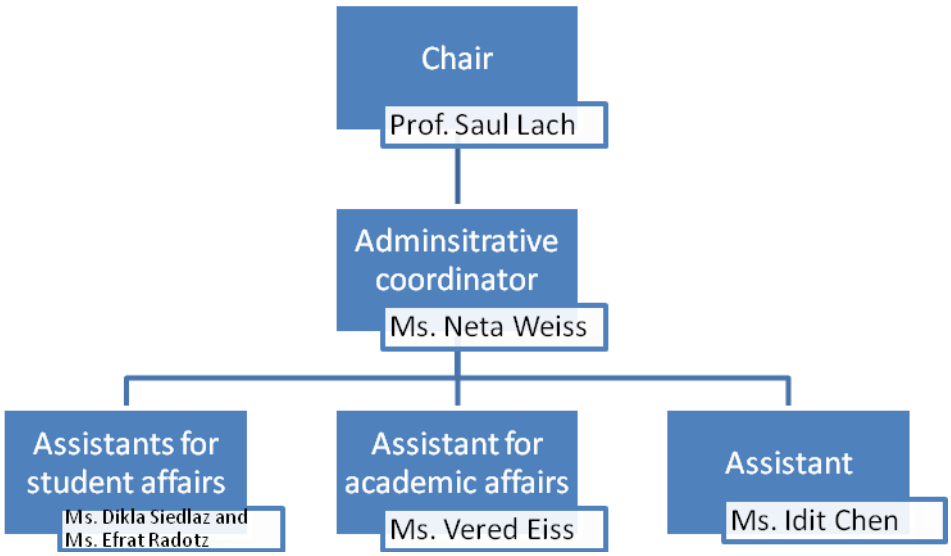
D. Is the Department represented in the Parent Unit's decision-making bodies?

The Department is represented in each of the Social Science committees (teaching, development, library, scholarships, infrastructure and ethics).

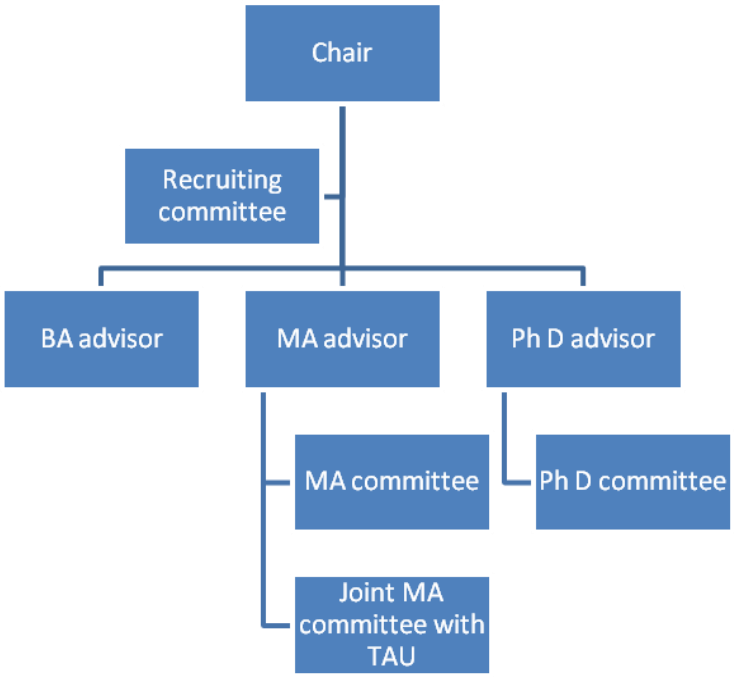
Chapter 2
The Study Program

A. Provide a chart of the academic and administrative organizational structure of the departments and its study program/s (including relevant committees and names of senior administration).

Administrative Organizational Structure



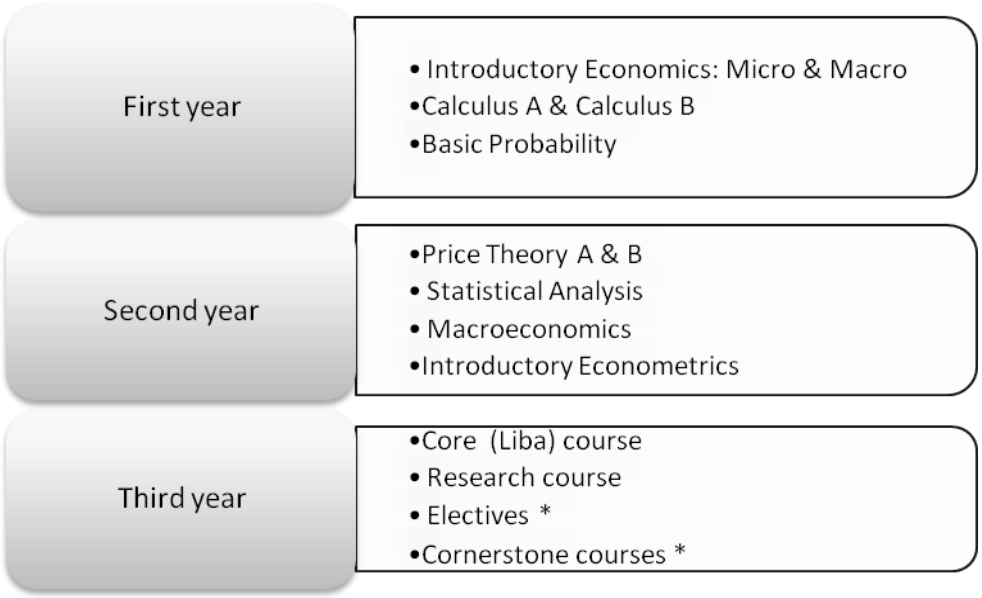
Academic Organizational Structure



Chair: Prof. Saul Lach
Recruiting committee: Prof. Ilan Kremer (Chair), Prof. David Genesove, Prof. Alex Gershkov, Prof. Saul Lach.
BA advisor: Mr. Boaz Zik.
MA advisor: Prof. Alex Gershkov.
MA committee: Prof. Alex Gershkov (MA advisor), Prof. Saul Lach (Chair), Ms. Dikla Siedlaz (Assistant for Student Affairs).
Joint MA committee with TAU: Alex Gershkov (MA advisor HU), Saul Lach (Chair HU), Rani Spiegler MA advisor TAU), additional staff as required,
Ph.D. advisor: Prof. Moses Shayo.
Ph.D. committee: Moses Shayo (Ph.D. advisor), Prof. Alex Gershkov (MA advisor), Prof. Elchanan Ben Porath, Prof. David Genesove, Prof. Saul Lach, Ms. Vered Eiss (Assistant for Academic Affairs).

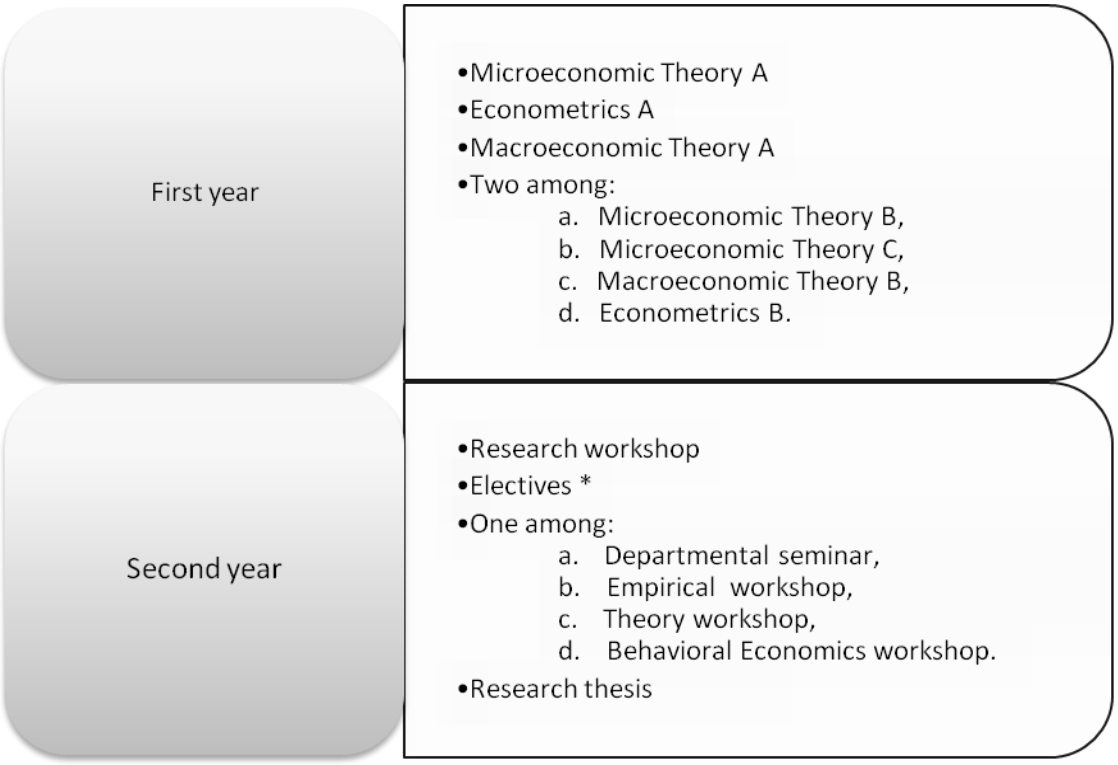
B. A flow chart of the program presenting the process of completing the degree fully. The chart should present the "program at a glance" at all degree levels.

BA at a glance



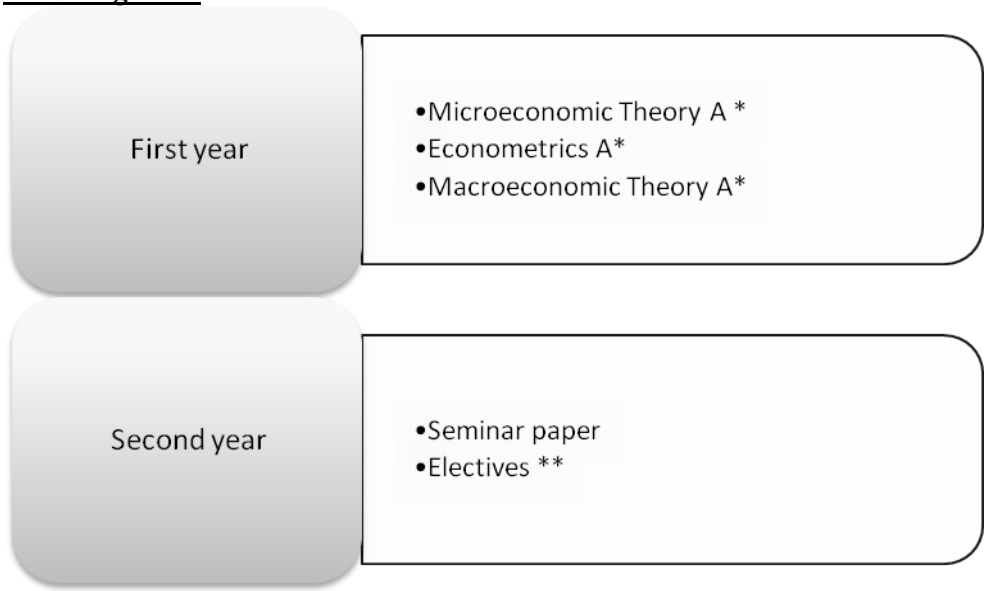
* Electives and Cornerstone courses are usually taken during the 2nd and 3rd years.

MA at a glance Research track



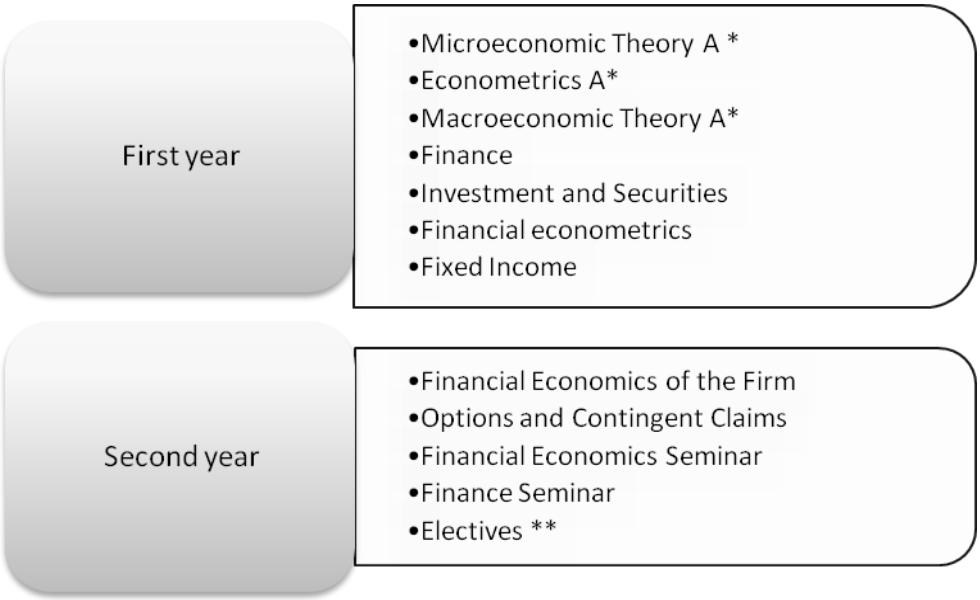
* Electives can be taken during the first and second years.

MA at a glance **Non-research track**



* Non-research level (different course from the one in the research track).
** Electives can be taken during the first and second years.

MA at a glance **MA in Financial Economics**

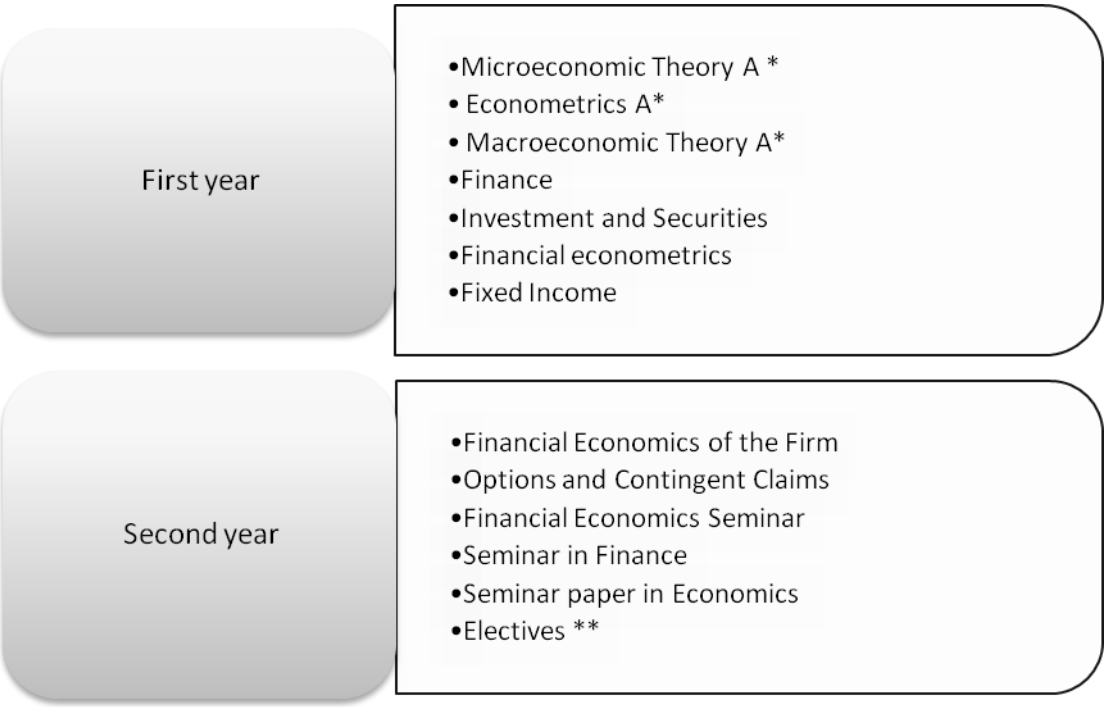


* Non-research level (different course from the one in the research track).
** Electives can be taken during the first and second years.

MA at a glance **MA in Economics and Public Policy**

* Non-research level (different course from the one in the research track).
** Electives can be taken during the first and second years.

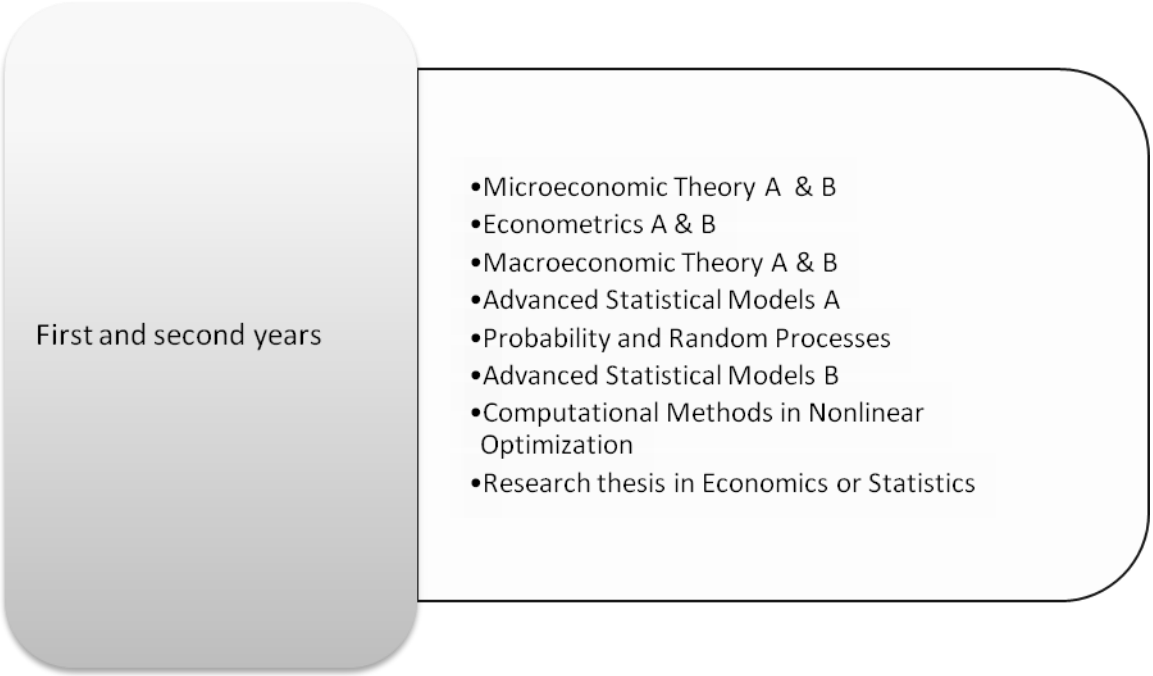
MA at a glance **MA joint with the School of Business Administration**



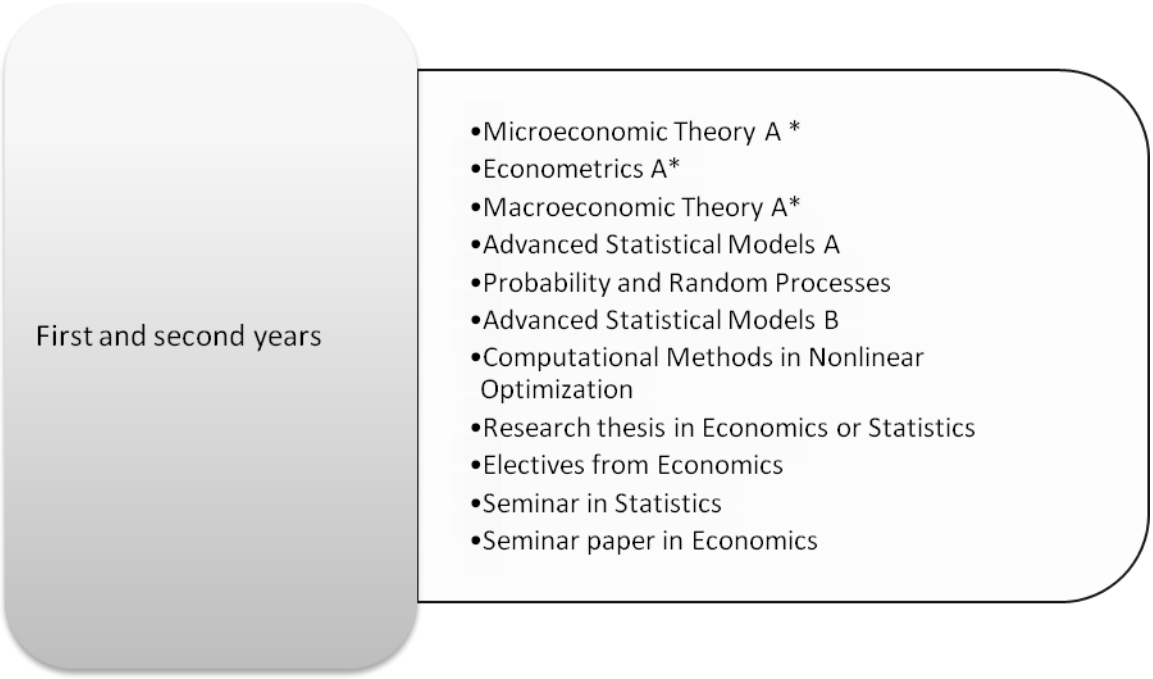
* Non-research level (different course from the one in the research track).
** Electives can be taken during the first and second years.

MA at a glance **MA joint with the Department of Statistics**

Research track



Non-research track



* Non-research level (different course from the one in the research track).

** Electives can be taken during the first and second years.

MA at a glance **MA with the Center for the Study of Rationality**

In addition to the courses in the research MA track students must also take 15 credit points from the following list:

C. Please provide (according to table no.2 in the Excel appendices) the study program's structure and content, including specializations/tracks, division of courses according to number of credits and type of course (lecture, seminar, workshop, mandatory, elective etc.).

The BA Program in Economics

The BA program in Economics offers the following possibilities:

1. Double Major – Economics and any other field of study offered by the HU.
2. Single Major in Economics with complementary studies from other Departments/Schools.
3. Joint Major with Computer Sciences.
4. Joint Major with Mathematics.
5. Joint Major with Law.
6. Joint Major with Statistics.

The BA studies usually take three years (6 semesters) in which the students enrolled in the double major track must take 64 credit points in Economics (see Table below), including 4 credit points in the University-wide Cornerstone Program (Avnei Pina). Students enrolled in the single major in Economics (with complementary studies) must take 70 credit points in Economics (including 4 credit points in the Cornerstone Program). Students enrolled in joint programs with other departments take less credit points in Economics, depending on the joint program.

The structure of the BA program is presented in the following Tables (additional details appear in Table 2 in the Appendix). 1 credit point corresponds to 1 academic hour (45 minutes) per week during one semester. For example, a 4 credit points course meets twice a week for 1.5 hour lectures each time during one semester.

Structure and courses in the BA Program

	Course Name	Credits	Status	Type
1st Year				
57107	Introduction to Economics I (Microeconomics)	4	Mandatory	Lecture and exercise
57121	Calculus for Economists A	6	Mandatory	Lecture and exercise
52220	Basic Probability	6	Mandatory	Lecture, exercise
57108	Introduction to Economics II (Macroeconomics)	4	Mandatory	Lecture and exercise
57122	Calculus for Economists B	6	Mandatory	Lecture and exercise
2nd Year				
52221	Principles and Applications in Statistical Analysis	5	Mandatory	Lecture and exercise
57307	Price Theory A	4	Mandatory	Lecture and exercise
57305	Macroeconomics A	4	Mandatory	Lecture and exercise
57308	Price Theory B	4	Mandatory	Lecture and exercise
57322	Introduction to Econometrics	5	Mandatory	Lecture and exercise
3rd Year				
	One Core (Liba) course among:		Mandatory	
57516	Urban Economics	4	Elective	Lecture
57609	Public Economics	4	Elective	Lecture
57613	The Israeli Economy	4	Elective	Lecture
57634	The Chinese Economy	4	Elective	Lecture
57807	Political Economy	4	Elective	Lecture and exercise
57666	Internet Economics and Electronic Commerce	4	Elective	Lecture
57670	Regulation, Antitrust and the Theory of the Firm	4	Elective	Lecture
54121	Economic History*	3	Elective	Lecture and exercise
	One Research course among:		Mandatory	
57532	Money and Banking	4	Elective	Lecture
57639	Research Course in Applied Economics	4	Elective	Lecture
57667	Information Economics	4	Elective	Lecture
57687	Topics in Human Resources, Education and Development	4	Elective	Lecture
57717	Economic Growth in Israel	4	Elective	Lecture
57723	Topics in Environmental Economics	4	Elective	Lecture
57735	Experimental Economics	4	Elective	Lecture
57736	Topics in Political Economy	4	Elective	Lecture
57737	Topics in Public Economics	4	Elective	Lecture
	4 credit points of elective courses among:**		Mandatory	
52323	Linear Algebra for Economists	3	Elective	Lecture and exercise
57556	Advanced Mathematics for Economists	3	Elective	Lecture and exercise
57973	Dynamic Models for Economists	3	Elective	Lecture
57551	Games: Theory and Economic Applications	2	Elective	Lecture
57642	Economics as a Social Theory	2	Elective	Lecture
57705	Topics in Fiscal Policy	2	Elective	Lecture
55803	Fundamentals of Finance***	3	Elective	Lecture and exercise
57131	Introduction to micro-computers	2	Elective	Lecture and exercise
Total		**60****		

* Economic History is a 3 credit points course from the PPE program which we recognize as fulfilling the Core course requirement. Students taking this course as a Core course will need to complement the 64 credit points requirement with additional elective courses.

** Electives and Cornerstone courses are usually taken during the 2nd and 3rd years. Core courses can also serve as elective courses.

*** Offered by the School of Business Administration.

**** Additional 4 credit points for courses in the Cornerstone Program (not listed).

First year Five mandatory courses aim at establishing a broad knowldge base on which the rest of the program rests: two introductory economics courses (micro and macro), two calculus courses and one course in probability.

Second year Five mandatory courses: a Statistics course, Price Theory A and B, Macroeconomics A and Econometrics. Students may take some elective courses in this year as well.

Third year One Core (Liba) course and one Research course which students must choose from a list of, usually, 7-9 courses. The Core courses focus on different fields of Economics (see Table). The research course teaches students how to carry out independent research and write a basic empirical or theoretical research paper in economics. Besides these two mandatory courses in the third year, the students may also take one or two elective courses so as to complete the 64 credit points requirements of the program.

Students in the joint major with Mathematics or with Computer Science are exempted from the Calculus for Economists and the Statistics courses. Instead, they take an additional Core course in order to complete their credit point requirement.

Students in the joint major with Law take 56 credit points and their studies usually extend over 4 years to accommodate the Law School courses.

An additional venue for studying Economics at the Hebrew University is by enrolling in the Philosophy, Political Science and Economics (PPE or PAKAM in Hebrew) program. However, strictly speaking, students in the PPE program are not enrolled in the Department of Economics and the program itself is not part of the Economics Department. In practice, PPE students take many of the mandatory courses in Economics and many of our MA students come from the PPE program.

The MA Program in Economics

The MA program in Economics consists of two main tracks: a research and a non-research track. The research track is run jointly with The Eitan Berglas School of Economics at Tel Aviv University. Within the non-research track we offer several possibilities, most of them offering a joint MA degree with other Schools and Departments.

This categorization is not as clear-cut as it seems since within the non-research track there are instances where a student can write a research thesis, and receive a research diploma. The latter is a requirement for continuing studying towards a Ph.D. degree at The Hebrew University. However, this research diploma is not the same as the diploma from the joint research track with TAU.

The Joint Research MA track

The joint MA track arose from a desire to combine the relative strengths of the two leading Departments of Economics in Israel -- HU and TAU -- in order to create a first-class MA research program. The first cohort of students started studying in October 2009. The joint research track is considered a very prestigious program and demand for it is high as evidenced by the number of applications. The research track is directed by the MA advisor in consultation with the Department's Chair, and their counterparts at TAU.

Requirements for completion of the research track are 40 credit points: 25 mandatory and 15 elective. The structure of the research MA track is presented in the following Table.

Structure and courses in the joint research MA track

	Course Name	Credits	Status	Type
1st Year				
57987	Micro Economics for MA Research Students A	5	Mandatory	Lecture and exercise
57988	Econometrics for Research MA Students A	4	Mandatory	Lecture
57989	Macro Economics for MA Research Students A	4	Mandatory	Lecture
	2 courses among:		Mandatory	
57963	Game Theory & Information Economics (Micro B)	4	Elective	Lecture and exercise
57966	Topics in Mechanism Design (Micro C)	4	Elective	Lecture
57976	Macro Economics for MA Research Students B	4	Elective	Lecture and exercise
57977	Econometrics for Research MA Students B	4	Elective	Lecture and exercise
2nd Year				
57990	MA Research seminar	2	Mandatory	Seminar
	One workshops/seminar among:		Mandatory	
57999	Faculty Seminar in Economics	2	Elective	Seminar

57958	Workshop in Applied Economics	2	Elective	Workshop
57997	Workshop in Economic Theory	2	Elective	Workshop
57833	Workshop in Behavioral Economics	2	Elective	Workshop
	15 credit points among following electives:	15	Mandatory	
57810	Development Economics	4	Elective	Lecture
57857	Public Economics for MA Students	4	Elective	Lecture
57862	Topics in Labor Economics for MA Students	2	Elective	Lecture
57879	Education Reforms: Programs and their Impacts	2	Elective	Lecture
57973	Dynamic Models for Economists	3	Elective	Lecture
57588	Finance for Graduate Students	3	Elective	Lecture
57854	Non-parametric Econometrics	3	Elective	Lecture
57869	Graduate Industrial Organization B*	3	Elective	Lecture
57940	Advanced Econometrics C	3	Elective	Lecture
57946	Summer School in Economic Theory	2	Elective	Lecture
57871	Financial Economics of the Firm	3	Elective	Lecture
57922	Strategic Communication	2	Elective	Seminar
57992	Research Group in Political and Behavioral Economics	4	Elective	Seminar
Total		**40**		

*We usually offer Graduate Industrial Organization A but the lecturer was on partial sabbatical leave in 2014-15.

First year: Macroeconomics A, Microeconomics A and Econometrics A are mandatory courses taught during the first semester of the program. In the second semester, students need to take 2 out of the 4 courses in the Table. Students wishing to specialize in Economic Theory would naturally take the Micro sequence. Most students take the second Econometrics and Macroeconomics courses (B level) which are taught at TAU.

Second year: In their second year (and sometimes during the second semester of the first year) students take their elective courses. The Table shows the elecetive courses for the academic year 2014-15 offered by HU. Students in this track can also take elective courses from TAU (and vice-versa) and this is one of the benefits of the joint program.

During the second year, students must attend the MA Research Seminar and one of the workshops (or Departmental Seminar). This helps students in developing a topic for their research thesis and in finding an advisor among the faculty.

The Non-Research MA track

This study track is directed by the MA advisor, with the Department's Chair active collaboration.

Requirements for completion of the non-research track are 40 credit points: 16 are mandatory and 24 elective. The structure of the research MA track is presented in the following Table.

Structure and courses in the non-research MA track

	Course Name	Credits	Status	Type
1st Year				
57819	Advanced Micro Economics	4	Mandatory	Lecture
57824	Advanced Econometrics A	4	Mandatory	Lecture
57800	Macro Economics Theory A	4	Mandatory	Lecture
1st and 2nd Year				
	24 credit points among:	24	Mandatory	
57963	Game Theory & Information Economics (Micro B)	4	Elective	Lecture and exercise
57966	Topics in Mechanism Design (Micro C)	4	Elective	Lecture
57810	Development Economics	4	Elective	Lecture
57857	Public Economics for MA Students	4	Elective	Lecture
57862	Topics in Labor Economics for MA Students	2	Elective	Lecture
57879	Education Reforms: Programs and their Impacts	2	Elective	Lecture
57973	Dynamic Models for Economists	3	Elective	Lecture
57588	Finance for Graduate Students	3	Elective	Lecture
57854	Non-parametric Econometrics	3	Elective	Lecture
57869	Graduate Industrial Organization B*	3	Elective	Lecture
57940	Advanced Econometrics C	3	Elective	Lecture
57946	Summer School in Economic Theory	2	Elective	Lecture
57871	Financial Economics of the Firm	3	Elective	Lecture
57922	Strategic Communication	2	Elective	Seminar
2nd Year				
	MA seminar paper	4	Mandatory	Seminar
	One workshops/seminar among:			
57999	Faculty Seminar in Economics	2	Elective	Seminar
57958	Workshop in Applied Economics	2	Elective	Workshop
57997	Workshop in Economic Theory	2	Elective	Workshop
57833	Workshop in Behavioral Economics	2	Elective	Workshop
Total		**40**		

*We usually offer Graduate Industrial Organization A but the lecturer was on sabbatical in 2014-15.

First year: Macroeconomics, Microeconomics and Econometrics are mandatory courses taught during the first semester of the program. These courses are less thorough than their research counterparts but cover a wider set of topics.

Elective courses are joint with the research MA track and these can be taken during the first and second year.

Second year: In their second year students write a seminar paper for which they have to find an advisor among the faculty. They can also attend one of the workshops and seminars (but this is not a mandatory requirement).

The MA in Financial Economics

The MA track on Financial Economics – a joint program with the School of Business Administration – is currently directed by Prof. Doron Avramov (from the School of Business Administration), in consultation with the MA advisor. The structure of the MA in Financial Economics is presented in the following Table.

Structure and mandatory courses in the MA in Financial Economics

	Course Name	Credits	Status	Type
1st Year				
57819	Advanced Micro Economics	4	Mandatory	Lecture
57824	Advanced Econometrics A	4	Mandatory	Lecture
57800	Macro Economics Theory A	4	Mandatory	Lecture
57588	Finance for Graduate Students	3	Mandatory	Lecture
55846	Investment and Securities*	3	Mandatory	Lecture and exercise
55697	Financial Econometrics*	3	Mandatory	Lecture and exercise
55728	Fixed Income*	3	Mandatory	Lecture and exercise
2nd Year				
57871	Financial Economics of the Firm	3	Mandatory	Lecture and exercise
55709	Options and Contingent Claims*	3	Mandatory	Lecture and exercise
55907	Financial Economics Seminar*	4	Mandatory	Seminar
	Seminar in Finance * , **	3-6	Mandatory	Seminar
	At least 7 credit points electives from Economics from among:			
57963	Game Theory & Information Economics (Micro B)	4	Elective	Lecture and exercise
57966	Topics in Mechanism Design (Micro C)	4	Elective	Lecture
57857	Public Economics for MA Students	4	Elective	Lecture
57862	Topics in Labor Economics for MA Students	2	Elective	Lecture
57973	Dynamic Models for Economists	3	Elective	Lecture
57854	Non-parametric econometrics	3	Elective	Lecture
57869	Graduate Industrial Organization B*	3	Elective	Lecture
57833	Workshop in Behavioral Economics	2	Elective	Workshop
57922	Strategic Communication	2	Elective	Seminar
	Electives from the School of Business Administration			
Total		**48**		

*Offered by the School of Business Administration.
** From among a list of seminars offered by the Business School.

The seminar paper is written as part of one of the Business School seminars.

48 credit points are needed to complete the requirements: 18 are mandatory from Economics and 18-19 are mandatory from the Business School. The rest of the requirements are completed by elective courses from both Departments (at least 7 credit points from Economics). The minimum number of credit points from Economics is 22.

The Table corresponds to the non-research option. There is a research option which differs from the program in the Table in that 46 credit points are required and students do not take the Seminar in Finance and, instead, write a research thesis. The non-research option is, by far, the most popular one.

The MA in Economics and Public Policy

The MA track in Economics and Public Policy is a joint program with the School of Public Policy and requires courses from both departments. It is jointly directed by the MA advisor from Economics and its counterpart in the Public Policy School.

Structure and mandatory courses in the MA in Economics and Public Policy

	Course Name	Credits	Status	Type
57819	Advanced Micro Economics	4	Mandatory	Lecture
57824	Advanced Econometrics A	4	Mandatory	Lecture
57800	Macro Economics Theory A	4	Mandatory	Lecture
57857	Public Economics for MA Students	4	Mandatory	Lecture
59709	Changing Values in Israeli Culture and Society*	2	Mandatory	Lecture
59710	Basic Concepts in Public Law*	2	Mandatory	Lecture
59718	Organizational Analysis*	2	Mandatory	Lecture
59720	Introduction to Policy Analysis*	4	Mandatory	Lecture
59624	Theories of the Public Policy Process*	2	Mandatory	Lecture
59625	A Theoretical Lens on Public Administration*	2	Mandatory	Lecture
59732	Advanced Policy Analysis*	4	Mandatory	Lecture
59768	Civil Service Ethics*	2	Mandatory	Lecture
	Electives (at least 6 points from Economics)**	10	Elective	
Total		**46**		

* Offered by the School of Public Policy

** Electives are from the list of elective courses in the research and non-research MA tracks.

A thesis is written in either Economics or the School of Public Policy. In addition, students must write a policy paper for the School of Public Policy.

46 credit points are needed to complete the requirements: 16 are mandatory from Economics and 20 are mandatory from the School of Public Policy. The rest of the requirements – 10 credit points – are completed by elective courses from both Departments (at least 6 credit points from Economics).

The MA joint with the School of Business Administration

This joint MA degree differs from the MA in Financial Economics in the number of credits and mandatory courses, and in that electives from the Business School do not have to necessarily be finance-related courses. The program is directed jointly by the MA advisors from Economics and from the Business School.

Structure and mandatory courses in the joint MA with the School of Business Administration

	Course Name	Credits	Status	Type
1st Year				
57819	Advanced Micro Economics	4	Mandatory	Lecture
57824	Advanced Econometrics A	4	Mandatory	Lecture
57800	Macro Economics Theory 1	4	Mandatory	Lecture
55846	Investment and Securities*	3	Mandatory	Lecture and exercise
55697	Financial Econometrics*	3	Mandatory	Lecture and exercise
55728	Fixed Income*	3	Mandatory	Lecture and exercise
2nd Year				
55709	Options and Contingent Claims*	3	Mandatory	Lecture and exercise
55907	Financial Economics Seminar*	4	Mandatory	Seminar
	Seminar in Finance *,**	3-6	Mandatory	Seminar
	Seminar in Economics	4	Mandatory	Seminar

	Electives from Economics***	5	Elective	
	Electives from the School of Business Administration	1-4	Elective	
Total		**55**		

*Offered by the School of Business Administration.
** From among a list of seminars offered by the Business School.
*** Electives are from the list of elective courses in the research and non-research MA tracks.

The seminar paper is written as part of one of the School of Business Administration seminars.
50 credit points are needed to complete the requirements: 24 from Economics and 26 from the School of Business Administration.

The MA joint with the Department of Statistics

The MA track in Economics and Statistics is a joint program with the Department of Statistics, and requires courses from both departments.
There is a research and a non-research track.

Structure and mandatory courses in the MA joint with Statistics (research)

	Course Name	Credits	Status	Type
1st and 2nd Year				
57987	Micro Economics for MA Research Students A	5	Mandatory	Lecture and exercise
57988	Econometrics for Research MA Students A	4	Mandatory	Lecture
57989	Macro Economics for MA Research Students A	4	Mandatory	Lecture
57963	Game Theory & Information Economics (Micro B)	4	Mandatory	Lecture and exercise
57976	Macro Economics for MA Research Students B	4	Mandatory	Lecture and exercise
57977	Econometrics for Research MA Students B	4	Mandatory	Lecture and exercise
52801	Advanced Statistical Models A*	6	Mandatory	Lecture and Exercise
52817	Probability and Random Processes*	6	Mandatory	Lecture and Exercise
52805	Advanced Statistical Models B*	6	Mandatory	Lecture and Exercise
52879	Computational Methods in Nonlinear Optimization*	2	Mandatory	Lecture and Exercise
Total		**45**		

* Offered by the Department of Statistics.
Students can choose to write their research thesis in either Economics or Statistics.
Required credit points: 25 from Economics and 20 from Statistics.

Structure and mandatory courses in the MA joint with Statistics (non-research)

	Course Name	Credits	Status	Type
1st and 2nd Year				
57819	Advanced Micro Economics	4	Mandatory	Lecture
57824	Advanced Econometrics A	4	Mandatory	Lecture
57800	Macro Economics Theory A	4	Mandatory	Lecture
52801	Advanced Statistical Models A*	6	Mandatory	Lecture and Exercise
52817	Probability and Random Processes*	6	Mandatory	Lecture and Exercise
52805	Advanced Statistical Models B*	6	Mandatory	Lecture and Exercise
52879	Computational Methods in Nonlinear Optimization*	2	Mandatory	Lecture and Exercise
	Electives from Economics**	12	Elective	

	Seminar in Statistics*	7	Mandatory	Seminar
	Seminar paper in Economics	4	Mandatory	Seminar
Total		**55**		

* Offered by the Department of Statistics.

** Electives are from the list of elective courses in the research and non-research MA tracks.

Required credit points: 28 from Economics and 27 from Statistics.

The MA with the Center for the Study of Rationality (research track)

Each student must satisfy all the academic requirements of the research MA track (joint with TAU) plus an additional 15 credit points of coursework on rationality-related topics from the list below. Courses in fields related to rationality and decision making are offered at the Center itself, as well as in various departments throughout the University.

	Course Name	**Credits**	**Status**	**Type**
57878	Research Workshop on Advanced Topics in Game & Economic Theory	4	Mandatory	Lecture
80842	Research Workshop on Dynamic Models in Game Theory	2	Mandatory	Lecture
80428	Game Theory	3	Mandatory	Lecture
76012	The Psychology of Decision Making	2	Mandatory	Lecture
62448	Topics in Rationality	2	Mandatory	Lecture
57922	Strategic Communication	2	Mandatory	Lecture
80815	Social Choice Theory	2	Mandatory	Lecture

D. Does the study program provide courses to other units?

Yes, the "Introductory Economics: Micro" course is part of the University-wide Cornerstone Program (Avnei Pina) and can be attended by students in other Departments. Our calculus courses (A and B) are attended by students from the Department of Statistics. Occasionally, faculty members offer additional Cornerstone courses.

1. **To what extent does the department collaborate with other departments within/outside the institution?**

We collaborate with several Departments and at various levels of studies. At the undergraduate level we offer B.A. majors jointly with the Department of Mathematics, Computer Science, Statistics and the Faculty of Law. As mentioned above, we also participate in the Philosophy, Political Science and Economics (PPE) program. At the MA level, we offer joint degrees with the School of Public Policy, the School of Business Administration, and the Center for Rationality. The research MA track is run jointly with the Berglas School of Economics at Tel Aviv University. Faculty members also serve as advisors to the Research Department at the Bank of Israel in specific projects.

F. Specify what bodies are responsible for the planning and managing of the study program.

The Chair of the Department along with the BA and MA advisors and the Administrative coordinator are responsible for planning and developing the undergraduate and graduate study programs.

The BA advisor, the Administrative Coordinator and the Assistants for Student Affairs are responsible for the day-to-day management of the BA program and enforce program rules such as prerequisites, registration for courses, etc. The MA program advisor, along with the Administrative Coordinator and the Assistants for Student Affairs perform similar tasks for MA students.

The joint Research MA degree with Tel Aviv University is managed jointly by the MA advisors of both institutions. A joint admission committee whose members are the MA advisor and Chair of each Department jointly decide on admissions to the program.

The MA track in Financial Economics – a joint track with the School of Business Administration – is currently directed by Professor Doron Avramov (from the School of Business Administration). Professor Avramov consults regularly with the MA advisor of the Economics Department and its Chair.

The Ph.D. advisor heads the admission committee for the Ph.D. program. Other members of this committee are the Chair, MA advisor, and other faculty. The Ph.D. advisor advises incoming students about doctoral studies in the Department and organizes a weekly Ph.D. workshop where students present their ongoing work. This seminar is mandatory for Ph.D. students and faculty attends it occasionally.

G. What are the mechanisms, if exist, responsible for introducing changes, updating the study program, coordinating and examining the contents that are taught.

There is no formal mechanism which coordinates and examines course content. However, informal meetings between lecturers – sometimes mediated by the Chair and program advisors – serve to coordinate courses' contents. For example, the teachers of the Econometrics and Theory courses in the MA program meet informally and discuss guidelines for course content and coordination. Another example is the series of meetings we had with the adjunct teachers of the first-year BA Calculus sequence where we asked them to incorporate economic examples (e.g., elasticities, Lorenz curve) in the courses, and to emphasize logical/mathematical reasoning rather than techniques.

Faculty members often make suggestions for changes in the courses and program. When the changes are "minor" (e.g., adding an additional mandatory course to the Microeconomic Theory sequence in the research MA track) they are discussed among the Chair, the Advisor (BA, MA or Ph.D. as appropriate), and the Administrative Coordinator, and a decision is made. "Major" changes and reforms (e.g., opening a new MA track (or closing an existing one), or reducing the number of hours per week of Calculus from 7 to 6) are presented, discussed and approved in Departmental meetings and, if necessary, presented for approval to the Teaching Committee in the Faculty of Social Sciences.

H. What changes have been made in the study program since the previous evaluation, what are the implications of these changes and how do they comply with the strategic plan?

Following the recommendations of the first CHE's Committee for the Evaluation of Economics Study-Programs in 2008 we introduced a series of changes into our study programs. These changes also comply with our strategic plan.

- We reduced the number of credits of the Calculus sequence from 14 to 12 (and thus the current load is 6 credit points for each of Calculus A and B).
- This reduction allowed us to add a 2 credit point elective course requirement. Students now have to choose 4 credit points of elective courses instead of 2. This change reduces the mathematical preparation somewhat, but allows us to expose students to more topics in Economics.
- The Advanced Mathematics for Economists course – a requirement for acceptance to our MA program – is now taught by a faculty member (Elchanan ben Porath). Previously, it was taught by a Mathematician. This change results in that students are better prepared for the MA program, especially for those studying in the research track.
- In 2009 we launched the Joint Research MA track with the Berglas School of Economics at Tel Aviv University.
- In 2012 we launched the Joint MA program with the School of Public Policy at the Hebrew University.
- We offer a new elective course offering a critical discussion of concepts in economics that are sometimes taken for granted, such as rational expectations, equilibrium, etc. This new course – "Economics as a Social Theory" – is taught by an external teacher (Prof. Amos Witztum) specializing on these issues.
- In our mandatory courses we make a conscious effort to motivate the abstract material in a way that is connected to actual experiences, particularly in the Israeli context, and, in this way, show that what is being taught is

relevant for understanding how markets, householdls, firms and the economy as a whole actually work in practice. Below are a few examples:

Introductory Economics (Micro and Macro):

- Discussion on the effects of tariffs and other trade barriers on the cost of living in Israel.
- Discussion on the effect of rent subsidies for students provided by the authorities in Jerusalem.
- Discussion of a very controversial proposal to have "Zero VAT" when purchasing a first apartment in Israel.
- Highlighting the importance of savings for growth and discussion of the Chinese example.

Price Theory A:

- When teaching producer theory, the following examples were used:
  - To motivate the discussion of the firm's cost structure, an article from the newspaper "Calcalist" was used in which the cost structure of a typical hummus restaurant was analyzed. This discussion emphasized the distinction between accounting costs and economic costs, and the concept of economic profit. This distinction was further exemplified using another article from "The Marker" that described a new regulation that allows one to receive money back from the insurance company upon declaring a vehicle "unusable". We emphasized that this regulation changes the economic cost of operating the vehicle even if the owner firm does not actually take advantage of this possibility.
  - To motivate the distinction between fixed and variable costs, an article from the newspaper "Globes" was used. The article described the contract signed between the oil and gas company "Modi'in" and its equipment supplier "Homer Perrington". The terms of the contract define which costs are avoidable and which are not avoidable in the short and long run. A follow-up article from the website "NRG" was also used, as it emphasized the fact that the project envisioned by "Modi'in" was ultimately cancelled, and the implications for the firm's cost structure.
  - Entry and exit into (and from) particular agricultural areas by Israeli farmers over the last couple of decades was discussed in the context of the concept of long-run market equilibrium and its responses to changes in demand.
  - The assumption of profit maximization was discussed in the context of empirical relevance: to what extent does it hold in reality, which examples imply violation, and what is the purpose of this assumption in economic analysis. Examples of violation included the agency problem characterizing the relationship between a firm's CEO and its stockholders. The example of Mitt Romney's "Bain Capital's" strategy of taking over mismanaged firms was used an example of a counter-mechanism that may operate in the direction of restoring profit maximization.
- When discussing general principles of economic modeling we discuss Paul Krugman's "The Accidental Theorist" (1997) which illustrates the problem with non-systematic theorizing (of the type often used in the media and in public discussions) and how the use of a simple model can clarify complex questions involving globalization, technological change and growth.
- When teaching revealed preference, we teach Andreoni and Miller's (Econometrica 2002) paper on estimating social preferences from experimental choice data. This serves several purposes:
  - understanding the concept of revealed preference and how it can be used in practice to infer preferences and utility functions from choice data.
  - understanding how the tools of consumer theory can be applied to study a wide array of preferences - not just over bread and clothes but also over such things as own payoffs and payoffs to others, and to study things like altruism, envy and attitudes towards equality.
  - some familiarity with the experimental method in economics.
- When teaching income and substitution effects, we teach Jensen and Miller's (AER 2008) paper on Giffen behavior in China. This serves several purposes:
  - understanding when the income and substitution effects can go in opposite directions and in particular the very strong (and empirically rare) conditions required to obtain Giffen behavior.
  - some familiarity with the problems of causal identification and the use of field experiments in modern micro economics.

- When teaching Engel curves we go through empirical estimates of different consumption categories, using Heffetz (REStat 2011). We discuss the large variation in Engel curves and the distinction between necessities and luxury goods.
- When teaching demand functions, we teach Heffetz and Shayo's (AEJ Applied 2009) paper on estimating budget-constraint and non-budget constraint effects of prices on demand. This serves:
    - to discuss possible additional effects of prices, different from the ones we focus on in the course, such as prices signalling quality.
    - to show that empirically, the budget constraint effects appear far more important.

Price Theory B:

- When discussing oligopoly models, we mention several oligopolies in Israel, and observe that in some markets firms compete quite aggressively (e.g., the market for books in Israel), while in others competition level is very low (e.g., the cellular markets up to 2011). We analyze and compare several models that can lead to such situations (e.g., Corunot, Bertrand, Stackelberg), and discuss regulatory intervention.
- When discussing monopolies, we present several examples from the Israeli economy and observe that monopoly can sometime be an efficient solution. We discuss the gas and electricity markets in Israel, and compare several possible regulatory steps that can increase the efficiency in these markets in Israel. We compare them to steps that were recently suggested or taken by the Israeli government and press.
- We discuss price discrimination by monopolies. We present a series of real-life strategies taken by firms to discriminate prices. Examples include pricing seats by airlines, pricing mobile phones, coupons etc. Some anecdotes are given for situations where companies exert costly effort to downgrade goods that they can sell at lower prices (like IBM printers and FedEx deliveries). We show how these examples relate to the theoretical price-discrimination methods taught in class.
- We teach introduction to game theory, where many examples are given to demonstrate how we can formalize a simple strategic conflict via the mathematical object of a game. We discuss the market for gift-certificate ("Tavei-Kniya") in the Israeli retail market, where we present evidence from the Israeli press showing that this is a prisoner's-dilemma-like situation where all retailers would prefer that no retailer used the gift certificates, but in equilibrium no one has incentive to stop using this method. More examples are given from advertising campaigns (Coca-Cola vs. Pepsi), biology and political economy.
- When teaching externalities, our leading examples are from environmental economy. We mention ways to carefully design the tax system to regulate pollution, and we eventually present cap-and-trade mechanisms and the Coase theorem. We analyze real-life cap-and-trade solutions (in California in the 1990's, in the Kyoto protocol etc.), and show how we can apply the theoretical understanding in these examples.
- In the "two sided market" lecture we present the history of matching interns to hospitals in the US. We talk about the current system of matching Boston students to districts' school and also about kidney exchange.
- When teaching uncertainty, we talk about financial incentives of portfolio managers and biases in individuals' perception of uncertainty and probabilities.
- When teaching voting rules, we discuss various real life examples of voting systems for presidential elections, primaries and committee selections.
- In a short lecture on behavioral economics we discuss experimental results, soft policies and Nudges and the way they are implemented in policies in the UK, Australia and China.

Macroeconomics A:

- Israeli data are used to analyze GDP deviations from trend, the analysis of the budget and BOP deficits
- The Israeli experience is also used to explain exchange rates regimes and the tradeoff between unemployment and inflation.
- Other countries' experiences are also analyzed. Students are exposed to an empirical paper on the US economy that explains the lag in the effect of monetary policy on real output.
- Economic growth is taught using data on output and inputs from around 160 countries for the period 1960-2000.

- Finally, the lecturers also introduced examples of current events whenever possible.

I. Are non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between the Business School and the Manufacturers' Association or Industrial Factories)?

There are no non-academic bodies involved in the running any of the study programs. We do occasionally invite non-academic guests to lecture in some of the courses (from the Bank of Israel, government offices, financial sector, etc.) but they are not involved in running the programs.

J. Specify what is written on the academic diplomas awarded to graduates of the department.

BACHELOR'S DEGREE

ENGLISH WORDING	נוסח התעודה בעברית	סוג התעודה
Bachelor of Arts Upon completing the required course of studies and passing the prescribed examinations In the departments of… (name of the department) & (name of the department)	**בוגר אוניברסיטה במדעי החברה** B.A. **לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים** **(1. חוג ממדעי החברה)** **(2. חוג ממדעי החברה)**	**בוגר דו חוגי** **שני חוגי הפקולטה למדעי החברה**
Bachelor of Arts Upon completing the required course of studies and passing the prescribed examinations In the departments of… (name of the department) & (name of the department)	**בוגר אוניברסיטה במדעי החברה וב..(פקולטה נוספת)** B.A. **לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים** **(1.חוג ממדעי החברה)** **(2.חוג מפקולטה אחרת)**	**בוגר דו חוגי** **חוג מהפקולטה למדעי החברה וחוג מפקולטה אחרת**
Bachelor of Arts Upon completing the required course of studies and passing the prescribed examinations In the departments of… (name of the department) & (name of the department) - minor	**בוגר אוניברסיטה במדעי החברה והרוח** B.A. **לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים** **(1. חוג ממדעי החברה)** **(2. חוג ממדעי הרוח) - חוג משני**	**בוגר דו חוגי** **חוג מהפקולטה למדעי החברה וחוג משני מהפקולטה למדעי הרוח**
Bachelor of Arts Upon completing the required course of studies and	**בוגר אוניברסיטה במדעי החברה** **לאחר שסיים (שסיימה) את מסכת הלימודים**	**בוגר חד חוגי** **חוג ממדעי החברה ולימודים**

סוג התעודה	נוסח התעודה בעברית	English Wording
משלימים	**בחוג** **(שם החוג)** **ובלימודים משלימים**	passing the prescribed examinations In the department of… (name of the department) & Supplementary studies
בוגר בתכנית המשולבת – פכ"מ	**בוגר אוניברסיטה במדעי החברה והרוח** B.A. **לאחר שסיים (שסיימה) את מסכת הלימודים** **בתכנית משולבת:** **פילוסופיה, כלכלה, מדע המדינה**	Bachelor of Arts Upon completing the required course of studies in the intergated B.A. program in Philoposhy, Political Sciences and Economics (name of the departments)
תכנית משותפת לתואר בוגר של האוניברסיטה והאקדמיה למוסיקה ע"ש רובין בירושלים	**בוגר אוניברסיטה בפקולטה למדעי החברה ובמוסיקה** B.A MUS **/ ובמחול** B.A Dance **לאחר שסיים (שסיימה) את מסכת הלימודים** **באוניברסיטה העברית – בחוג....** **באקדמיה למוסיקה ומחול – בחוג ל....**	Bachelor of Arts Upon completing the required course of studies and passing the prescribed examinations In the departments of… (name of the department) & (name of the department)

Master's Degree

סוג התעודה	נוסח התעודה בעברית		Exact English Wording on Certificate	
	מחקרי	לא מחקרי	Thesis Track	Non-Thesis Track
מוסמך בחוג/תכנית לימודים	**מוסמך אוניברסיטה במדעי החברה** M.A. **לאחר שסיים (שסיימה) את מסכת הלימודים**	**מוסמך אוניברסיטה במדעי החברה** M.A. **לאחר שסיים (שסיימה) את מסכת הלימודים**	Master of Arts Upon completing the required course of studies and submitting the prescribed thesis in the	Master of Arts Upon completing the required course of studies in the department of

EXACT ENGLISH WORDING ON CERTIFICATE		נוסח התעודה בעברית		סוג התעודה
NON-THESIS TRACK	THESIS TRACK	לא מחקרי	מחקרי	
(name of the department / name of the program)	department of (name of the department / name of the program)	**בחוג / בתכנית מוסמך**	**וחיבר (וחיברה) עבודת גמר** **בחוג / בתכנית מוסמך**	
Master of Arts Upon completing the required course of studies in the department of (name of the department) Program in…/ Specialization in…	Master of Arts Upon completing the required course of studies and submitting the prescribed thesis in the department of (name of the department) Program in…/ specialization in…	**מוסמך אוניברסיטה במדעי החברה** M.A. **לאחר שסיים (שסיימה) את מסכת הלימודים** **בחוג** **במגמה ל... / בהתמחות ב...**	**מוסמך אוניברסיטה במדעי החברה** M.A. **לאחר שסיים (שסיימה) את מסכת הלימודים** **וחיבר (וחיברה) עבודת גמר** **בחוג** **במגמה ל... / בהתמחות ב...**	**מוסמך במגמה/במגמות ו/או בהתמחות/התמחויות**
Master of Arts Upon completing the required course of studies in the joint program in the departments of economics business administration / statistics Specialization in…	Master of Arts Upon completing the required course of studies in the joint program and submitting the prescribed thesis in the departments of economics business administration / statistics Specialization in…	**מוסמך אוניברסיטה במדעי החברה** M.A. **לאחר שסיים (שסיימה) את מסכת הלימודים בתכנית משולבת** **בחוגים** **כלכלה** **מינהל עסקים / סטטיסטיקה** **התמחות ב....**	**מוסמך אוניברסיטה במדעי החברה** M.A. **לאחר שסיים (שסיימה) את מסכת הלימודים** **וחיבר (וחיברה) עבודת גמר בתכנית משולבת** **בחוגים** **כלכלה** **מינהל עסקים / סטטיסטיקה** **התמחות ב....**	**תכנית משולבת כלכלה וסטטיסטיקה/ כלכלה מנהל עסקים עם התמחות/ או בלי התמחות (תכנית משולבת עם ביה"ס למנהל עסקים)**
	Master of Arts		**מוסמך אוניברסיטה במדעי**	**תכנית אישית**

EXACT ENGLISH WORDING ON CERTIFICATE		נוסח התעודה בעברית		סוג התעודה
NON-THESIS TRACK	THESIS TRACK	לא מחקרי	מחקרי	
	Upon completing the required course of studies and submitting the prescribed thesis / individual program in the departments of (1.name of the department) Program in…/ specialization in… (2.name of the department) Program in…/ specialization in…	**החברה** M.A. **לאחר שסיים (שסיימה) את מסכת הלימודים בתכנית אישית וחיבר (וחיברה) עבודת גמר** **בחוגים** **(חוג 1)** **במגמה ל...ו/או התמחות ב...** **(חוג 2)** **במגמה ל...ו/או התמחות ב...**		**למוסמך** **עם או בלי מגמה/מגמות ו/או התמחות/התמחויות**
Master of Arts in social sciences upon completion the studies in the program Israel Studies:Society and Politics		**מוסמך אוניברסיטה במדעי החברה** M.A. **לאחר שסיים (שסיימה) את מסכת הלימודים** **בתכנית הלימודים** **ישראל:חברה ופוליטיקה**		**תכנית מוסמך ישראל:חברה ופוליטיקה** **(בחוגים מדע המדינה או סוציולוגיה ואנתרופולוגיה לתלמידי ביה"ס לתלמידים מחו"ל ע"ש רוטברג)**

K. What are the main strengths and weaknesses of the study program?

BA Program in Economics

Strengths of the BA program:

- The BA program starts with offering a solid mathematical and statistical background.
- This allows us to teach the mandatory economics subjects – Price Theory, Macroeconomics and Econometrics – as well as the third-year Core courses at a relatively high level.
- In this manner, the program endows students with a combination of analytical and practical tools useful to those pursuing a professional career as Economists as well as to those continuing to advanced degrees.
- All but two sections of our mandatory courses in Economics (i.e., excluding Calculus and Statistics) are taught by our regular faculty (seniors as well as juniors) instead of by external teachers. Overall, all but three of our courses (mandatory and electives) are taught by the faculty in the Department.[2]
- We allocate our best teachers to the mandatory (first and second year) courses (many of these teachers were singled out by the University as "excellent" teachers).
- Students are exposed to current research and topic via the mandatory/elective core ("liba") and research courses during their third year of studies.
- We offer an elective course on the Israeli Economy (taught by Joseph Zeira) which analyzes the evolution of the economy through the lens of models of economic growth.
- Third year BA students are required to attend a "research course". These research courses span several topics (e.g., labor, political economy, experimental economics, money and banking, etc.). The goal of these year-long courses is to introduce students to modern research in Economics. The output from this course is a "seminar paper" which is necessary for completing the requirement for the BA degree. During the first semester, students are exposed to current research and methodology in the topic of the course, and they are asked to think about a topic for their seminar paper. They also meet the teacher during office hours in order to advance their choice of research topic. During the second semester students present their ideas for the paper and, towards the end of the year, they present their completed work to the course. For many students, the research course is the only time that they interact in a meaningful way with faculty and with their peers. It is a very important learning experience for all students, as it is here that they take their first steps as independent researchers.
- Proximity to the Bank of Israel and the Finance Ministry allows our students to work there part-time and acquire important practical experience in "doing Economics".

Weaknesses of the BA program are:

- Somewhat limited variety of the mandatory/elective topics to which students are exposed in their last year of studies.
- Lack of elective courses in important areas of Economics such as Macroeconomics, International Trade, Labor Economics, etc. We simply do not have enough faculty to offer courses in all these areas.[3]
- Rigid structure of the program: 48 out of the 60 credit points necessary for graduation (excluding Cornerstone course) are mandatory courses. Only 12 credit point (about 3-4 courses) are chosen by the students.
- Discussions with former BA students in government and other policy positions who have not studied at the MA level often reveals that students have not developed sophisticated capabilities for argumentation about economic issues ("economic reasoning") and the ability to discuss/evaluate/propose economic policy recommendations that go beyond the level of the Introductory first year courses.

MA Program in Economics

Strengths of the MA program:

- Selective choice of students into the program.
- The level at which courses in the MA program are taught is very high.

[2] Two of the three external lecturers are academics (in the Department of Agricultural Economics at the HU and at the LSE)

[3] Using external faculty is not a desirable solution. First, it is difficult to find the appropriate teachers. Second, it is difficult to generate a long-term commitment, particularly when the salary paid by the University to external teachers is so low.

    - Mandatory courses in the research track are comparable to the level at which these courses are taught in the top Ph.D graduate programs in the US and Europe.
- All courses are taught by regular faculty and we match the lecturer's area of research with the course's content. This ensures that MA courses, being taught by experts on the topic, disseminate meanigful and up-to-date knowledge.
- Knowledge acquisition is also enhanced by student particaption in the various seminars and workshops available on a weekly basis in the Department. These events host local and international reserachers.
- We offer multiple tracks and joint degrees with other Departments and Schools at the Hebrew University thereby allowing students to choose among various alternatives.
- Students can attend elective courses at TAU (and vice versa) and many of our students, particaulry, all from the research track, do take advantage of this opportunity.
    - Students in the research track can also choose an advisor for their MA thesis from TAU and this occurs sometimes (in both directions).
- Many graduates from the MA program:
    - Continue their Ph.D. studies at the most prestigiuos graduate schools in the US. In the last 5 years, 28 former HU students graduated or are still studying at prestiguos universities (7 at Harvard, 5 at Stanford, 4 at Northwestern, 4 at Chicago, 2 at MIT, 2 at Columbia, one each at Berkeley, LSE, NYU, and Texas A&M). In addition, 5 MA graduates are starting their Ph.D. abroad in September 2015.
    - Are employed by prestigious firms and institutions in Israel and abroad.
- A small but growing number of courses are offered in English.
- We try to teach the courses in the non-research track (belonging to the Department of Economics) on the same day of the week in order to facilitate attendance of students working in full time jobs who can take a day off for studying purposes.
- The MA program has a reputation for being difficult but rewarding.

Weaknesses of the MA program:

- The offer of elective courses is limited by the Department size and specialization. We lack elective courses in areas such as Macroeconomics and International Trade. In other essential fields, e.g., Labor Economics, we currently offer a 2-credit point course. The possibility of attending courses at TAU partially compensates for this (but there are areas, such as International Trade, in which neither university offers a course).
- Besides Industrial Organization and Econometrics, we do not offer *sequences of courses* (e.g., we offer Econometrics A, B and C) that cover a specific topic in such a way that students can reach a level where they ask interesting questions and attempt to answer them in their seminar papers and research thesis.
- In their second year, students in the research track write a research thesis under the guidance of an advisor. Non-reseach students have to write a seminar paper. Students in the research track are required to attend the Research MA Workshop, where they present their thesis – or, depending on the stage in which they find themselves, their initial thoughts about how to go about writing their thesis – to their peers. Non-reseach students do not have such a framework. As a whole, however, students in all tracks find the task of writing a paper (being a seminar paper or thesis) very challenging. The experience varies among the students. Some students write very nice theses that in some cases help gain them access to the Ph. D. program at HU or elsewhere. Others find the experience very frustrating. Many students do not finish their thesis on time, i.e., within 24 months. Two factors seem to hinder students: the initial stage of finding a topic, including the need to find an advisor, and the fact that the only writing experience of most of our students is their BA seminar paper.
- In their second year (and sometimes during the second semester of the first year) student take elective courses. The elective courses are offered to students from the research and non-research tracks alike. We do not have the resources to differentiate between the two tracks, i.e., we cannot offer two versions of the same elective

courses, as we do for the mandatory courses.[4] This situation is not desirable since the nature, and level, of the elective courses gravitates towards the level of the non-research students, to the detriment of the more motivated research students. This undermines the purpose of having a research track.

- Students in the non-research track, who are also not enrolled in a joint program with another Department, need to take 24 credit points (6-8 courses) of elective courses from within the Department of Economics. This requirement is sometimes difficult to fulfill to the student's complete satisfaction (i.e., students have to take courses that they would not have necessarily chosen if there were more choices). Such students also do not specialize in a particular topic (finance, public policy, theory, etc.).
- Lack of a placement officer for the program, as well as lack of an alumni association to help with our graduates to take their first steps in the non-academic job market (this is a major University-level problem). This is not much of a problem for the financial economics and public policy programs but is a real weakness for the rest of the programs.

Ph.D. Program in Economics

Strengths of the Ph.D. program:

- Research is done in close proximity and contact with the academic advisor.
- Wide exposure to current research via the two or three weekly seminars hosting researchers from Israel and from abroad.
- Weekly Ph.D. workshop where students present their work to their peers and faculty.
- Encouragement of students to spend a semester or year aboard at a good graduate program and/or to attend short workshops in selected topics overseas.
- A new office space designed exclusively for Ph.D. students located in the Department of Economics.
- Ph.D. student devoting their full time to research get scholarships from the Department.

Weaknesses of the Ph.D. program:

- Lack of exclusive courses for Ph.D. students.
- Lack of a critical mass of Ph.D. students to exploit synergies. Although there are 21 students enrolled in the Ph.D. program in 2014, only 6 or 7 are full-time students having a continuous presence in the Department. The majority are writing their theses while working full-time (e.g., at the Bank of Israel).
- This means that the time to completion for many of these part-time students is longer.
- We encourage our top students to apply to top US graduate schools. We have been quite successful on this front which naturally works against our own Ph.D. program. This does not necessarily mean that students enrolled in the HU Ph. D. program are less capable than those going overseas, but the flow of our top MA students overseas is a real detriment to the program.

Chapter 3
Human Resources

A. Attach Tables 5-7 (In the Excel Appendix) detailing senior and junior faculty, adjuncts, teaching and research assistants, post-doctoral staff members.

See Appendix

B. Specify the rules, criteria and procedures for appointing, renewing appointments and dismissals of academic staff, including rules regarding tenure and promotion; what is the standard duration of service at each position?

[4] To be clear: we do offer two versions of Macroeconomic Theory A, Microeconomic Theory A and Econometrics A, one version for the research students and another one for the non-research students.

Senior Faculty (lecturer, senior lecturer, associate professor, full professor)

Most of the new appointments are for lecturers or senior lecturers. Potential candidates contact the Department around November and after an initial screening by the Recruiting committee they are invited to give a seminar in the Department and to meet the faculty. This usually occurs in December-January. At the end of this process, the Department meets and decides on a short list of candidates that it will recommend to the Recruiting Committee. The decision is taken by majority voting. Candidates are selected for both their individual excellence in research, their fields of expertise, the probability that they will actually accept a job offer from HU and, when possible, their teaching capabilities. The merits of the candidates are thoroughly discussed. Following this meeting, the Recruiting Committee, whose members are appointed by the University in consultation with the Dean and Chair and include at least one member from another department, convenes and decides on the list candidates to be submitted to the Appointments/Development Committee of the Faculty of Social Science for further approval. The Recruiting Committee takes into account the Department's recommendation regarding the candidates.

At the Hebrew University, new faculty are hired for a trial period. The trial period for (untenured) lecturers is four years. During their 4th year, the Dean appoints an ad-hoc committee to get advice on whether to terminate the contract or to extend it for an additional 2 years. The lecturer's research and teaching performance are among the criteria used by this committee to make their recommendation. Contracts are usually extended. Tenure decisions are made during the 6th and, increasingly, 7th year (contracts are extended for an additional year). Again, the Dean appoints an ad-hoc committee to get advice on this issue. In our Department, the committee invites all tenured member of the Department to express their views on this issue and a recommendation is made by majority voting. The ad-hoc committee takes notice of this decision in their recommendation to the Dean. The candidate's research and teaching performance are the main criteria for obtaining tenure. It is expected to have at least one paper published in one of the five top journals in Economics (AER, Econometrica, JPE, QJE, Restud). The Dean then makes his or her own recommendation to the Rector. Based on the Dean's recommendation, the Rector decides on whether to proceed with the tenure process or not. If the decision is positive, letters of recommendation from economists outside the University are solicited and these constitute an important determinant of the tenure decision.

The tenure decision, as well as other promotion decisions, is made by a University-wide committee at the University level. The Dean is invited to the meetings of this committee to present the candidate's case.

When lecturers are offered tenure they are usually promoted to senior lecturers. When senior lecturers are offered tenure, they are promoted to associate professors.

Most of our recruitments fall into this category (untenured lecturers and senior lecturers). When dealing with more senior faculty, the appointment process depends on the rank and tenure status of the candidate and the trial period is different.

Promotions are handled on an individual basis. According to University rules, each faculty member can recommend another faculty member (including him or herself) to the Dean for promotion. The Dean appoints an ad-hoc committee that, after evaluating the candidate's research and teaching performance, makes a recommendation. The Dean then makes his or her own recommendation to the Rector. Based on the Dean's recommendation, the Rector decides on whether to proceed with the promotion process or not. In the distant past, it used to take 5-7 years between promotions. Recently, this has changed dramatically, and we have had cases of senior lecturers being promoted to associate professors 2-3 years after tenure. Unfortunately, this pattern may be changing back, albeit not all the way back to the long durations of the past.

An important change introduced in the recent past is the elimination of external letters of recommendations in the promotion decision to associate professorship does not require. This speeds up the process considerably. Promotions to full professorship do require external letters of recommendation.

The main criteria for promotion to associate professorship are the change in the research record since the last promotion, as well as teaching performance. Promotions to full professorship also take into account the impact of the candidate's overall research.

When evaluating research output we look at publications in top overall and field journals (we use the so-called Jerusalem Index for ranking journals (http://sites.huji.ac.il/madad/ECONOMICS.xls), ongoing research projects, seminar presentations, participation and organization of conferences, etc.

Junior Faculty (TAs, RAs)

Teaching Assistants (TAs) are recruited from among the MA students, and occasionally from among our BA and Ph.D. students. In all but two courses, TAs do not teach frontally.[5] Rather they have regular office hours where they answer questions; they also grade problem sets and help in composing and grading exams.

MA students are invited to present their candidacy for TA jobs. The BA advisor makes an initial screening of candidates based on overall academic performance and on the grades in the specific course the candidate asked to TA. Candidates that pass the screening are invited to a personal interview with the BA advisor and the Administrative Coordinator whose goal is assessing their interpersonal capabilities and commitment. Candidates that successfully pass this interview are offered a TA position. The position is for a specific course and can be extended from year to year. Students usually serve as TA for two years. In cases, where their performance is deemed unsatisfactory (as reported by students and/or teaching faculty) the contract is not renewed. There are no tenure and promotions for this position.

RAs are hired on an individual basis by the faculty from among the students at all levels (Ph.D., MA and BA).

Adjunct Faculty

We have adjunct faculty in the Mathematics courses. These are experienced Math teachers who are hired on a short term basis (2-5 years) as external teachers. All of them hold a Ph.D. in Math. There are no tenure and promotions for this position. We try, and so far succeed, to keep the same set of teachers over time in order to ensure continuity and stability of the courses.

We have one teacher, Michel Strawczynski, who has a renewable 3-year contract. He holds a 0.25 academic position in what is known as the "maslul nilve", a non-tenure track reserved for people with a proven practical record in their area of expertise (e.g., Economics) and teaching capabilities. Prof. Strawczynski teaches courses in Macroeconomics and in Public Finance. The main criterion for renewing the contract is teaching performance. The Recruitment committee makes a recommendation to the Dean who, in turn, submits his or her recommendation to the Rector.

We have another adjunct teacher, Dr Eyal Argov, who teaches Introductory Economics (Macro) on a year-by-year renewable contract. The main criterion for renewing the contract is teaching performance.

C. What steps are taken to ensure that faculty members are informed of these policies and procedures?

These policies and procedures are well known among the faculty. This is achieved by the Chair meeting with each of the new faculty to explain the policies and procedures. Each new faculty is also assigned a mentor from among the more senior faculty members. Moreover, after the 4th year review – and contract renewal – the Chair meets with the faculty member to discuss his or hers strengths and weaknesses as reflected in the recommendation written by the ad-hoc committee appointed by the Dean.

D. How are faculty members divided into areas of specialty in the discipline?

The faculty is not formally divided into areas of specialty as the bounds are often not so clear-cut. Broadly speaking, we have two strong research groups: Empirical Microeconomics and Economic Theory. Faculty members working in Economic Theory – but not only – are usually members of the Center for the Study of Rationality.

E. Please provide the following information regarding gender equality in the department:

- **How many faculty members are women and what is their percentage in each rank?**

  One faculty member at the rank of (untenured) Lecturer from among six untenured Lecturers.

- **Are there any policies supporting recruitment and promotion of women, in the department or at the institutional level? (e.g. proactive recruitment of woman; affirmative actions; adjusted promotion rules in light of maternity leave etc.) Are there any other activities in that regard?**

[5] Introduction to Econometrics and Micro Economics for MA Research Students A.

This is an important issue. The University is starting to think about proactive recruitment but as of now there are no active policies on this regard. The University is studying the experience of other Universities in this matter (e.g., Cornell University) in order to make a more informed decision.

Some examples of affirmative action policies are:

- An additional 7th year is added to the tenure clock for women that gave birth during their non-tenured period.
- Lowering the teaching load for women-researchers coming back from maternity leave. If they are teaching a full program, they are allowed to teach 2 credit points less in the following semester.
- No academic seminars and meetings after 3:30 PM.
- A new, women-only, fellowship to support postdoctoral work abroad was recently launched. The fellowship amounts to U$S 20,000-25,000 for one year. This year, 10 such fellowships were awarded.
- A new program for women medical students in their clinical years was launched last year. A woman giving birth during these years is allowed at least 4 weeks of maternity leave and the missing studies will be supplemented in the summer. This allows women who give birth not to miss the entire year. We are the only university in Israel with such a program

• **How does the department ensure the dissemination of these regulations and of other activities offered to enhance gender equality (e.g. seminars, special grants and programs, legal rights etc.)**

Informal talks among the faculty.

• **What are the department's goals in regard to gender equality in recruitment and promotion in the faculty?**

Our goal is to increase the hiring and promotion of women faculty. While such decisions are based on merit only it is understood that, provided everything else is equal, we will prefer to hire women in order to address the gender inequality prevalent in the Department.

• **Is there a person in charge of women affairs in the institution and/or department? If yes, what are his/her responsibilities?**

The person in charge of women affairs at the University is Professor Batsheva Kerem who is the University president's advisor on gender equality. Her responsibility is to implement new activities aimed at promoting women in science (both research students and faculty member). Prof. Kerem chairs a University-wide gender committee to study gender related issues and promote gender equality.

F. What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program? Are there professional development plans? Please specify.

There is no formal procedure to actively initiate professional updates of our faculty. All members of our faculty are engaged in research at the cutting edge of their respective fields. Our academic staff actively participates in international conferences; there is a continuous flow of overseas visitors to our weekly seminars, and many take Sabbaticals approximately once every seven years at renowned research centers and universities. All these activities ensure that our faculty's research capabilities are kept up to date.

G. What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position? How is the head of the study program appointed and what is the duration of the position?

The head of the study program is the Chair of the Department. The Chair is a tenured faculty member, usually holding the rank of professor (associate or full). The formal duration of the appointment is for 3 years but shorter and longer durations (2 and 5 years) are possible.

A search committee within the Department is in charge of generating a short list of candidates which is presented to the Department for a vote.

H. What is the policy regarding recruiting and absorbing teaching staff (senior / junior/adjuncts) and what are the plans for the future recruitment to the study program? How are these plans made and by whom?

According to the university's policy, only Ph.D. (or equivalent degree) holders are appointed to tenure-track positions (i.e., lecturer, senior lecturer, associate professor, full professor). New appointments are typically at the

rank of lecturer or senior lecturer and are recruited right after completion of their Ph.D. To be eligible for the position, applicants must provide evidence of potential for excellence in research and teaching. This evidence is obtained via seminar presentations and letters of recommendation. The specific procedures for appointing new staff members can be found (in Hebrew) at: http://academic-secretary.huji.ac.il/mini/minuyim/?cmd=mini.322
In some cases, more established researchers are recruited from other institutions to higher ranks. These appointments are governed by the regulations relevant for the rank to which the candidate is appointed. All new appointments depend on the availability of positions in the Department and should correspond with the Department's strategic development plan.
New adjunct appointments and junior faculty (TAs) are recruited on the basis of teaching excellence.
Recruitment plans are an integral part of the Department's strategic plan, as described in Section 1.C and decided upon by the Department in June 2015. Currently, however, there is no real opportunity for long-term planning. Recruitment is done on a yearly basis, with the Rector allocating a certain number of slots to the Faculty of Social Sciences for a given year (we do not know how many slots we will have in future years) and the Faculty deciding which job offers to make based on the recommendations from each Department's Recruitment committee, as described in Section 3.B. In order to engage in long-term planning, the Department would need the flexibility of long term slot budgeting.

I. How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

Faculty members (lecturers, senior lecturers, associate professors and full professors) in the Economics Department each teach 12 credits points. One credit is one academic hour (45 minutes) a week per semester so that, if split equally, this means 6 credits per semester or 6 academic hours per week per semester.
Adjunct faculty teach according to the hours specified in their particular contract. They can teach up to 8-10 credits per semester.
Teaching assistants (MA students) may work up to 22 hours per week.

J. Are staff members obliged to serve as advisors for final projects, theses and dissertations? Is there a limitation of a maximum number of graduate students per faculty? Are there criteria for assigning advisors to different research projects?

Staff members are not obliged to serve as thesis advisors, although many do choose to supervise students working on their MA or PhD thesis. Once a faculty member agrees to serve as a thesis advisor, he/she is morally obliged to see the student through to the end of his/her degree.
BA research projects (seminar papers) are written within the mandatory research courses. MA and Ph.D. students look for an appropriate faculty member to serve as advisor, often with the help of the MA and Ph.D. advisor. There are no limitations on the number of graduate students that each faculty can advise.

K. Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity.

The administrative staff consists of five people: the Administrative Coordinator, the Administrative Assistant for Academic Affairs, two Administrative Assistants for Student Affairs and 1 part-time assistant (a student). In addition, we hire the services of an IT person (from the University's Computer Center).
In general, the administrative and technical staff assist the academic staff with the organizational and technical aspects of teaching and research.

The Administrative Coordinator oversees and is responsible for:

- The general management of the technical and administrative staff.
- Preparing the Department's course catalogue.
- Preparing each faculty's yearly teaching schedule.
- Managing the Department's budget, including external funds.
- Representing the Department when dealing with Faculty and University authorities.

- Managing the appointments of junior academic personnel and administrative staff.
- Managing scholarships (students and guests) and prizes to outstanding students.

The responsibilities of the two Administrative Assistants for Student Affairs include:

- Holding students' office hours.
- Supplying information and guidance to B.A and M.A students regarding student affairs, the course catalogue and study program.
- Compiling and delivering grades in all courses.
- Overall coordination of student exams.
- Verifying that students have the necessary prerequisites for courses.
- Closing B.A and M.A degrees (at the Department's level).

The responsibilities of the Administrative Assistant for Academic Staff include:

- Providing administrative assistance to the academic staff, including coordination of committee meetings and gathering relevant material.
- Receiving and attending to the Department's guests.
- Coordinating the weekly seminars and workshops of the Department.
- Maintenance of the Department's website.
- Organization of other academic activities.
- Managing the Ph.D. committee.
- Recording protocols.

The administrative staff also includes one part-time student whose responsibilities include general office tasks, such as distribution of the Department's mail, billing, filing and assistance with various projects.

The IT Coordinator is responsible for:

- General support and maintenance of computers and IT issues for the academic staff, including the computer lab.
- Consulting and trouble-shooting on-site and via remote access.
- Assisting with the installation of specific software.
- Customizing computer software for the Department's needs.
- Assisting with new computer purchases.

L. What changes have been made in human resources since and in light of the previous evaluation, what are the implications of these changes?

The major changes have been in the number and composition of the academic and administrative staff.

At the time of the previous evaluation (August 2007), the number of academic positions in the regular tenure-track was 20.5 and the number of positions in the maslul nilve (see section 3.B) was 1.13. Currently, in September 2015, the corresponding figures are 22 and 0.25 (including 2.5 new faculty starting in October 2015). Overall, the number of academic staff remains quite stable: 21.63 in 2007 and 22.5 in 2016.

The composition of the faculty, however, changed. In August 2007, we had four non-tenured faculty whereas currently we have 7.5 (including 1.5 starting in October 2015). The faculty profile is therefore much younger than what is was eight years ago. This reflects the large inflow and outflow of faculty since the last evaluation. Between 2007 and 2015 we had 11 new positions filled in the regular tenure track while, at the same time, 9.5 positions were liquidated due to retirement or resignation. In the maslul nilve, the corresponding figures were 0.50 and 1.38.

Among the 9.5 liquidated positions, 5.5 were due to retirement (1 was early retirement) , 3 were due to the resignation of tenured faculty (one moved to TAU, another to the IDC, and a third one to BU in Boston), 0.5 was due to the re-assignment of Nathan Sussman to the PPE (PAKAM) program, and 0.5 because of (temporary) "leave without-pay" to Nathan Sussman and Eugene Kandel who are serving The Bank of Israel and the Government, respectively.

Another change since the previous evaluation has been the increase in the number of faculty holding split appointments with a foreign University. This is in accordance with the recommendations of the previous Committee for the Evaluation of Economics Study-Programs. It must be said, however, that these faculty spend most of their time at the HU and are full participants in the Department's life.

The assistant for academic affairs and one of the assistants for student affairs were promoted to other positions (outside the Department) and therefore replaced by new staff. However, one of the student affairs assistants as well as the administrative coordinator, continue in their positions. This is important for us in order to preserve "institutional history" and continuity.

M. In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

Academically, the Department's key strength is the academic excellence of its faculty members, many of whom are international leaders in their fields and enjoy worldwide reputation. All faculty members are very active and committed to their research and to the Department. At the same time, the Department's ability to recruit top-level faculty members is severely impaired by international competition. The "brain drain" experienced in Israeli Academia in general is especially pronounced in the field of Economics.

The administrative staff is also highly dedicated, and for the most part sufficient in number to handle the Department's requirements. However, given University appointment and staffing procedures, the Department has limited influence on promotions or reassignments of administrative staff.

Teaching

A. Does the institution have a structured system for evaluating teaching (e.g. peer reviews; students survey etc.)? Please provide a brief description.

The Hebrew University and the Department of Economics attach great importance to the quality of teaching. The feedback mechanism available to each Department in the University is an Internet-based student evaluation survey taken at the end of each course. The survey is administered by the University and is composed of closed questions regarding the course and the teacher as well as open questions where students freely comment about their experiences. Peer-reviews are also available at the time of promotion: a faculty member attends the candidate's class and fills in a report on the quality of the candidate's teaching.

- **How are results of the evaluation activities used? How are negative findings addressed? How are excellent teachers rewarded?**

  We use the results of these evaluation surveys and peer reviews in several ways: we use them to determine changes in the teaching personnel, to send faculty to short courses aimed at improving teaching techniques, and for promotion purposes. A teacher receiving consistently low student evaluations will be exempted from teaching mandatory courses if the Chair is convinced that this feedback truly reflects poor teaching quality, rather than higher-than–expected course requirements. He or she will be assigned, instead, to elective courses. At the same time, he or she will be required to attend a teaching-improving course. The University annually publishes a list of outstanding teachers, with the Rector awarding prizes for outstanding teaching. Several members of the Department have received these prizes. Teaching standards are an important component in faculty promotion and are seriously considered by promotional committees at all levels of promotion.

- **Does the institution have a center for enhancement of teaching? If yes, do all faculty members (including adjunct faculty) participate in its activities? Please provide a brief description. If not, does the institution offer the teaching faculty systematic activities (courses/in service/training/guidance) in order to improve the quality of teaching? Do all faculty (including adjunct faculty) participate in these activities? Please provide a brief description.**

The Hebrew University established the Teaching and Learning Center (TLC) in 2013. This unit provides enrichment workshops for senior and junior faculty, initial training for teaching assistants and thematic workshops focused on various issues related to learning, evaluation and teaching methods. All faculty, except the very best teachers according to the students' evaluation surveys, are required to attend a teaching enhancement workshop. In addition, the Center offers individual meetings with faculty members who are interested in improving their teaching skills, upgrading syllabi to international standards, and upgrading teaching resources.

- **Do new faculty members receive special support for teaching (preparation seminar, guidance, etc.)? Is there a mentoring program for new faculty (regarding their teaching)? Please specify.**
  The Univesity provides a short introductory course in teaching methods for new faculty. Each new faculty is assigned a mentor (a senior faculty member) to help him or her deal with all issues regarding absoption into the Department and the Unviersity, including teaching.

- **Are new faculty entitled to reductions or are they excused from teaching in the beginning of their employment?**
  New faculty are entitled to a reduction of one third of their teaching load (i.e., 8 credit points instead of 12) during their first year of employment only. This is the norm in the Faculty of Social Sciences. Even this reduction in the teaching load is "penalized" by the University in the form of a reduction in the Department's budget (i.e., the Department pays a "fine" for the reduced teaching load of new faculty).

B. If a structured system for evaluating and improving teaching exist at the department level as well, please provide an answer according to question a.
There is no additional system at the Department level.

C. To what extent the methods applied to assess and improve the quality of teaching achieve their goals?
This is difficult to assess since, to the best of our knowledge, there is no external evaluation of the Teaching and Learning Center. An informal survey of lecturers from the Department of Economics that participated in the TLC courses reveals that 40% think it was "not useful", 40% "somewhat useful" and 10% "useful".

Learning

Describe the following:

A. Examinations and exercises

1. **Describe the method of examinations and their character, the relative weight of each type of examination in the program (written/oral/open/multiple-choice etc.).**
   Mandatory courses require a written exam but the evaluation format varies across courses and degrees (BA or MA). Most exams are multiple-choice or open questions, or a combination of both. A few of the courses have midterms, but most do not. The Table below summarizes the information for the mandatory courses.

	Type of exam	Midterms?	Homework?	Weight in final grade of		
BA program		**(number)**	**(number)**	**final exam**	**midterm**	**homework**
Introduction to Economics I (Microeconomics)	Multiple choice	Yes (2)	Yes (10)	70%	30%	0%
Calculus for Economists A	Open questions	Yes (1)	Yes (14)	85%	10%	5%
Basic Probability	Multiple choice and open questions	Yes (2)	Yes (twice a week)	50%	20%	30%
Introduction to Economics II (Macroeconomics)	Multiple choice	Yes (1)	Yes (9)	80%	20%	0%
Calculus for Economists B	Open questions	No	yes (14)	90%		10%
Principles and Applications in Statistical Analysis	Multiple choice	No	Yes***	100%		
Price Theory A	Multiple choice and open questions	No	Yes (10)	95%		5%
Macroeconomics A	Multiple choice and open questions	No	Yes (10)	97%		3%
Price Theory B	Multiple choice and short open questions	Yes (1)	Yes (9)	95%	15% *	5%
Introduction to Econometrics	Multiple choice and short open questions	No	Yes (10)	100%		0
Research MA						
Micro Economics for MA Research Students A	Open questions (2 out of 3)	No	Yes***	100%		
Econometrics for Research MA Students A	Open questions	Yes (1)	Yes (4)	55%	30%	15%
Macro Economics for MA Research Students A	Open questions	No	Yes (6)	80%		20%
Macro Economics for MA Research Students B	Open questions	No	Yes (9)	80%		20% **
Game Theory & Information Economics (Micro B)	Open questions (2 out of 3 problems)	No	Yes***	100%		
Topics in Mechanism Design (Micro C)	Open questions	No	Yes (11-12)	65%		35%****
Econometrics for Research MA Students B	--	--	Yes (6)			100%****
Non-research MA						
Advanced Micro Economics	Open questions	No	Yes(5-6)	100%		0%, 4 points bonus
Advanced Econometrics A	Open questions	Yes (1)	Yes(8)	100%	20% *	0
Macro Economics Theory 1	Open questions (but in the exam sheet)	Yes (1)	Yes(5)	50%	25%	25% (3 best)

* Midterm grade weighted only if improves final grade ** Only final (mandatory) homework is graded ***Every week ****Including 15% for in-class presentation of a paper in the field

In addition, the core courses in the third year of the BA program usually have a final exam representing 100% of the final grade (except for Economic History where the grade is based on a written paper). The research courses, also in the third year of the BA program, require a written seminar paper.
Elective courses (BA and MA) usually have open-questions final exams that represent 100% of the final grade.

2. **Who writes the examinations and exercises and how is their validity assessed?**
Examinations and exercises are written by the faculty. Teaching assistants contribute to this process by providing candidate questions for the exams and exercises but the final decision is made by the course's lecturer. TAs also serve as a "sounding board" to assess whether the proposed exam matches what has been taught in class. Exams, in general, follow the same format from year to year and when changes are introduced (e.g., moving from multiple choice to open questions) this is announced well in advance. Past exams and their solutions are often available to students.

3. Who grades the examinations and exercises? Please describe the feedback given to students, apart from the grade.

Multiple choice exams are graded by TAs. Open questions are graded by TAs under close supervision by faculty. Exercises are graded by TAs. Feedback to students is given in different ways: comments on the exam form, comments on the returned problem sets, posted solutions in the course's website and by solving/addressing specific problems in class.

4. Please present the distribution of the final grades over the last three years in the format of a histogram (in all degree levels).

Final grades in Economics

	mean	sd	min	25th pctile	median	75th pctile	max	N
BA								
2012	82.9	6.1	65.7	78.8	83.3	87.1	97.7	213
2013	83.1	6.0	68.5	78.6	82.7	87.2	97.7	290
2014	82.4	6.8	67.9	77.1	82.0	87.6	98.4	213
MA								
2012	88.5	4.8	75.6	86.1	89.6	91.6	95.2	33.0
2013	89.7	4.5	78.3	87.8	91.1	93.4	94.6	34.0
2014	87.3	5.1	72.5	85.4	88.8	90.6	94.1	27.0

B. Written assignments (seminar papers, projects, theses, dissertations, etc.)

1. Describe the types of written assignments and other projects required in the program, their contents and scope.

The only written assignments in the Department are seminar papers and the MA research thesis. In the BA program, students are required to write a seminar paper during their third year of studies. The paper is written as part of a research course (a list of such courses appears in Section 2.C) and its content depends on the specific research course. In these courses, students are first exposed to theoretical and methodological issues and then they select a topic for research in close consultation with the lecturer that takes place in personal meetings between them. They make an initial presentation of their paper in class and then, after getting feedback from the lecturer and other students, write the seminar paper. In the non-research MA track, students have to write a seminar paper for which they get 4 credit points. These papers may range from a competent criticism of current research, extensions to theoretical models in interesting directions, and replication of empirical results with other, often, Israeli, data. In the research MA track, students write a research thesis. This requires the development of a semi-independent idea and

mastering of research techniques. If the thesis is empirical, it often involves gathering new data and /or using different econometric methodology. If the thesis is theoretical, it often involves an extension of existing models or the development of new ones. MA research students are also required to participate in workshops or the departmental seminar in which they have to present a short summary of the weekly lecture.

2. Who writes the assignments and how is the validity of the assignments assessed?

As mentioned above, the only written assignments in our programs are seminar papers and research theses. These are, of course, written by the students under the faculty's supervision. The topic of the assignment is a joint decision between the student and faculty.

3. Who grades the written assignments?

Lecturers grade the seminar papers. MA research theses are graded by the advisor and an additional faculty member.

4. What methods are applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students?

Lecturers set clear guidelines for the evaluation of seminar papers, and these are explained to students. Grading is done on the basis of the quality of the final paper, relative to the class and relative to previous years as well. Feedback is provided by ongoing meetings between students and faculty, within the research course framework in the BA program, and by periodic meetings between MA students and their seminar paper/thesis advisor. In addition, often specific comments are provided on the paper.

5. What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.

We present the data in table form.

Grades in seminar paper or research thesis

	mean	std	min	max	N
BA seminar paper					
2012	90.7	5.8	65	100	250
2013	91.7	6.1	62	100	191
2014	91.6	5.5	70	100	219
MA seminar paper (non-research)					
2012	89.5	6.9	70	97	15
2013	91.3	7.8	72	97	9
2104	86.9	9.4	70	95	10
MA thesis (research)					
2012	91.0	1.8	89	93	4
2013	94.0	1.6	92	96	5
2104	92.5	4.9	80	96	10

C. Training and field work

1. Describe the training/field work required in the program, their contents and scope. Please provide us with a list of places of training including the number of students in each place.

There is no training/field work required and none is available.

2. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?
Not relevant.

D. Learning Outcomes

1. What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated? Are LO defined in the course syllabi?

The BA program's goal is to offer students a conceptual framework as well as the tools and knowledge that will enable them to understand and analyze economic phenomena. This is done, among other things, by offering a solid basis in Mathematics and Statistics.

The MA program's goal is to deepen students' knowledge in Economics and train them towards a professional life in business, public service and research.

The programs' goals are periodically reviewed by the Chair of the Department. They are clearly stated in the description of each program (in the on-line Yearbook or course catalogue).

The LO of each individual course appear in its syllabus which is available in the on-line yearbook or course catalogue.

2. To what extent have the methods applied to measure the learning outcomes achieved their goals?

The method used to measure learning outcomes is, for the most part, written examinations. In general, exams are imperfect measures of the LO and as such are limited in what they can achieve. Nonetheless, it is the most objective measure we have. The LO of students is also assessed by the grade of the seminar paper (or research thesis) they write and this provides a more personal, and subjective, measure of the overall LO achieved by a student.

In general, it is often perceived that many students "study for the exam" meaning that they want to know how to answer exam questions rather than studying in order to understand the topics being taught. It is not clear what can be done to change this situation.

3. Are any other methods applied to measure the achievements of the students?
No.

Chapter 4
Students

Admission, Acceptance process and graduation

A. Specify the entry requirements/criteria for admittance to the program (first degree and advanced degrees, including "on probation" status).

Admission to the BA program is based on a normalized weighted score of the student's Matriculation (Bagrut) average grade and the student's grade in the Israeli Psychometric Test. The weights are 0.3 and 0.7, respectively. A threshold score is determined by the University authorities; applying students with a score above the threshold are admitted into the BA program in Economics. The threshold was 21.25 in 2013 and 21 in 2014. There is no minimum grade requirement in either the Matriculation average grade or the Psychometric Test. An additional requirement is proficiency in Hebrew and English.

Grades from the Hebrew University's or Tel-Aviv University's pre-academic Preparatory program or previous academic studies may substitute for the Matriculation grade in the score calculation. If a student has several academic achievements, the highest grade is used in the calculation.

International students are required to hold a high school certificate equivalent to the Israeli Matriculation Certificate, or academic studies from their native country. The final grade of Hebrew University's Rothberg International School is used in place of the Matriculation grade for those foreign students enrolled in that program.

A necessary condition for admission into the MA program (non-research) is a GPA above 85 in Economics. In addition, we also require an average of at least 85 in the four second-year mandatory courses (Price Theory A and B, macroeconomics A, and Introductory Econometrics), and an average of at least 80 in the Linear Algebra and Advanced Mathematics for Economists (or similar courses).

Applicants to the MA program in financial economics must hold a BA in Economics. First, they must be admitted to the non-research MA program in the Economics Department, and only then are considered for admission to the financial economics MA program by the Director of the program.

Acceptance to the Joint Research MA program with TAU is decided by a joint HU-TAU acceptance committee (composed of the MA advisors, Chairs, Assistants for Student Affairs and Administrative Coordinators of both institutions). The requirement is similar to the requirement used for the non-research track except that the threshold for acceptance is set higher, at an average of at least 87-89 in the four second-year mandatory courses. Candidates must also provide letters of recommendation.

Acceptance on Probation to the MA program. Students with an undergraduate degree in Mathematics or Computer Sciences are admitted to the MA program if their average undergraduate grade exceeds 80. However, they are required to complete 2nd year BA courses in microeconomics and macroeconomics. Students with an undergraduate degree in Natural Sciences are admitted to the MA program if their average undergraduate grade exceeds 85 and are also required to complete 2nd year BA courses in microeconomics and macroeconomics. Students from other non-economic disciplines are accepted if their average undergraduate grade exceeds 90 and are also required to complete 2nd year courses in microeconomics and macroeconomics as well as courses in Mathematics, Statistics and Econometrics. Our experience is that the latter students find it difficult to make the transition into Economics.

Applicants to the PhD program submit a CV, two letters of recommendation, grade records from their BA and MA studies and a declaration of intentions. They must also have written an MA research thesis. In addition we require a minimum average grade of 85 in their MA studies and a minimum grade of 90 in their MA thesis.

B. In the format of a histogram, please present the range of psychometric test scores or the equivalent and the range of matriculation averages of the students that were admitted to the program in the last 3 years. If there is a discrepancy between the admission criteria and the de facto admission data please elaborate.

We present the data in table form.

Students admitted

		mean	sd	min	max	N
Matriculation						
	2013	10.56	0.53	8.98	11.7	484
	2014	10.61	0.55	8.65	11.72	540
	2015	10.57	0.52	8.65	11.74	475
Psychometric						
	2013	688.9	35.4	560	783	529
	2014	677.7	40.3	457	790	581
	2015	680.4	37.7	575	786	474

Students that actually began studying

		mean	sd	min	max	N
Matriculation						
	2013	10.47	0.54	8.89	11.57	237
	2014	10.56	0.56	8.93	11.71	308
	2015	10.48	0.52	8.79	11.53	257

Psychometric						
	2013	684.3	36.5	560	759	264
	2014	675.6	42.3	457	778	337
	2015	674	38.3	547	776	280

Note: Not every student has matriculation and psychometric grades. Students who were admitted based on a previous academic degree, or on successfully completing the Preparatory program do not have matriculation grades. Also, foreign students do not have matriculation grades.

Psychometric scores range from 200 to 800. The national median psychometric score is approximately 540 and the 90th percentile is approximately 670.

Discrepancies between the admission criteria and de-facto admission are due to affirmative action which the University has embraced since 2002. For example, the low psychometric score (457) in 2014 (in the bottom panel) corresponds to an Ethiopian student who was admitted via affirmative action.

Low grades in one of the two components do not necessarily imply a discrepancy with the admission criteria. For example, the low matriculation grade (8.93) in 2014 (in the bottom panel) corresponds to a student that got a very high psychometric score (707) so that the weighted score was above the threshold.

C. In the format of table 3 (In the Excel Appendix) submit data concerning the number of students in the past 3 years (divided by degree) as follows: a. Numbers of applicants (הגישו מועמדות); b. number of admitted students (התקבלו) and students admitted on probation; c. number of students who started studying in the program (החלו ללמוד בפועל)) d. total number of students.

See Appendix

D. Describe the selection and admission process and how are they decided upon. What are the criteria of advancement from year to year and for completion of studies?

Selection and Admission process

BA program: The threshold against which the weighted score of the Matriculation and Psychometric grades is compared is determined by the University in consultation with the Department. It reflects the capacity of the Department to absorb new students (about 300 students per year). Admissions to the BA program are conducted via the University's Admission's Office. The Department is not involved in the actual admission process.

The Selection and Evaluation Unit within the Student Administration assesses the performance of the admissions procedure. They examine the correlations between the various admission components (Matriculation average grade and Psychometric Test grade), and academic achievement (failure, success, grade point average) in order to understand how these components should be weighted to improve prediction of academic achievements. These tests use data from past years. The results are discussed by a professional committee that includes experts in the fields of Psychology, Statistics and Education, which may recommend changes in the procedure of selecting candidates. If such a recommendation emerges, it is discussed with the Department being assessed, and a joint decision is made on possible changes to the admissions procedure. The outcome of this process was that the weight of the Psychometric Test was increased from 50% to 70% in the score calculation, while the weight from the Matriculation grade was decreased from 50% to 30%. This, however, was done about 10 years ago. Repeated requests by the Department of Economics to obtain admittance data (i.e., the Matriculation and Psychometric Test grades) of enrolled students in order for us to re-evaluate these weights have not been successful. Only very recently, in May 2015, has the University acquiesced to the request. Using these data we plan to evaluate the present weighting scheme and offer a better alternative if one is available.

MA program (non-research, MA in Public Economics, MA with the School of Business Administration, MA with Statistics): The file of each applying candidate is reviewed by the MA admission committee (composed of the MA

advisor, the Chair, and an Assistant for Student Affairs) where consideration is given to the overall pattern of grades, the second major (if any) of the student, letters of recommendation (if any), and the syllabi of the courses taken by the applicant (for non-HU students). The main criterion for acceptance is academic excellence. There is no limit on the number of students accepted.

MA program in Financial Economics: The file of each applying candidate undergoes the same process as above and is then submitted to the Director of the program (currently Professor Avramov from the School of Business Administration). While some of the students are interviewed, most are requested to write a short essay describing why they want to enroll in this program. The main criteria for acceptance are academic excellence and strong motivation. The range of courses at which the program looks is wider than the one used by the admission committee to MA studies in Economics, and includes grades in the Introductory Economics courses (first year) as well as some of the Math courses. The threshold is also higher and hovers around an average of 88-89. The number of accepted candidates is around 15-20 per year.

Joint MA program with TAU (research track): Acceptance is decided by a joint HU-TAU acceptance committee (composed of the MA advisors, Chairs, Assistant for Student Affairs and Administrative Coordinators of both institutions). The criteria is similar to the criteria used for the non-research track except that the threshold for acceptance is set higher to an average of at least 87-89 in the four second-year mandatory courses. They must also provide letters of recommendation. The main criteria for acceptance are academic excellence and capability for independent research. There is no limit on the number of students accepted.

Ph.D. program: The decision of the Ph.D. admissions committee is based on all the information in the candidate's file described in point 4.A above. Emphasis is put on the candidates' ability to conduct independent research and bringing it to completion within a reasonable time period.

Criteria for advancement from year to year and for completion of studies

In the BA program the criteria for advancement from the first to the second year is receiving an average above 70 in the two Introductory Economics courses (the passing grade in each of these courses is 70), and receiving a grade above 60 in two out of the three first year's courses in Calculus and Statistics (the passing grade in these courses is 60). This condition ensures that second year students have a relatively high level of knowledge. Note that students that do not obtain a passing grade in each of the five first-year course must take the course again (and pass it) in the following year.

The criteria for advancement from the second year to the third is receiving a passing grade in all of the first year's courses. However, because the material covered in the second year courses is necessary for understanding third year courses, most of the third year's courses have prerequisites demanding passing grades in the second year's courses, so that passing the majority of second year courses is a de facto requirement for continuing on to third year.

The criteria for completion of the BA degree are passing grades in all courses and completing 64 credit points in Economics (including 4 credit points from the Cornerstone program).

The MA program has no formal requirement for advancement from year to year. However, the prerequisites for most field courses require passing grades in some combination of compulsory courses that are generally taken in the first year of the program. Completion of studies requires, in addition, a seminar paper in the non-research track or a research thesis in the research track. MA degrees joint with other Department and Schools may have additional requirements.

For the doctoral students, continuation in the program at the end of each year requires the recommendation of the student's advisor and on a progress report written by the student. When completed, the Ph.D. thesis is submitted to the University and it is sent to faculty for review from within as well as from outside the University. These

reviewers can accept the thesis as is, suggest major/minor comments or dismiss it. Except for the last case, the thesis is returned to the student for revisions until the reviewers are satisfied.

E. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? If so, please describe them.

The Hebrew University employs a university-wide affirmative-action policy according to the guidelines of the Society for Advancement of Education. According to this policy, a small number of students in the relevant groups may be admitted even if their scores are slightly below the cut-off score. More detail on the University's affirmative action policy (in Hebrew) can be found at: http://info.huji.ac.il/reception-channels/Kidum

Candidates with special needs (visually impaired, blind, or hard of hearing) may be tested in the Psychometric test under special circumstances, based on their specific condition. If they do not pass the regular acceptance requirements, then their request is evaluated by the Appeals Committee.

The policies with respect to learning disabilities and accessibility are set, implemented and monitored by the Office of the Dean of Students and, specifically, by the head of the Center of Diagnostics and Support for Students with Learning Disabilities, and the Accessibility Coordinator of the Accessibility Unit.

F. Please specify what is the drop-out rate of students from the program over the last five years in table no. 4 (In the Excel Appendix). What are the common reasons for their leaving (academic/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it? In the same table please provide the number of students who graduated with honors, for each year in the last five years.

We were not able to obtain dropout rates from the undergraduate program because, as learned during the self-evaluation process, this information is not recored by the administration. Theoretically, one could calculate these rates by comparing the number of 1st and 2nd year undergraduates in a given year to the number of 2nd and 3rd year undergraduates the following year. This procedure, however, is biased because many students repeat courses in the next academic year and many complete the program in more than the standard three years.

Even though we do not know the exact drop-out rates, this is an issue of concern to us. In 2013 the BA advisor personally contacted students that received very low grades during their first-year/first-semester courses and offered his advise on how to cope with this situation. Although this intervention was not properly evaluated, it was felt that it was not particularly useful.

In Table 4 we present data for the MA and Ph.D. programs. We focus on the period after the joint research track with TAU was established which corresponds to the current format of our study program. The drop-out rate is about 8 percent in the non-research MA program (6/76). This number may increase if some of the students still enrolled after more than 4 years in the program do eventually drop out. In the research track, the drop-out rate is higher at 22 percent (7/32) but it should be remarked that two of the students dropping out switched to other MA programs. In addition, the higher dropout rate in the research track may be an result of the fact that some students (especially those that are accepted to a Ph.D. program overseas) decide not to write a research thesis and then "drop-out" of the research track receiving, instead, a non-research MA diploma.

In our Ph.D. program, out of the 15 students starting their studies between 2008 and 2012, 5 dropped-out, i.e., a drop-out rate of 33% but this number, again, has to be qualified since 2 out of the 5 drop-outs switched to the Ph.D. program at Harvard and another to the Ph.D. program at the Law School.

We are not that much concerned with the drop-out rates in the graduate programs; we are more concerned with the long duration until graduation. Part of the reason for the longer than expected durtations is that many of our MA and Ph.D. studentrs work full time (mostly at the Bank of Israel and other government offices). Regarding the BA program, we intend to take a more active role in documenting and understading the reasons for students dropping out of program.

Students and research

A. **Undergraduate students:**

- **To what extent are the undergraduate students involved in research projects of faculty? Is there a structured mechanism (e.g. courses; credits for participating)?**

  Faculty members hire students in the Department as research assistants (RAs), mostly MA and outstanding undergraduate students. This is done at the individual (faculty/student) level; there is no structured mechanism assigning students to research projects or receiving credit for participation in such projects. These RA's assist the researchers in data-related tasks such as preparing working files from raw data archives, writing computer programs for econometric estimation using software such as Stata, SAS and Matlab, literature surveys, assistance in the design and fielding of surveys and other data collection efforts, assistance in laboratory experiments and assistance in organizing workshops and conferences. RA's are mostly employed by the applied empirical members of the Department but also by some of the theorists. Research assistantship is funded through external research grants (ISF, BSF and other funding organizations such as The Falk Institute).

- **Specify in which projects, the number of students involved and the scope of their involvement (in the format of a table)**

Research projects and student involvement

Faculty name	Title of research project(s) in last 3 years	Number of BA students & scope	Number of graduate students & scope
Eizenberg, Alon	Customer-specific Information and the Degree of Price Discrimination: An Empirical Analysis	1 student, 10 hrs/week	1 student, 10 hrs/week
Gould, Eric	Residual Inequality, Manufacturing Decline, and Low Skill Immigration		1 student, 10 hrs/week
Klor, Esteban	Deterrence with Proxies	1 student, 15 hrs/week	
Hausman, Naomi	Non-compete laws, labor mobility, and innovation Physician market concentration and prices: evidence from non-compete laws Local spillovers in innovation	1 student, 5 hrs/week	1 student, 5 hrs/week 1 student 5 hrs/week
Lach, Saul	Price dispersion in Gasoline Markets Price Differences in Retail Prices in Jerusalem	1 student, 10hrs/week	1 student, 5hrs/week
Lavy, Victor	Long term effect of educational interventions	3 students, 30 hrs/week each	1 Ph.D. student
Shayo, Moses	Consumption clusters		1 Ph.D. student, 20 hrs/week
Shurtz, Ity	The impact of age-based financing of screening tests on utilization and outcomes: the case of amniocentesis The Accident Externality of Driving: Evidence from Observance of the Jewish Sabbath in Israel	1 student, 15 hrs/week 1 student, 15 hrs/week	
Michel Strawczynski	Cyclicality of Statutory Tax Rates The impact of Income Tax on Migration		1 student, 8hrs.week 1 student, 8hrs.week
Winter, Eyal	Contracting with Skill Investments Collective vs. Individual Decision Making under Uncertainty		1 Ph.D. student 2 Ph.D. students

Zussman, Asaf	The Effect of Political Violence on Religiosity	2 students, 10 hrs/week	1 student, 20 hrs/week
	Rockets: The Housing Market Effects of a Credible Terrorist Threat		1 student, 20 hrs/week
	Customer Discrimination: Evidence from the Israeli Labor Market		1 student, 20 hrs/week

- **Is there a procedure for encouraging students to carry out independent research?**

Participation in the third-year mandatory research courses is aimed at encouraging students to carry out independent research. This is the only time students studying Economics are required to do independent research.

B. **Graduate program:**

1. **Is the graduate program structured (both MA and PhD programs)? Specify.**
   The MA program is very structured, yet allows students ample flexibility in combining the program's mandatory courses with a variety of advanced courses in the areas of their choice, as described in Section 2.C.
   The Ph.D. program requires 12 credit points (3-4 courses) selected by the student's advisor and Ph.D. monitoring committee.
2. **Are there mandatory courses teaching research skills? (e.g. academic writing in English; qualitative research methods; quantitative research methods, graduate seminar).**
   The only mandatory courses of this sort are the Econometric courses where quantitative research methods are studied, and the Research MA seminar, where those students present their work (in English), and methodologies for research in Economics are discussed. More generally, students acquire research skills by carefully reviewing current research papers in all courses.
3. **What is the time frame for the graduate program and what is the average time to graduate de facto? What is the policy regarding exceeding the recommended time?**
   MA studies should take 2 years. In theory, Ph.D. studies should take 4 years. In practice, they take longer. The research MA program often takes 3 years because it takes a long time to write the research thesis (so far nobody graduated in 2 years). Among the 17 Ph.D. students staring between 2005 and 2011 who did not leave for graduate studies elsewhere (in a leading US department or another department) or dropped-out, 18 % finished in 5 or less years, 41 % in 6 years, and 41% are still enrolled. Part of the reason for this delay in graduating is that many of the students are part-time students. Completion times for non-research MA students are closer to the expected time and they equally split between 2 and 3 years.
4. **Is there a departmental seminar? Are graduate students participating in it?**
   Students participate in the departmental seminar, as well as in the other workshops (applied, theory, and behavioral economics). Research MA and Ph.D. students are required to attend at least one these, and other MA students can get credit for attendance. Ph.D. students also attend the Ph.D. seminar.

C. **How do graduate students (MA and PhD) find an advisor and in what point of their studies? Is there a structured mechanism? Please describe the process briefly.**
   There is no structured way of matching students to faculty advisors. Students meet with faculty to present their research ideas. They often meet with more than one faculty member and the research idea evolves accordingly until a final advisor is found. These interactions take time. Sometimes we do set up courses where the faculty advises a group of students on their theses but this occurs infrequently. In 2014 we had two such courses in the areas of finance and behavioral economics where 8 students are writing their theses. Given the small size of the faculty, we cannot set up too many of these courses.

D. **Are graduate students encouraged to publish? If so, how? Do they receive support for doing so?**

Graduate students are encouraged to do high-quality research. Publication at this stage of their career is not very common in Economics. Nevertheless, some of our Ph.D. students had published toward the end of their thesis. This occurs as the natural outcome of having written a good paper. There is no additional support besides that given by the faculty advisor and Department.

E. **How are graduate students supported financially: are there fellowships (full/partial)? Are they funded by the institution or by their advisor (via grants)? What are the criteria for receiving a fellowship?**

Graduate (research MA and Ph.D.) are funded by scholarships given by the Department (from external donors to the University) which are occasionally complemented by funds from their advisors' research grants.

Only research MA students receive scholarships based on their academic performance during the previous semester. In 2014, 11 research MA students received scholarships of 2,300-3,300 NIS per month depending on their year of study.

Ph.D. scholarships are guaranteed for three years subject to adequate academic progress. All Ph.D. students not working outside the University receive full or partial scholarships. In 2014, 8 Ph.D. students received scholarships of about 5,000-6,500 NIS per months (for 12 months).

Student Support Services

A. Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum).

Open days: Every year, the university holds open days in which departments present their teaching curricula to potential students. Accordingly, the Department of Economics has representatives who attend the open day, present curricula, and answer questions about the study programs or any other issues that come up in applicants' questions. Department's representatives include administrative assistants, student counselors, alumni, and faculty members who teach in each of the study program. Furthermore, faculty representatives offer short lectures about their area of expertise, providing a realistic preview of the learning experience to attending students.

In addition, the Department invites prospective students to a meeting in June where first-year lecturers are presented to the students and specific questions about the study program are answered.

Advisors: The BA, MA and Ph. D. advisors offer students guidance throughout the year, and provide information about the academic programs, classes offered, course requirements, etc. They also assist students in building their course schedules. In addition, advisors offer social and academic counseling for students with special needs (e.g., learning disabilities). Most of this assistance is in understanding students' specific needs, and referring them to the relevant unit in the university. See additional information about the support provided to students with special needs in the following section.

Assistants for Student Affairs: Both assistants answer questions by applicants and attending students regarding courses, requirements, exams, completion of degrees, etc. They receive students in the Department's office every day of the week during working hours.

B. Do students with special needs receive special support? If so, please specify.

All of the following services are offered by the university, and are available to students of the Department of Economics:

Support provided to visually impaired students: The university has a center dedicated to assist the visually impaired -- The Learning Center for the Blind. The Center assists both in providing study materials for the visually impaired (e.g., books in Braille) and in providing dedicated counseling. In addition, the Center holds specially equipped study rooms and classrooms for this student population.

Students with special accessibility needs: The university's Accessibility Unit, within the Dean of Students' office, provides students with special needs support to assist them in completing their studies. The unit's goal is to help these students maximize the learning experience and allow them to benefit from all of the university's services, programs and activities.

Students with learning disabilities: The university has a unit dedicated to supporting students with learning disabilities. The unit offers diagnostic services and support for applicants and students with learning disabilities. It offers assistance in preparing for and making accommodations during the psychometric exams (required when enrolling to the university). In addition, the unit provides counseling services and ongoing support for students with learning disabilities or with attention and/or hyperactivity disorders, aimed at assisting students succeed in their studies.

Gender-related issues, students who are parents and students who serve in the military reserve units: This unit offers women, parents and reserve students counseling services, information about their rights and responsibilities, and services for handling special issues and requests (e.g., when a student misses an exam because of reserve duty in the military). In addition, the unit is responsible for providing day care services, nursing areas, diaper-changing areas in the university, along with other accommodations to students who are parents.

Support for Arab students: The University's Office for Equal Opportunity offers Arab student support and assistance in a wide range of areas, aimed at improving their personal, academic and social integration into the university. The unit offers Arab students three unique programs:

-- Social Mentoring: is intended to help new students acquire the tools, skills and strategies for successful acculturating to their new academic environment;

-- Academic Mentoring: aims at providing academic guidance, including private tutorials and workshops for assisting students with their introductory and basic courses;

-- Academic Skills Workshop: aims at improving students' reading and writing skills in Hebrew. The workshop also offers tools for improving note taking, reading scientific texts, test taking skills, and better dealing with test anxiety.

New immigrants: The University has a unit dedicated to assisting students who had recently immigrated to Israel. The unit's main goal is to assist these students in their integration to the university environment, and in reaching academic excellence. The unit's focus is on difficulties that are unique to this population and offers several programs, such as summer courses in English and in preparation for undergraduate studies, academic study groups, ongoing academic tutoring, social activities, and personal counseling.

Psychological support: The University offers psychological counseling services. The counseling unit provides a variety of treatments, including long-term psychodynamic treatment, crisis intervention, cognitive-behavioral therapy, group therapy. The unit also offers couples therapy, therapy for adolescents, and therapy for parents of adolescents.

C. Are counseling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

There is no structured work placement assistance. Faculty offer their help to MA students wishing to pursue their Ph.D. studies abroad, and/or to find employment in Israel. But we do not provide formal career counseling and assistance to our students. On an ad-hoc basis, we organize meetings with representative of international institutions (e.g., OECD, IMF) that wish to recruit economists for their organizations.

D. Does a monitoring mechanism of the progress of graduate students' research exist? Please specify.

Ph.D. students must submit a written report on their progress each year. They also present their new work in the Ph.D. seminar. Their advisor must approve the report and submit his or her assessment of the student's progress. The report is evaluated by the Ph.D. committee where a decision to continue the student's scholarship is made. Progress of MA students is monitored by the MA advisor but in a non-structured way.

E. What are the mechanisms that deal with student complaints? Please provide a list of students' complaints over the last two years and the way they were resolved.

Each lecturer is required to provide an office hour in which students can discuss the academic material and / or other problems that might arise during their studies. Students can also turn to the BA and MA advisors with their complaints and they will channel these complaints to the relevant authority within the Department or University. When a problem is not taken care in a satisfactory manner, students can appeal to the Chair of the Department. Students also turn to the Assistants for Student Affairs with their complaints. The Assistants try to address the complaints and/or forward them to the BA advisor or to the Administrative Coordinator. In some cases, students turn to the Student Union directly. The Student Union then examines the complaint and determines the most appropriate person to whom the complaint should be addressed.

The Teacher-Student committee of the department is another forum in which students can raise their complaints. The committee is made up of student representatives from each year of the BA program, the Chair, the BA advisor and the Administrative Coordinator.

Another venue for student to voice their complaints is the Teaching Committe of the Faculty of Social Sciences.

The University administers an annual survey in order to examine students' opinion about the teaching quality and administrative services. This mechanism allows the department to identify problems and complaints which are dealt with to the best of our ability.

Below are examples of complaints from the past two years and a description of the manner in which they were resolved:

- The Teacher-Student committee complained that in some mandatory courses students run out of time in the final exam. They requested to extend the duration of these exams from 2.5 to 3 hours. After consulting with the respective lecturers it was decided to extend the duration of final exams to three hours.
- The Teacher-Student committee complained that multiple-choice exams do not have "free" pages where a student can do calculations, try formulas, etc. before answering a question. It was decided to add to the exam booklets in the relevant courses empty pages for calculations that do not have to be submitted with the exam form.
- In 2013 we had a complaint by students in the Introductory Economics (Macro) course about final grades being significantly lower than in previous years. The BA advisor and Chair of the Department checked the grades in previous years and reached the conclusion that although the grades in 2013 were indeed somewhat lower, they were not low enough to justify an across-the–board increase in the course's grade.
- In 2014 the Teacher-Student committee complained about the difficulties in studying for the final exam in the courses Introductory Economics (macro) and Price Theory II. The reason being that the integration of all the different topics covered in class is done in the last week(s) of classes and in the review classes. Since not all students attend these classes it was decided to film them and upload them to the Internet.
- The Teacher-Student committee complained that grades at the Hebrew University are lower than in other Universities and/or Colleges, and that this hurts them when applying for jobs and/or to advanced studies. The issue was raised in the Teaching (Academic Matters) Committee and it was decided to explore the possibility of publishing the rank of the student's grade along with the numerical grade. The issue is still under consideration.
- In 2013 students complained about the early hour (8:30 AM) in which the final exam of an MA course was scheduled, especially by students coming from Tel Aviv University. We tried to change the hour of the exam but could not get all the students to agree to a new time. We alerted the people responsible for scheduling the exams about this issue in order to avoid such problems in the future.
- Students asked to change the date of a mid-term exam in a mandatory course because of a student event in Eilat. The exam date was changed. It was also agreed that in the future the dates of the exams (which are published before the academic year starts) will be sent to the Student Union for their approval, but that after the approval is obtained the exam dates will not be changed.

F. What financial assistance is provided to students with financial problems and to outstanding students? What other types of financial support is available to students?

The University's Financial Aid Department offers financial assistance to students with economic difficulties, through either scholarships or loans. The amount granted through scholarships depends on students' socio-economic standing and academic performance. Scholarships range between 1,200 and 5,000 NIS per year. Loans range between 4,500 and 7,000 NIS. The table below shows the number of students receiving financial aid and the amount of the aid in recent years

Financial Aid to Students in the Department of Economics

	BA students		MA students	
	Number of students	NIS	Number of students	NIS
2010	217	1,368,596	3	7,000
2011	277	1,837,149	1	12,866
2012	264	1,792,877	3	8,700
2013	204	1,543,924	2	6,000
2014	220	1,741,076	3	14,000

In addition, the Department of Economics uses funds from the endowed chairs to offer annual scholarships to MA and Ph.D. students. Outstanding research MA students receive around 2,300-3,200 NIS per month, while Ph.D. students receive 5,000 NIS per month.

The Department of Economics offers an Excellence Prize to outstanding students. The goal of this prize is to encourage excellence and to help outstanding students to focus on their academic studies. It is granted to students in all years and in all degrees. The monetary award ranges between 500 and 2000 NIS and is awarded to students in the top percentiles of their class. In some cases, the prize is an honorary citation.

There are several University-wide awards – Rector's Prize, President's scholarship to Ph.D. students – that are available to outstanding students from all Departments and Schools.

Alumni

A. Do the institution and/or the department maintain contact with their alumni, employers, and employment market?

Unfortunately there is no established connection with alumni. To the best of our knowledge the University does not have a mechanism to track current students once they leave the University. We do have informal connections to the Ministry of Finance and Bank of Israel where many of our graduates are employed.

B. Please specify the extent of integration of alumni into the labor market: where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment.

This information is not available.

C. How many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Relevant surveys would be appreciated.

In May 2013 we administered an Internet-based survey to our third-year students. 104 students responded out of about 250-Questions and their answers are presented below:

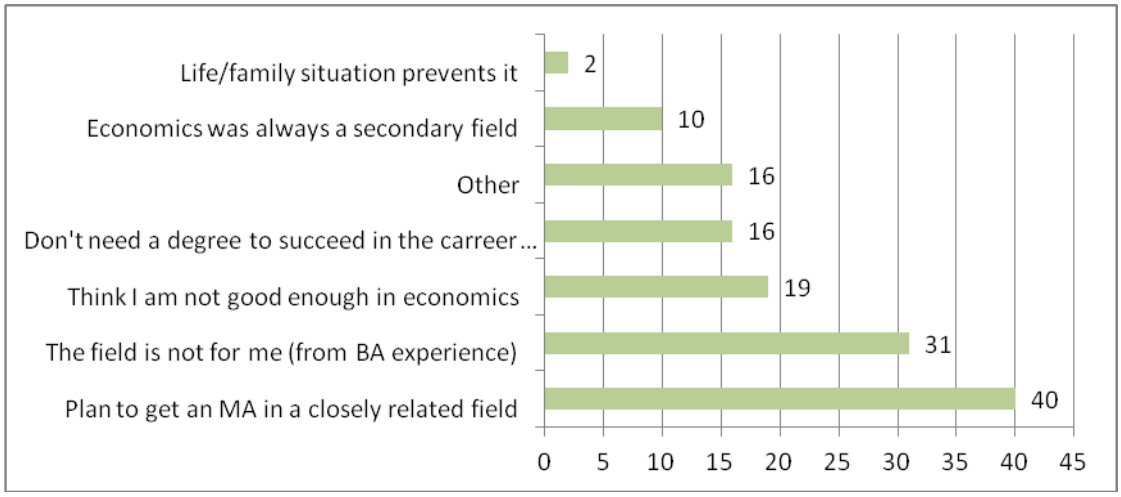
What are your plans after completion of your BA from Hebrew University?

Work now, MA in another field later	32	31%
Degree in another field and working full time	18	17%
MA in economics	16	15%

Degree in another field	11	11%
Work now, MA in economics later	9	9%
Work full time	8	8%
MA in economics and working full time	4	4%
Search for work	3	3%
Take time off	3	3%
Total	**104**	**100%**

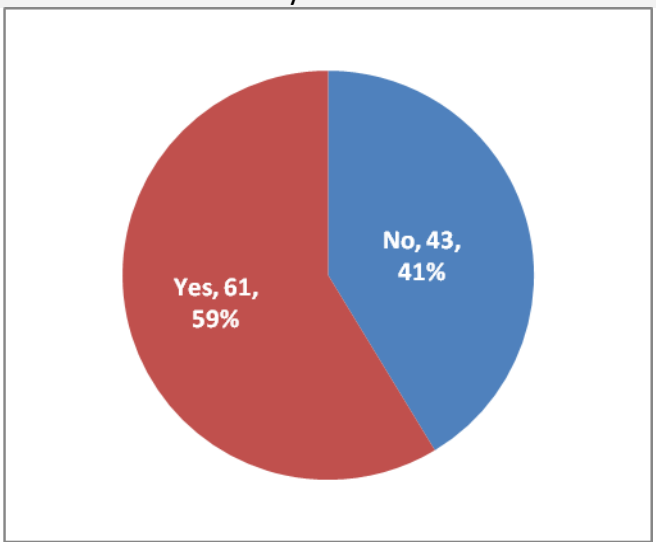
Number of respondents: 104 (All respondents)

Why are you NOT planning to get an MA in economics?



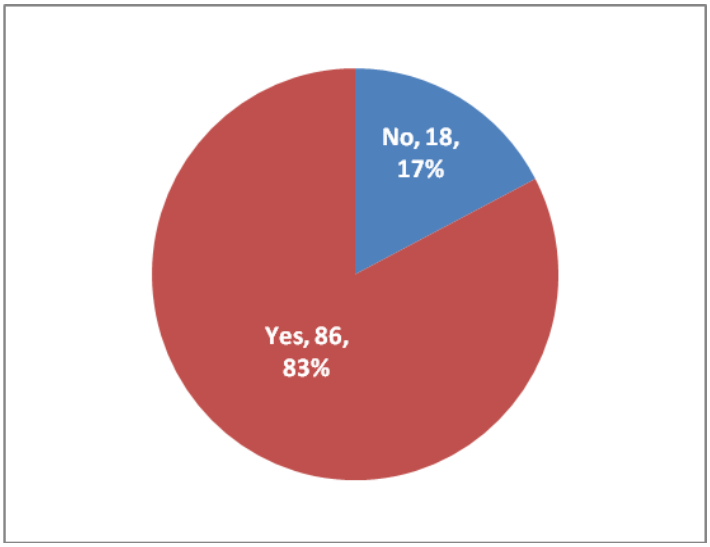
Number of respondents: 75

Do you feel you know how an MA in economics would affect your career?



Number of respondents: 104 (All respondents)

Do you feel the career advising you sought out and/ or received from members of the economics department was sufficient?



Number of respondents: 104 (All respondents)

Summary

A. What are the strengths and weakness of the issues specified above?

One of the Department's main strengths is the quality of our students in terms of their academic aptitudes. Our admission standards are consistently high, and students are accordingly well prepared to deal with the complex material that is covered in our study programs.

We believe that our counseling system, both in preparation for, and during, studies, addresses students' needs. As elaborated above, we offer a wide range of counseling and support services, including designated services for students with special needs. As a rule, we treat students' concern with the utmost respect and have set clear guidelines and procedures for complaints and appeals when these become necessary.

Clearly we need to improve our records of student dropout rates. We will try to identify and address the concerns of students who experience difficulties in their studies and are considering dropping out of the program.

We need to establish links with the alumni community and first steps in this direction are being taken by the University as well as by the students. A strong connection with alumni will help strengthening the ties of the Department with the community to the benefit of all.

Chapter 5

Research

Due to the difference in character and research efforts of the various programs under evaluation, each institution should handle this chapter in accordance with its **stated mission statement**.

A. What are the department's special strengths and uniqueness in research?

Our most significant strength is the high quality research produced by our faculty. This is a result of the strong research-orientation of our Department and the high standards required for tenure and promotion. The main two areas of research in which our Department excels are: Economic Theory and Empirical Microeconomics. The high quality of our faculty's research is inferred from: a) the journals where our faculty publishes, 2) the large number of citations that many of our faculty's publications receive, 3) number and quality of grants received (notably the four ERC grants received in the recent past, 4) the active participation in international conferences and meetings, and 5) the service of many faculty members as editors and reviewers for the discipline's leading journals.

B. What are the research funds (in $) of the study program in the last 3 years (competitive sources (government/non-government), non-competitive public funds, other non-competitive funds (non-government), internal funds, donations) please provide the information by faculty member in the format of table 8 (in the excel appendix).

See Appendix.

C. Please provide information about the research activities of faculty members (including publications, activities in research centers or other academic bodies and institutions, awards and prizes) from the last 3 years, in the format of table 9 (in the excel appendix).

See Appendix.

D. Please list cooperation activities by department members both in Israel and abroad.

Cooperation activities (last 3 years)

Faculty name	Research cooperation with
Ben Moshe, Dan	Xavier D'Haultfoeuille (CREST), Arthur Lewbel (Boston college)
Ben Porath, Elchanan	Eddie Dekel (TAU and Northwestern) and Bart Lipman (Boston University).
Blumrosen, Liad	Shahar Dobzinski (Weizmann), Moshe Babaioff (Microsoft Research), Noam Nisan (HUJI), Aaron Roth (Upenn), Yaron Singer (Harvard), Shaddin Dughmi (USC), Avinatan Hassidim (Bar Ilan), Osnat Zohar (HUJI, master student), Yuval Hochman (HUJI, master student).
Ebenstein, Avraham	Michael Greenstone (University of Chicago), Ann Harrison (Wharton-Upenn), Margaret McMillan (Tufts University), Yaohui Zhao (Peking University), Monica Dasgupta (University of Maryland), Yuyu Chen (Peking University), Hongbin Li (Tsinghua University), Lena Edlund (Columbia University), Moshe Hazan (TAU), Avi Simhon (HU), Victor Lavy (HU)
Eizenberg, Alon	Steven Berry (Yale), Olivier Chatain (HEC Paris), Saul Lach (HUJI), Alberto Salvo (National University of Singapore), Michelle Sovinsky (Zurich), Andras Pechy (Zurich) , Joel Waldfogel (Minnesota)
Genesove, David	James Hansen (Reserve Bank of Australia), Lu Han (Rotman School of Business, University of Toronto), Marcus Asplund (Copenhagen Business School), Avi Simhon (HU),Alon Eizenberg (HU), Otto Toivanen (KU Leuven), Konrad Stahl (University of Mannheim), Frode Steen (The Norwegian School of Economics and Business Administration), Christine Zulehner (Goethe Universitat, Frankfurt am Main), Phillipp Shmidt-Dengler (University of Vienna)
Gershkov, Alex	Eyal Winter (HUJI), Paul Schweinzer (UoYork, UK), Jianpei Li (University of International Trade and Economics, Beijing), Benny Moldovanu (University of Bonn), Philipp Strack (Berkeley), Xianwen Shi (Toronto), Jacob Goeree (University of Zurich), Alex Kushnir (Carnegie Mellon University), Motty Perry (HUJI and Warwick)
Gould, Eric	Esteban Klor (HU), Avi Simhon (HU), Omer Moav (IDC, Warwick), and Bruce Weinberg (Ohio State University)
Hart, Sergiu	Ilan Kremer (HUJI), Motty Perry (HUJI), Noam Nisan (HUJI), Phil Reny (U of Chicago), Andreu Mas-Colell (UPF), Dean Foster (Penn)
Hausman, Naomi	Ed Glaeser (Harvard), Rebecca Diamond (Stanford), Oren Ziv (Harvard), Kristina McElheran (Toronto), Raffaella Sadun (Harvard), Kurt Lavetti (Ohio State), Yael Hochberg (Rice University)
Kandel, Eugene	Randall Morck (University of Alberta), David Hunter (University of Hawaii), Russ Wermers (Univ. of Maryland)
Kremer, Ilan	Peter DeMarzo (Stanford) Andy Skrypacsz (Stanford) Ron Kasznik (Stanford) Ilan Guttman (NYU),Sergiu Hart (HU) Motty Perry (HU) Eyal Winter (HU) Zvi Wiener (HU)

Klor, Esteban	Eric Gould (HU), David Jaeger (CUNY), Daniele Paserman (BU), Sami Miaari (TAU), Effi Benmelech (Northwestern), Claude Berrebi (HU), Eyal Winter (HU), Roi Zultan (Ben Gurion), Shanker Satanyath (NYU), Sebastian Saiegh (UCSD), Eli Berman (UCSD), Jacob Shapiro (Princeton), Avi Ben Bassat (HU), Momi Dahan (HU)
Lach, Saul	Alon Eizenberg (HU), Jose-Luis Moraga Gonzales (VU University Amsterdam), Igal Hendel (Northwestern), Zvika Neeman (TAU), Mark Schankerman (LSE), Yossi Spiegel (TAU)
Lavy, Victor	Ran Abramitzky (Stanford,) Josh Angrist (MIT), Analia Schlosser (TAU), Edith Sand (Bank of Israel), Avi Ebenstein (HU)
Patir, Assaf	Just Mirko Wiederholt (Goethe University)
Shayo, Moses	David Atkin (UCLA), Saumitra Jha (Stanford), Yevgeny Mugerman (HUJI), Orly Sade (HUJI), Nicholas Sambanis (YALE), Jonah Schulhofer-Wohl (University of Virginia), Asaz Zussman (HUJI),
Shurtz, Ity	Issi Romem (UC Berkeley), Amnon Brzezinski (Hadassah Medical Center), Ayala Frumkin (Hadassah Medical Center), Ofer Setty (TAU economics), Analia schlosser (TAU economics)
Strawczynski, Michel	Tomer Blumkin (Ben Gurion University), Adi Brender (Bank of Israel, Research Dept.),Momi Dahan (HU), Yoram Margaliot (TAU), Avia Spivak (Ben Gurion University), Joseph Zeira (HU).
Sussman, Nathan	Al Slivinski (University of Western Ontario)
Winter, Eyal	Yuval Heller (Oxford), Esteban Klor (HU) Shlomo Israel (Duke) Einav Hart (HU) Moshe Babaioff (Mucrosoft Research)
Zeira, Joseph	Alberto Alesina (Harvard University), Michele Battisti (University of Palermo), Hosny Zoabi (NES)
Zussman, Asaf	Moses Shayo (HU), David Genesove (HU), Talia Bar (UConn), Vrinda Kadiyali (Cornell), Noam Zussman (BOI), Yael Elster (PhD student, HU), Revital Bar (PhD student, HU)

E. Please detail the research infrastructure of the study program: research laboratories, research centers, specialized equipment and budget for maintenance (level and sources of funding)

The Maurice Falk Institute for Economic Research in Israel

The Maurice Falk Institute for Economic Research in Israel is an independent non-profit organization whose purpose is to encourage research, with particular emphasis on the economy of Israel. The Institute was founded in January 1964 as the successor of the Falk Project for Economic Research in Israel. Its first director was Professor Don Patinkin and, since then, all its directors have been members of the Department.

In the last 20 years the Falk Institute sponsors research on the Israeli economy by funding relevant short and long-term research projects, and by organizing public debates around topics of interest. The current director is Professor Esteban Klor. The Institute's Board of Trustees is composed of members representing the different concerns and ties that are important for its activities – academic institutions, the civil service, and the business community.

The Falk Institute, which is physically located within the Department of Economics, maintains a computer lab for use of the RAs working on projects funded by the Institute.

Center for the Study of Rationality

Founded in 1991, the Hebrew University's Center for the Study of Rationality is a unique venture in which faculty, students, and guests join forces to explore the rational basis of decision-making. Coming from a broad sweep of departments — Mathematics, Economics, Psychology, Biology, Education, Computer Science, Philosophy, Business, Statistics, and Law — its members apply game-theoretic tools to examine the processes by which individuals seeking the path of maximum benefit respond to real-world situations where individuals with different goals interact. The range of the Center's scientific activity is unparalleled in the world since it is a truly

multidisciplinary enterprise, drawing on the talents of outstanding scholars from ten different departments in four faculties of the University.

As of the 2005-06 academic year the Center opened a Ph.D. Program for Excellent Students: taking specially designed courses that are offered by the Center, the students accepted to the program are the best from all the institutions of higher learning in Israel and from all the disciplines represented by Center members. The Center holds workshops, conferences, seminars, and lectures, and hosts world-class guest scholars from around the world.

Eleven members of the Department of Economics are affiliated with the Center for the Study of Rationality (including three retirees). Professor Sergiu Hart was the founding director of the Center and served as such until 1999. After him, Professors Perry, Winter and Kremer served as directors. The Center is located in the Edmond J. Safra campus.

Summer School in Economics

The Institute of Advanced Studies at the Hebrew University has been conducting the Jerusalem Summer School in Economic Theory under the directorship of Kenneth Arrow and, recently, Eric Maskin, for the last 25 years. Motty Perry, Eyal Winter and Elchanan Ben Porath from the Department of Economics have served as co-directors for this program. Every year the summer school hosts top Ph.D students from all over the world for 2 weeks of lectures by prominent economists from the US, Europe and Israel. The topics selected every year are discussed by a small committee of members of the Department of Economics. Most of our Ph.D students and a group of distinguished master students from our department attend the summer school every year.

The program for the 26th Summer School appears in http://www.as.huji.ac.il/schools/econ26

F. Is there a commercialization unit in the institution? Briefly describe its function: number of patents registered and where have they been registered. What is the intellectual property policy of the institution in relation to the specific department?

The Yissum Research Development Company of the Hebrew University of Jerusalem Ltd. was founded in 1964 to protect and commercialize the Hebrew University's intellectual property. Products based on technologies of the Hebrew University that have been commercialized by Yissum currently generate $2 billion in annual sales. Ranked among the top technology transfer companies in the world, Yissum has registered over 8,900 patents, covering 2,500 inventions; has licensed out 800 technologies and has spun out 90 companies. Yissum's business partners span the globe and include companies such as Novartis, Microsoft, Johnson & Johnson, Merck, Intel, Teva and many more. For further information please visit http://www.yissum.co.il/. To this date, given the content of knowledge created at the Department, no patents have been registered by faculty members.

G. Which journal ranking does the department relates to when evaluating faculty publications? If the department or institution has its own scale (not international) or another method for evaluating (e.g. peer review) please provide a brief description (and the ranking list if exist).

The Department and University use the "Jerusalem Index" created by the University for each of the Departments. The index ranks publications as A, B, C and D.

We only rank the top 5 journals in Economics as A. This is quite unique to our Department; most other departments have many more A journals (e.g., Political Science has 30 A journals out of 550). The B journals include top field journals and other high-quality general journals.

The last update to the list was in 2011.

The complete ranking from A to D is below.

A: Quarterly Journal of Economics, Econometrica, Journal of Political Economy, Review of Economic Studies, American Economic Review, Journal of Economic Literature.

B: Journal of Economic Literature, Journal of Economic Perspectives, Journal of Economic Growth, Journal of Environmental Economics and Management, Review of Economics and Statistics, Journal of

international Economics, Brookings Papers on Economic Activity, Journal of Law Economics & Organization, Journal of Urban Economics, Economic Journal, Journal of Econometrics, Journal of Health Economics , Journal of Human Resources, Journal of Development Economics ,Journal of Monetary Economics, Journal of Law & Economics, Journal of Business & Economic Statistics, Journal of Labor Economics, Rand Journal of Economics, Games and Economic Behavior, Journal of Economics & Management Strategy, Journal of Public Economics, Journal of Money Credit and Banking, Economica, European Economic Review, Journal of industrial Economics, Journal of Economic Dynamics & Control, Journal of Economic Theory, Journal of Economic Behavior & Organization, international Economic Review, Economic History Review, Journal of Economic History, Explorations in Economic History, international Journal of Game Theory, Journal of Mathematical Economics, Journal of Applied Econometrics, AEJ Applied Economics, AEJ: Economic Policy, AEJ: Macroeconomics, AEJ: Microeconomics, Quantitative Economics, The B.E. Journal in Economic Analyses and Policy: Frontiers, The B.E. Journal in Economic Theory: Frontiers, The B.E. Journal in Macroeconomics: Frontiers, The Journal of The European Economic Association, Theoretical Economics.

C: Journal of international Business Studies, Energy Economics , Health Economics, World Bank Economic Review, Journal of Risk and Uncertainty, World Bank Research Observer, Journal of Comparative Economics, World Development, World Economy, Journal of Agricultural Economics, Oxford Bulletin of Economics and Statistics, Review of Economic Dynamics, Economic inquiry, insurance Mathematics & Economics, international Journal of industrial Organization, Journal of international Money and Finance, Regional Science and Urban Economics, Economic Development and Cultural Change, Journal of Population Economics, industrial & Labor Relations Review, Cambridge Journal of Economics, Journal of Transport Economics and Policy, Review of income and Wealth, Oxford Economic Papers-New Series, Public Choice, Econometric Theory, Social Choice and Welfare, Journal of Real Estate Finance and Economics, Real Estate Economics, Theory and Decision, Economics and Philosophy , Southern Economic Journal, Scandinavian Journal of Economics, international Review of Law and Economics , National Tax Journal, Journal of The Japanese and international Economies, Economics Letters, History of Political Economy, Bank of Israel Review (Hebrew), Economic Theory and Econometrics and Mathematical Economics, Economics of innovations and Technology, Economics Quarterly (Hebrew), European Review of Econ History, Evolutionary Economics, Geneva Papers On Risk and insurance Theory, innovation and Tech Policy, international Monetary Fund Staff Papers, Journal of European Economic History, Journal of institutional and Theoretical Economics-Zeitschrift Fur Die Gesa, Labor Economics, Monthly Labor Review, National System of innovations, Research in Economic History, Research in Labor Economics, Review of Economic Design, Revue Economique , Risk Analysis, The B.E. Journal in Economic Analyses and Policy: Advances, The B.E. Journal in Economic Analyses and Policy: Contributions , The B.E. Journal in Economic Theory: Advances, The B.E. Journal in Economic Theory: Contributions , The B.E. Journal in Macroeconomics: Advances, The B.E. Journal in Macroeconomics: Contributions .

D: Decision Sciences, Econometric Reviews, Food Policy, Journal of Economic Psychology, Small Business Economics, Resource and Energy Economics, Australian Journal of Agricultural and Resource Economics, Kyklos, Journal of Housing Economics, European Review of Agricultural Economics, Oxford Review of Economic Policy, Group Decision and Negotiation, Journal of Regulatory Economics, Journal of Policy Modeling, Tijdschrift Voor Economische En Sociale Geografie, Journal of Economic Issues, Contemporary Economic Policy, Europe-Asia Studies, Economic Development Quarterly, Bulletin of indonesian Economic Studies, Journal of Risk and insurance, Journal of Organizational Change Management, Economic Modelling, Journal of Real Estate Tax, Canadian Journal of Economics-Revue Canadienne D Economique, Economic Record, Canadian Journal of Agricultural Economics-Revue Canadienne d'Economie Rural, Scottish Journal of Political Economy, Politicka Ekonomie, Journal of Agricultural and Resource Economics, Review of industrial Organization, Applied Economics, Defence and Peace Economics, Journal of Macroeconomics, Japan and The World Economy, Journal of Post Keynesian Economics, Australian Economic History Review, American Journal of Economics and Sociology, Jahrbucher fur Nationalokonomie und Statistik, South African Journal of Economics, Ekonomicky Casopis, Manchester School, Betriebswirtschaftliche Forschung und Praxis, Trimestre Economico, Eastern European Economics, Japanese Economic Studies , Journal of Economic Education,

Developing Economies, Hitotsubashi Journal of Economics, Revue D Etudes Comparatives Est-Ouest, Advances in Economics, American Law and Economics Review, Applied Economic Letters, Atlantic Economic Journal, Desarrollo Economico-Revista De Ciencias Sociales, Eastern Economic Journal, Econ ind Democracy, Economic and Social Review, Economic Development, European Journal of Political Economy, Financial Management, Czech Journal of Economics and Finance, industrial Marketing Management, Journal of Economics-Zeitschrift Fur Nationalokonomie , Journal of Financial Services Research, Journal of Future Markets, Journal of Taxation, Nationalokonomisk Tidsskrift, New England Economic Review, Post-Soviet Geography and Economics, Problems of Economic Transition, Public Finance Review, Quarterly Review of Economics and Finance, Review of Black Political Economy, Review of Social Economy, Scandinavian Economic History Review, Sociology Economics Planning Science, Studies in Nonlinear Dynamics and Econometrics, The B.E. Journal in Economic Analyses and Policy: Topics, The B.E. Journal in Economic Theory: Topics, The B.E. Journal in Macroeconomics: Topics, Weltwirtschaftliches Archiv-Review of World Economics.

H. In summary, what are the points of strength and weakness of the research?

Overall, the research achievements of the Department's members are outstanding, especially in view of our small size, limited financial resources, and distance from the academic centers in the US. Our faculty publishes regularly in top journals in their fields, secure a large number of competitive research grants, present their research at the most important scientific conferences of their fields worldwide, and serve as reviewers and editorial board members for many scientific journals. In addition, we organize three regular weekly seminars (Departmental, Applied and Theory) in which accomplished researchers from all over the world present their research. The large number of joint research projects (and publications) among members of the Department attest to the high degree of synergy achieved. It is fair to say that the Department's research activity, in all its dimensions, is highly satisfactory.

Additional resources will, naturally, enable us to further improve the research environment and achieve even better outcomes. Recruiting additional faculty members will encourage more research activities (conferences, seminars, joint work) in all fields, but especially in Macroeconomics in which the number of faculty members is currently particularly low. Additional research funds will enable the regular support of conferences, graduate (Ph.D.) students, visiting scholars, etc.

Chapter 6
Infrastructure

- **Please describe the overall physical infrastructure that serves the unit (classrooms, computerization, and offices). Are the structures accessible to special needs?**

Classrooms

The Department of Economics, as part of the Faculty of Social Sciences, uses classrooms which belong to the Faculty. The Faculty has 34 classrooms: 7 lecture halls with the capacity to hold 100-300 students, all equipped with audio-visual equipment (computer, projector, etc.); 15 classrooms with the capacity to hold 40-100 students, 9 of them are fully equipped with audio-visual equipment, 6 of them are partly equipped (no computer); 12 classrooms with the capacity to hold 10-39 students, 3 of them are equipped with audio-visual equipment.

Administrative offices, seminar, Ph.D. and TA rooms

Offices are located in the second block of the Faculty of Social Sciences on the third, fourth and fifth floor.

The administrative offices of the Department are located in the third floor and include four interconnected offices. Next to these offices there is a TA room where TAs hold office hours. The Department has two seminar rooms (one shared with the School of Business Administration) used for workshops, seminars and meetings. One seminar room is in the third floor and the other one is in the fourth floor. Both seminar rooms were recently renovated.

We also have a recently renovated Ph.D. room in the fifth floor which has capacity for seven Ph.D. students, each one with his/her own personal space. There is an additional standard office shared by 2 Ph.Ds. There is also a recently renovated office in the third room that serves the Math teachers.

Offices

There are two types of offices in the Department: the small offices are for non-tenured and retired faculty, while the large rooms are for tenured faculty. There are 10 small and 13 large offices located in the fourth and fifth floor of the Department. All faculty members have desktop computers and laptops, typically purchased from their own research budgets. One of the large offices serves ocassioanl adjunt faculty that come to campus only for teaching purposes and receive students. We also keep 1-2 offices free for the many guests visiting the Department.

Computing

There is a computer lab, managed by the Falk Institute, used by RAs for research projects funded by the Institute (see Section 5.E). This lab has 6 personal computers.

There are two main computer centers for students on the Mount Scopus campus with approximately 430 computers. Each center contains 8 instruction classrooms. In addition, there are approximately 400 computers in 25 stations in open campus areas, special computer halls and public stations in the libraries. There are over 20 public printers in the computer centers and in various areas on campus for students' use. The computers are equipped with Office software, Internet, email, statistics software, access to the library catalogue and to all the information databases and academic journals, as well as access to the information technology network.

Computer services are managed by The Authority for Computation, Communication and Information, and by the Information Systems Department. These Departments are in charge of the central computing infrastructure, central servers (e.g., Internet servers, email, library catalog, the Moodle system), managing information systems, backups, and security information, as well as maintain computers at the computer centers and the library, the wireless networks, and all other computer-related systems and services.

Detailed information on the computing systems available to students in Mount Scopus can be found in Hebrew at: http://msfarms.huji.ac.il

The campus is equipped with wireless Internet connection.

Special needs

All floors are accessible through the elevators, including direct access from the parking lot. All classrooms and bathrooms are accessible, although not all floors host bathrooms for individuals with disabilities.

- **What laboratories serve the program, who uses them, how are they equipped, and how many seats do they have?**

  The Department of Economic uses the experimental laboratory RatioLab located in block 7 of the Social Science building. The RatioLab is made up of three rooms: two rooms equipped with 22 cubicles for testers. Each cubicle is equipped with its own computer. There is an additional control room in the center of the lab, which is equipped with two computers.

  http://ratiolab.huji.ac.il/Default.aspx

- **Describe the library, including computerized databases that serve the students and teaching staff of the study program, its strengths and weaknesses.**

  Bloomfield Library for the Humanities and Social Sciences:

  The Bloomfield Library for Humanities and Social Sciences was established in 1981 with the merging of 24 departmental libraries from the Edmond J. Safra campus (Givat Ram) in one new building on Mt. Scopus. From the start the library was using an integrated library system (Aleph, now ExLibris company). The library was intended

to serve teachers, researchers and students of the Faculties of Humanities, Social Sciences and Business Administration. However, in fact, the entire Hebrew University community is its patron. Since 2003, the library has been under the supervision of the Hebrew University Library Authority, established with the purpose of providing an academic, professional and administrative framework for the institution libraries.

The library's five story building is located in the center of the Mt. Scopus campus, lodged between the buildings of the Faculties of Humanities and Social Sciences. The lower level - 1st floor - houses storage facilities and the Photocopy Service (in addition to photocopy machines located on each floor). The other four floors offer a variety of about 2,000 seats for patrons. Workplaces with and without computers are integrated into study areas.

The 3rd (entrance) floor's Berel and Agnes Ginges Library Information Centre holds modern study spaces with pleasant atmosphere for individuals and groups, small rooms (with LCD screens) that encourage collaborative learning, a computer equipped seminar room, a library classroom (with software that broadcasts the teacher's screen to twenty-two students' computers), and a lounge for patrons relaxation. The Current Periodicals Reading Room, separated from the team work area, presents a comfortable place for undisturbed study.

Library book collections (open stacks) are accommodated in the reading rooms on the 2nd, 4th and 5th floors, divided into the various fields of study, in line with the classifications set by the Library of Congress: Social Sciences, and Business Administration on the 2nd floor and Humanities on the 4th and 5th floors.

Areas for quiet study are available throughout the library reading rooms. Each reading area is approximately 3,000 square meters large, and includes a seminar room for group study. A seminar room on the 4th floor has been renovated and dedicated in honor of Prof. Amnon Netzer (Iranian Studies) and includes high technology facilities and a video conference system. The 2nd, 4th and 5th floors are also furnished with individual carrels for students who seek a private corner.

A modern Media department (the music, audio and video collection), equipped with 24 multimedia and viewing stations and four "smart" classrooms, is housed on the 2nd floor. The map collection (sheet and wall maps, atlases, etc.) is placed in the Social Sciences building. Subject-specialist librarians' offices are located on the corresponding floors.

The study areas of the four floors are completely equipped with wireless internet connections for personal laptops and other electronic devices (a large number of electric points for recharging are provided).

Up to 200 computer workstations are available for patrons around the library, with a major cluster on the 3rd floor. Computers that require a log-in with the university account allow searching in the discovery tool (includes the library catalog – HuFind and articles and more), databases and internet, reading of e-books and e-journals, using bibliographic software tools, Microsoft Office programs, email, watching DVDs, etc., and supplies auxiliary programs provided by the University Computer Authority. Printing from all the library computers that require a log-in, and from private wireless laptops, is available for patrons via printers located in the library. Printouts are dispensed on payment, either by a credit card or by a special rechargeable card (a recharging station is near the entrance on the 3rd floor). Free scanning is allowed from computers with portable scanners attached. For patron's convenience, about 15 computers in the library building do not require any log-in, and are restricted to the library catalogue search. All computers can be used with any language supported by the operating system and a virtual keyboard. About 30 computers are supplied with three lingual (Hebrew-English-Arabic or Hebrew-English-Russian) keyboards. LCD monitors at the entrance acquaints patrons with the Library news.

<u>The collection</u>

The library collection consists of about 800,000 titles (more than 1,000,000 volumes on shelves), and includes the following:

- ~540,000 print books
- ~281,000 E-books (including electronic packages, individual titles from electronic collections and free titles in all the subjects).

- ~80,000 journals+ electronic journals (the number includes individual subscriptions, packages, aggregators, databases and free e-journals; all of them available via SFX ExLibris system)
- ~8000 DVDs and videocassettes, and ~2800 online movies from various databases.
- ~35,000 sound recordings and music compact discs.
- ~250 general and subject specific electronic databases.
- ~4,700 M.A. theses (print and electronic) submitted to the relevant departments of the Hebrew University.
- ~3,600 Ph.D. theses (print and electronic) submitted to the relevant departments of the Hebrew University
- ~70,000 maps

The Economics book collection is located on the second floor. The call numbers are: HB, HC, HD, HF, HG and HJ. This collection includes about 47, 000 books (in print). Print journals in this field of study can be found in the periodicals section, their titles alphabetically ordered. There are 7,964 periodicals (print and electronic) in the Economics field.

On average, from 10,000 to 15,000 titles are added annually to the Library catalog. This number includes new acquisitions, gifts and donations. Together along with the process of additions, the library routine includes weeding, essential to maintaining a quality collection.

Books in more than a hundred languages can be found in the library, the main collections being in Hebrew, English, Arabic, French, German, Spanish, Italian and Russian. Collection of books in East Asian languages is rapidly developing in all subject areas.

The library has started to digitize materials. The change of format is allowed in accordance with the copyright law. This process now also applies to the Hebrew University dissertations and maps created at the Department of Geography.

Required reading for courses

The Reserved Reading Collection is updated every semester. It includes textbooks and a database of scanned articles, digitized music and streaming video based on the required reading lists of the teachers. If a title is on the required reading list, the Library has to provide an item for every 10 - 30 students (the correlation can be changed if needed).

On average, there are about 5,000 books and 4,000 scanned articles on reserve annually. Access to the on-line database of scanned materials is strictly limited according to the copyright law and is open to students only after logging in with their personal identification code.

Library homepage and electronic resources

The library homepage (http://www.mslib.huji.ac.il/en.html) is updated on a daily basis, and includes information about the library services, resources, staff, activity etc. Its interface are in both English and Hebrew.

They have recently added a discovery tool search – EDS (of EBSCO) - which gives the option to search for books, articles and more in one search box. SFX (Ex-Libris software) is our link resolver program for locating and accessing full texts.

Students, teachers and researchers can access online electronic resources (e-books, e-journals, streaming music and video, and databases) from any computer that is connected to the university network on campus or from home. They can access electronic resources from home or dorms by entering a personal identification code. A computer with databases limited to single users per session is located on the 3rd floor, next to the reference department. The link to the list of databases is http://www.mslib.huji.ac.il/en/eresources/databases.html and to the collection of e-journals is http://vsfx.cc.huji.ac.il:3210/sfxlcl41/az/default.

The databases relevant to Economics are: ABI/INFORM Complete, Business Source Complete (Ebsco), Datastream, Economist Intelligence Unit, Econlit, BDI, IVC, Lexis-Nexis.

- **If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment ensured for all students**
  The activities of the programs take place mostly in the Mt Scopus Campus. Students studying a dual major of Economics and an exact science take their classes in the Mt Scopus campus, except for Introduction to Economics (Micro) in their first year, so that they have access to the infrastructure available in Mt Scopus.

- **In summary, what are the points of strength and weakness of the physical infrastructure?**
  The main strengths of the physical infrastructure include the excellent library and databases, the computer laboratories, and the up-to-date classrooms. Overall, the infrastructure available to the Department of Economics is satisfactory.
  But there is room for improvement:
  - Offices, especially for non-tenured faculty, are small making it difficult to hold meetings, even in small groups (e.g., as in when more than a single student comes to office hours).
  - The quality of the cleaning of offices and public spaces, including toilets, is of extremely low quality. Cats roam the common areas of the Faculty of Social Sciences in general, and of the Department of Economics in particular, and there is minimal cleaning up after them.
  - The Central Bureau of Statistics started a program that allows research institutions to access their classified data sets via a secure internet server. The Hebrew University has not yet joined this initiative. Allocating the necessary funds to create and maintain direct and secure access to the CBS data will benefit researchers in many departments (not only in Economics).
  - Software should be updated more frequently and should be funded by the Computer Authority
  - Set up a dedicated computer server for Economics.
  - Due to the increased number of students with special needs who need to take their exams orally or in separate rooms, additional small offices are needed throughout the university. Furthermore, given the limited number of elevators, malfunctions, which occur from time to time, render areas of the university inaccessible to people with disabilities.

Chapter 7
Implementation of previous QA recommendations

A. **Please provide in a format of a table the previous recommendations that were given to the program and the changes that were made accordingly**
   See next page

B. **If standards were set in the previous evaluation, please specify how the department/program meets them.**
   To the best of our knowledge, no standards were set in the previous evaluation report.

C. **Following the previous evaluation process, does the department maintain a constant internal quality assurance process in order to implement the committee's recommendations?**
   The recommendations of the previous evaluation process are always at the forefront of the Department's Chair and Administrative coordinator concerns. New proposals and initiatives are evaluated in view of these recommendations. Many of the recommendations, however, cannot be implemented by the Department alone and require the University's cooperation (e.g., like moving the Department to the Edmond J. Safra campus).

Follow Up Table For Second Evaluation Round in Economics Studies - Hebrew University					
	Previous Evaluation Committee Recommendation (2008)	**CHE Decision**	**Implementation Report**	**Progress Evaluation**	**Current Status**
1	The department needs to hire new faculty, from the best economists in the world. To do this, terms of employment and appointment need to be competitive	accepted	Salaries are determined by the CHE. We have made efforts to offer non-monetary incentives to potential candidates - were successful in recruiting 5 new faculty members	Progress was made. We commend the department and University management. However, the department is still in need of more faculty	There is some recognition of the difficulties in hiring top economists away from US universities but we are still far away from offering competitive terms of employment and appointment
2	The department should be unified in the Edmond J Safra campus	accepted	The department requested such unification from university authorities several years back yet the issue has not been raised since		Not likely to happen in the foreseeable future
3	The department should integrate theory and application in the undergraduate curriculum	accepted	The department has made several changes to address the issue: struck an undergraduate teaching committee to consider the issue; additional applications are already being introduced into our second year compulsory courses; will be offering 2 new 3rd year applied BA/MA half courses next year: the economics of the internet and urban housing and housing economics. Will also reintroduce the MA seminar on economics of Israel. Our ability to introduce more applied material is limited due to student faculty ratio	Improvements have been made. However the class size issue and student faculty ratio has not been addressed	We increased the number of applied courses and integrate more applied issues in our mandatory BA courses. See Section 2 for details (especially Section 2.H)
4	To help create strong applied courses the department should be given the flexibility to hire emeriti who can present this sort of courses	accepted	Rejected this recommendation		Nevertheless, some emeriti teach specialized courses for which we do not have alternatives (e.g., time series econometrics). This teaching is done ad-honorem

APPENDIX: TABLES

Table 1 - Number of students in the Faculty

Number of B.A. Students

Year	2013	2014
PSYCHOLOGY	455	449
SOCIOLOGY & ANTHROPOLOGY	370	408
POLITICAL SCIENCE	622	638
INTERNATIONAL RELATIONS	637	606
STATISTICS	139	161
ECONOMICS	**712**	**792**
COMMUNICATION & JOURNALISM	382	372
PHILOSOPHY , ECONOMICS & POLITICAL SCIENCES	160	179
GEOGRAPHY	167	180

Number of M.A. (with thesis) & M.A. Students

Year	2013	2014
PSYCHOLOGY	128	141
SOCIOLOGY & ANTHROPOLOGY	79	78
POLITICAL SCIENCE	102	92
INTERNATIONAL RELATIONS	59	71
STATISTICS	22	25
ECONOMICS	**87**	**96**
COMMUNICATION & JOURNALISM	80	98
CONFLICT MGT & RESOLUTION	46	43
GEOGRAPHY	5	3
GEOGRAPHY,	103	111

PLANNING & ENVIRONMENT		
PUBLIC POLICY - CIVIL SERVICE CADETS	30	58
PUBLIC POLICY	85	91
GLOCAL COMMUNITY DEVELOPMENT STUDIES	42	40
EUROPEAN STUDIES	37	31
GERMAN STUDIES	12	10

Numbers of PhD Students

Year	2013	2014
PSYCHOLOGY	**57**	**56**
SOCIOLOGY & SOCANTHROPOLOGY	39	46
POLITICAL SCIENCE	48	47
INTERNATIONAL RELATIONS	29	24
STATISTICS	19	18
ECONOMICS	**20**	**21**
COMMUNICATION & JOURNALISM	33	34
CONFLICT MGT & RESOLUTION	9	8
GEOGRAPHY	23	21
PUBLIC POLICY	28	28
EUROPEAN STUDIES	11	10
GERMAN STUDIES	2	7

Table 2 - The Study Program											
Degree (BA, MA, PhD)	**Year in Program**	**Semester**	**Course Title**	**Course Type (required/ elective/ seminar/ workshop/ other)**	**No. of Credits**	**Prerequisites for Admission**	**Weekly Teaching Hours**	**Weekly Exercise Hours**	**No. of Students**	**Teaching Staff**	
										Name of staff member	**Employment Degree**
BA Program	1st Year	1	Introduction to Economics I (Microeconomics) 57107	Mandatory	4		4	0	439	Asaf Zussman	Dr.
										Esteban Klor	Prof.
										Ofer Dror	Mr.
		1	Calculus for Economists A 57121	Mandatory	6		4	2	351	Albert Dwek	Mr.
										Jonathan Stupp	Dr.
										Noa Nitzan	Dr.
										Yossi Shamai	Dr.
										Michael Byalsky	Dr.
		2	Basic Probability 52220	Mandatory	6		2	4	343	Offer Kella	Prof.
										Benjamin Yakir	Prof.
										Paulina Arstein	Mrs.

										Saar Gershon	Mr.
										Elisheva Schwarz	Mrs.
										Tal Moshel	Mrs.
										Rachel Axelrod	Mrs.
		2	Introduction to Economics II (Macroeconomics) 57108	Mandatory	4	57107	4	0	377	Eyal Argov	Dr.
										Asaf Zussman	Dr.
										Avi Simhon	Prof.
		2	Calculus for Economists B 57122	Mandatory	6	57121	4	2	352	Albert Dwek	Mr.
										Noa Nitzan	Dr.
										Jonathan Stupp	Dr.
										Michael Byalsky	Dr.
										Yossi Shamai	Dr.
	2nd Year	1	Principles and Applications in Statistical Analysis 52221	Mandatory	5	passing grade in 52220 /52219 / 52218	3	2	263	Moshe Haviv	Prof.
										Micha Mandel	Prof.
										Oron Zaeiri	Mr.
										Amit Gilboa	Mrs.
										Shira Shalev	Mrs.
		1	Price Theory A 57307	Mandatory	4	All 1st year courses*	2	2	362	Alon Eizenberg	Dr.
										Moses Shayo	Prof.
		1	Macroeconomics A 57305	Mandatory	4	All 1st year courses*	2	2	335	Assaf Patir	Dr.
										Michel Strawczynski	Prof.
										Nathan Sussman	Prof.
		2	Price Theory B 57308	Mandatory	4	57307	4	0	335	Liad Blumrosen	Dr.

											Eyal Winter	Prof.
			2	Introduction to Econometrics 57322	Mandatory	5	All 1st year courses*+52221	4	1	323	Saul Lach	Prof.
											Adi Shany	Mrs.
											Elior Cohen	Mr.
											Boaz Abramson	Mr.
	3rd Year:	One Core (Liba) course among:	1	Urban Economics 57516	Elective	4	passing grade in 57107 + 57108+ 57308 +57307+ 57322	4		22	Naomi Hausman	Dr.
			1	Public Economics 57609	Elective	4	passing grade in (57307, 57308), (57322).	4		38	Ity Shurtz	Dr.
			1	The Israeli Economy 57613	Elective	4	passing grade in (57305)	4		57	Joseph Zeira	Prof.
			1	The Chinese Economy 57634	Elective	4	57322	4		23	Avraham Ebenstein	Dr.
			1	Political Economy 57807	Elective	4	passing grade in (57307, 57308).	4		19	Esteban Klor	Prof.
			2	Internet Economics and Electronic Commerce 57666	Elective	4	passing grade in (57307, 57308)	4		32	Liad Blumrosen	Dr.
			2	Regulation, Antitrust and the Theory of the Firm 57670	Elective	4	57307; 57322 may be taken simultaneously	4		45	David Genesove	Prof.
			Yearly	Economic History** 54121	Elective	4	57307, 57308	4		67	Nathan Sussman	Prof.
		4 credit points of elective courses among:	1	Linear Algebra for Economists 52323	Elective	3	57121, 57122	2	1	86	Yan Dolinsky	Dr.
											Dan Bendel	

			2	Advanced Mathematics for Economists 57556	Elective	3	passing grade in (57509/52323).	2	1	51	Elchanan Ben-Porath	Prof.
			1	Dynamic Models for Economists 57973	Elective	3	57509, 57556.	3		10	jonathan Stupp	Dr.
			1	Games: Theory and Economics Applications 57551	Elective	2	passing grade in (57308).	2		29	Alex Gershkov	Prof.
			1	Economics as a Social Theory 57642	Elective	2	passing grade in (57307, 57308) (57305).	2		59	Witztum Amos	Prof.
			1 or 2	Fundamentals of Finance 55803 (School of Business Administration)	Elective	3	55701/57107	3		192	Orly Sade	Prof.
			Yearly	Workshop in Behavioral Economics 57833	Elective	2	MA course open for BA 3rd year students in Economics-Psychology track	2		37	Eyal Winter	Prof.
			2	Topics in Fiscal Policy 57705	Elective	2	57305, 57322	2		51	Michel Strawczynski	Prof.
			1 or 2	Introduction to micro-computers 57131	Elective	2		2		235	Benjamin Czaczkes	Dr.
											Hila Moshieff	Mrs.
		Research course	Yearly	Money and Banking 57532	Elective	4	57305, 57308	2		24	Assaf Patir	Dr.
			Yearly	Research Course in Applied Economics 57639	Elective	4	57307, 57308,57322	2		13	Naomi Hausman	Dr.
			Yearly	Information Economics 57667	Elective	4	passing grade in 57307, 57308	2		34	Alex Gershkov	Prof.
			Yearly	Topics in Human Resources, Education and Develop 57687	Elective	4	passing grade in 57307 57322	2		19	Victor Lavy	Prof.
			Yearly	Economics Growth in Israel 57717	Elective	4	passing grade in 57305	2		32	Joseph Zeira	Prof.
			Yearly	Topics in Environmental Economics 57723	Elective	4	57322	2		22	Joseph Zeira	Prof.

			Yearly	Experimental Economics 57735	Elective	4	passing grade in 57322	2		33	Dan Ben-Moshe	Dr.
			Yearly	Topics in Political Economy 57736	Elective	4	57322	2		19	Esteban Klor	Prof.
			Yearly	Topics in Public Economics 57737	Elective	4	passing grade in 57307, 57308, 57322	2		13	Ity Shurtz	Dr.
MA (Research track with TAU)	1st Year		1	Micro Economics for MA Research Students A 57987	Mandatory	5		4	1	19	Elchanan Ben-Porath	Prof.
											Ran Weksler	Mr.
			1	Econometrics for Research MA Students A 57988	Mandatory	4		4		48	Dan Ben-Moshe	Dr.
			1	Macro Economics for MA Research Students A 57989	Mandatory	4		4		37	Assaf Patir	Dr.
		2 courses among:	Yearly	Game Theory & Information Economics (Micro B) 57963	Elective	4		4		8	Elchanan Ben-Porath	Prof.
			2	Topics in Mechanism Design (Micro C) 57966	Elective	4		4		5	Alex Gershkov	Prof.
			2	Macro Economics for MA Research Students B 57976	Elective	4		4		7	in Tel-Aviv University	
			2	Econometrics for Research MA Students B 57977	Elective	4		4		9	in Tel-Aviv University	
	2nd Year		2	MA Research seminar 57990	Mandatory	2		2		15	David Genesove	Prof.
			Yearly	Faculty Seminar in Economics 57999	Elective	2		2		9	Elchanan Ben-Porath	Prof.
											Dan Ben-Moshe	Dr.
			Yearly	Workshop in Applied Economics 57958	Elective	2		2		15	Naomi Hausman	Dr.
			Yearly	Workshop in Economic Theory 57997	Elective	2		2		3	Sergiu Hart	Prof.
			Yearly	Workshop in Behavioral Economics 57833	Elective	2		2		37	Eyal Winter	Prof.

			Yearly	Research Workshop on Advanced Topics in Games & E 57878	Elective	4		2		2	Sergiu Hart	Prof.
			Yearly	Selected topics in Mechanism Design 57911	Elective	2		2		1	Alex Gershkov	Prof.
		15 credit points among following electives:	1	Development Economics 57810	Elective	4		4		6	Avraham Ebenstein	Dr.
			1	Public Economics for MA Students 57857	Elective	4		4		26	Ity Shurtz	Dr.
			1	Topics in Labor Economics for MA Students 57862	Elective	2		2		11	Naomi Hausman	Dr.
			1	Education Reforms: Programs and their Impacts 57879	Elective	2		2		2	Victor Lavy	Prof.
			1	Dynamic Models for Economists 57973	Elective	3	57509, 57556	3		10	jonathan Stupp	Prof.
			2	Finance for Graduate Students 57588	Elective	3	Background in Microeconomics and Linear Algebra	3		25	Ilan Kremer	Prof.
			2	Non-parametric econometrics 57854	Elective	3	57824 or upon teacher's approval	3		10	Dan Ben-Moshe	Dr.
			2	Graduate Industrial Organization B* 57869	Elective	3	57824	3		20	Alon Eizenberg	Dr.
			2	Advanced Econometrics C 57940	Elective	3	57824	3		31	Alon Eizenberg	Dr.
			2	Summer School in Economic Theory 57946	Elective	2		3		4	Eyal Winter	Prof.
			Yearly	Financial Economics of the Firm 57871	Elective	3	57819	3		10	Eugene Kandel	Prof.
			2	Strategic Communication 57922	Elective	2		3		3	Ilan Kremer	Prof.
			Yearly	Research Group in Political and Behavioral Economics 57992	Elective	4		4		5	Moses Shayo	Prof.
MA (non-research track)	1st Year		Yearly	Advanced Micro Economics 57819	Mandatory	4		4		23	Eyal Winter	Prof.
			1	Advanced Econometrics A 57824	Mandatory	4		4		25	Saul Lach	Prof.

			1	Macro Economics Theory 1 57800	Mandatory	4		4		20	Joseph Zeira	Prof.
	1st and 2nd Year	24 credit points among:	Yearly	Game Theory & Information Economics (Micro B) 57963	Elective	4		4		8	Elchanan Ben-Porath	Prof.
			2	Topics in Mechanism Design (Micro C) 57966	Elective	4		4		5	Alex Gershkov	Prof.
			1	Development Economics 57810	Elective	4		4		6	Avraham Ebenstein	Dr.
			1	Public Economics for MA Students 57857	Elective	4		4		26	Ity Shurtz	Dr.
			1	Topics in Labor Economics for MA Students 57862	Elective	2		2		11	Naomi Hausman	Dr.
			1	Education Reforms: Programs and their Impacts 57879	Elective	2		2		2	Victor Lavy	Prof.
			1	Dynamic Models for Economists 57973	Elective	3		3		10	Jonathan Stupp	Dr.
			2	Finance for Graduate Students 57588	Elective	3	Background in Microeconomics and Linear Algebra	3		25	Ilan Kremer	Prof.
			2	Non-parametric econometrics 57854	Elective	3	57824 or upon teacher's approval	3		10	Dan Ben-Moshe	Dr.
			2	Graduate Industrial Organization B*** 57869	Elective	3	57824	3		20	Alon Eizenberg	Dr.
			2	Advanced Econometrics C 57940	Elective	3		3		31	Alon Eizenberg	Dr.
			2	Summer School in Economic Theory 57946	Elective	2		2		4	Eyal Winter	Prof.
			Yearly	Financial Economics of the Firm 57871	Elective	3	57819	3		10	Eugene Kandel	Prof.
			2	Strategic Communication 57922	Elective	2		2		3	Ilan Kremer	Prof.
	2nd Year	One workshops/seminar among:										
			Yearly	Faculty Seminar in Economics 57999	Elective	2		2		9	Elchanan Ben-Porath	Prof.

											Dan Ben-Moshe	Dr.
			Yearly	Workshop in Applied Economics 57958	Elective	2		2		15	Naomi Hausman	Dr.
			Yearly	Workshop in Economic Theory 57997	Elective	2		2		3	Sergiu Hart	Prof.
			Yearly	M.A. Seminar Paper 57890	Mandatory	4		0		8		
			Yearly	Workshop in Behavioral Economics 57833	Elective	2		2		37	Eyal Winter	Prof.
Ph. D.			Yearly	Research Workshop for Doctoral Students 57986	Mandatory	2		2		10	Moses Shayo	Prof.

* Students that have not passed all the first year courses can attend this course provided their grades in the first year economics courses averaged 70, that they have received a passing grade in two out of the three mathematics and statistics first year courses, and they retake the first year courses that they have not passed simultaneously with this course.

** Economic History is a 3 credit points course from the PPE program which we recognize as fulfilling the Core course requirement. Students taking this course as a Core course will need to complement the 64 credit points requirement with additional elective courses.

***We usually offer Graduate Industrial Organization A but the lecturer was on sabbatical in 2014-15.

Table 3 - Student Registration

		Academic Year		
		2011/2012	2012/2013	2013/2014
B.A	Applicants	1017	923	941
	Admitted	582	529	584
	Admitted on Probation	None	1	None
	Enrolled	299	264	337
	number of Total students	814	722	808
M.A (without (thesis	Applicants	192	160	236
	Admitted	61	30	60
	Admitted on Probation	None	None	None
	Enrolled	29	20	24
	number of Total students	72	65	64
MA with Thesis	Applicants	34	35	46
	Admitted	17	12	27
	Admitted on Probation	None	None	None
	Enrolled	13	8	18
	Total number of students	29	28	38
PhD	Applicants*	n/a	n/a	n/a
	Admitted	1	7	5
	Admitted on Probation	None	None	None
	Enrolled	1	7	5
	Total number of students	16	19	21

* Data available only for applicants that were admitted to the Ph..D program.

Table 4 - Students' Dropout Rate

MA program (non-research track)

Year (מחזור לימודים)	number of students started studying in the program	number of students completed the first year successfully [1]	number of students graduated within 2 years	number of students graduated within 3 years	number of students graduated within 4 years	number of students graduated in more than 4 years since started their studies [2]	number of students that dropped out	number of students graduated with honors
2010/11	27	not relevant	12	21	25	1	1	4
2011/12	29	not relevant	12	22	n.a.	4	3	2
2012/13	20	not relevant	9	12	n.a.	6	2 [3]	1

MA program (research track)

Year (מחזור לימודים)	number of students started studying in the program	number of students completed the first year successfully [1]	number of students graduated within 2 years	number of students graduated within 3 years	number of students graduated within 4 years	number of students graduated in more than 4 years since started their studies [2]	number of students that dropped out	number of students graduated with honors
2010/11	11	not relevant	0	4	5	3	3	1
2011/12	13	not relevant	0	7	n.a.	2	4 [4]	3
2012/13	8	not relevant	0	4	n.a.	4	0	3

Ph.D. program

Year (מחזור לימודים)	number of students started studying in the program	number of students completed the first year successfully [1]	number of students graduated within 4 years	number of students graduated within 5 years	number of students graduated within 6 years	number of students graduated in more than 6 years since started their studies [2]	number of students that dropped out	number of students graduated with honors
2007/08	1	not relevant	0	0	0	0	1	0
2008/09	3	not relevant	1		3	0	0	0
2009/10	4	not relevant		1	3 [5]	0	1 [6]	0
2010/11	6	not relevant	1	0	na	3	2 [7]	0
2011/12	1	not relevant	0	0	0	0	1	0

[1] In the MA and Ph. D. programs there is not a fomral definition of "first year"

[2] Number of students enrolled more than 4 years.

[3] One student switched to MA in Statistics

[4] One student switched to the School of Business Administration and another one to Mathematics

[5] Two students are expected to graduate in 2015/16

[7] The student switched to Ph. D. program at Harvard

Table 5 - Faculty (Academic Staff) - Senior Faculty Employed (the following ranks: Lecturer, Senior Lecturer, Associate Professor, Full Professor)

Name of Staff Member			Employment Rank (Full/Associate Prof; Senior Lecturer; Lecturer).	Part of Position in the Institution		Part of Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	Number of Grad Students supervised	
								Name **of Employer**	Part of Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member			
First	Family	Academic Degree		Weekly Hours	%	Weekly Hours	%		Weekly Hours	%						Master students	Ph.D. students
Dan	Ben-Moshe	Dr.	Lecturer	12	100%	12	100%				Theoretical and Applied Econometrics	Experimental Economics (57735)	4	12			
												Non-parametric econometrics (57854)	3				
												Econometrics for Research MA Students A (57988)	4				
												Faculty Seminar in Economics (57999)	1				
Elchanan	Ben-Porath	Prof.	Associate Professor	12	100%	12	100%				Economic Theory and Game Theory	Advanced Mathematics for Economists (57556)	3	12		1	2
												Game Theory & Information Economics (Micro B) (57963)	4				
												Micro Economics for MA Research Students A (57987)	4				
												Faculty Seminar in Economics (57999)	1				
Liad	Blumrosen	Dr.	Senior Lecture	12	100%	12	100%				Algorithmic Game Theory, Electronic commerce,	Price Theory B (57308)	8	12	None	3	

											Internet Economics, Microeconomics	Internet Economics and Electronic Commerce (57666)	4				
Avi	Ebenstein	Dr.	Lecturer	12	100%	12	100%				Environmental Economics, Demography, international trade, and the Chinese Economy	The Chinese Economy (57634)	4	12			
												Topics in Environmental Economics (57723)	4				
												Development Economics (57810)	4				
Alon	Eizenberg	Dr.	Lecture	12	100%	12	100%				Industrial Organization	Price Theory A (57307)	6	12			
												Graduate Industrial Organization B (57869)	3				
												Advanced Econometrics C (57940)	3				
David	Genesove	Prof.	Associate Professor	12	100%	12	100%				Industrial Organization and Housing Economics	Regulation, Antitrust and the Theory of the Firm (57670)	4	6 (Sabbatical for one semester)		6	4
												MA Research seminar(57990)	2				
Alex	Gershkov	Prof.	Associate Professor	12	100%	12	100%				Economic Theory, Game Theory, Information Economics, Mechanism Design	Games: Theory and Economics Applications (57551)	2	12	MA advisor	1	2
												Information Economics (57667)	4				

												Topics in Mechanism Design (Micro C) (57966)	4				
												Selected Topics in Mechanism Design (57911)	2				
Eric	Gould	Prof.	Full Professor	12	100%	12	100%	Georgetown University	40	100	Labor Economics	1		on Sabbatical			1
												2					
												3					
												2					
												3					
Sergiu	Hart	Prof.	Full Professor	12	100%	6	50%				Game and Economic Theory	Research Workshop on Advanced Topics in Game & Economic Theory (57878)	4	6			
												Workshop in Economic Theory (57997)	2				
Naomi	Hausman	Dr.	Lecturer	12	100%	12	100%	Bank of Israel	10	n/a	Urban, Innovation and entrepreneurship, labor, public	Urban Economics (57516)	4	12	Teaching and advising for students in the PEP program	6	1 full, 2 partials
												Research Course in Applied Economics (57639)	4				
												Topics in Labor Economics for MA Students (57862)	2				
												Workshop in Applied Economics (57958)	2				
Eugene	Kandel	Prof.	6	12	50%	3	50%	National Economic Council	65	100%	Financial Economics	Financial Economics of the Firm (57871)	3	7	None		2
												Financial Economics Seminar (55907)	4				
Esteban	Klor	Prof.	Associate Professor	12	100%	12	100%	None	none	none	Political Economy	Introduction to Economics I (Microeconomics) (57107)	4	12	Board Committee Member of Research Center for	10	1

												Topics in Political Economy (57736)	4		Agricultural Economics; Member of Academic Advisory Board of the Levy Eshkol Institute		
												Political Economy (57807)	4				
Ilan	Kremer	Prof.	Full Professor	9	100%	5	50%				Microeconomics Theory, Finance, Game Theory	Finance for Graduate Students (57588)	3	5	Director, Center for rationality		
												Strategic Communication (57922)	2				
												Seminar in Finance and Information Economics(55864)	4				
Saul	Lach	Prof.	Full Professor	12	100%	12	100%	None	none	none	Empirical IO	Introduction to Econometrics (57322)	4	8	Chair of the Department of Economics	2	2
												Advanced Econometrics A (57824)	4				
Victor	Lavy	Prof.	Full Professor	12	100%	12	100%				Labor Economics, Economics of Education, Development Economics	Topics in Human Resources, Education and Development (57687)	4	6 (sabbatical)			
												Education Reforms: Programs and their Impacts (57879)	2				
Assaf	Patir	Dr.	Lecturer	12	100%	12	100%	Bank of Israel	8	n/a	Macroeconomics	Macroeconomics A (57305)	4	12			
												Money and Banking (57532)	4				
												Macro Economics for MA Research Students A (57989)	4				
Moses	Shayo	Prof.	Associate Professor	12	100%	12	100%	The Pinhas Sapir	2	5	Political Economy	Price Theory A (57307)	6	12	None	3	1

								Economic Policy Forum				research workshop for doctoral students (57986)	2				
												Research Group in Political and Behavioral Economics (57992)	4				
Ity	Shurtz	Dr.	Lecture	12	100%	12	100%	None	none	none	health economics, public economics	Public Economics (57609)	4	12	Ethics committee	2	0
												Topics in Public Economics (57737)	4				
												Public Economics for MA Students (57857)	4				
Nathan	Sussman	Prof.	Associate Professor	6	50%	3	50%	Bank of Israel			Economic History, Macroeconomics	Economic History (54121)	3	4			
												Macroeconomics A (57305)	4				
Eyal	Winter	Prof.	Full Professor	12	100%	12	100%				Economic Theory, Behavioral Economics, Game Theory	Price Theory B (57308)	4	12			5
												Advanced Micro Economics (57819)	4				
												Workshop in Behavioral Economics (57833)	2				
												Summer School in Economic Theory (57946)	2				
Joseph	Zeira	Prof.	Full Professor	12	100%	12	100%	LUISS Rome	6	33	Macroeconomics	The Israeli Economy (57613)	4	12	Chair of Authority of PhD students	2	2
												Economic Growth in Israel (57717)	4				
												Macro Economics Theory 1 (57800)	4				
Asaf	Zussman	Dr.	Senior Lecture	12	100%	12	100%	None	none	none	Applied microeconomics	Introduction to Economics I (Microeconomics) (57107)	8 (two classes)	12		3	2
												Introduction to Economics II (Macroeconomics) (57108)	4				

Table 6 - Faculty (Academic Staff) - Junior Faculty Employed (such as: TAs, RAs)

Name of staff member			Employment Rank	Part of Position in the Institution		Part of Position **in** the **Program**		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional tasks in institution
								Name of Employer	Part of Position			Name of Course	Weekly Hours	Total weekly Hours of Staff member	
First	Family	Academic Degree		Weekly Hours**	%**	Weekly Hours	Per Cent		Weekly Hours	%					
Boaz	Abramson	B.A.	Teaching Assistant	None	None	15.5	71%	The Maurice Falk Institute for Economic Research	10	30%	economics of education	Price Theory A	8 (1)	11 (1), 20 (2)	Research Assistant - Saul Lach
												Introduction to Econometrics	10 (2)		
												Political Economy	3 (1)		
												Internet Economics and Electronic Commerce	4 (2)		
												Price Theory B	6 (2)		
Sheri	Band	B.A.	Teaching Assistant	None	None	11	50%	The Maurice Falk Institute for Economic Research	~7	~10%	Macroeconomics	Introduction to Economics I (Microeconomics)	5 (1)	13 (1), 8 (2)	None
												Calculus for Economists A	8 (1)		
												Calculus for Economists B	8 (2)		
Amir	Baruch	B.A.	Teaching Assistant	20	46%	5.5	26%	Prime Minister's Office, the National Economic Council	30	50%	Economic Theory	Macroeconomics A	5 (1)	5 (1), 6 (2)	teaching assistant in pep: Philosophy, Economics & Political
												Introduction to Econometrics	3 (2)		

												Graduate Industrial Organization B	3 [2]		Sciences
Elior	Cohen	B.A.	Teaching Assistant	None	None	18	83%	The Maurice Falk Institute for Economic Research	30	25%	Applied Micro	Introduction to Econometrics	10 [2]	16 [1], 20 [2]	None
												Macro Economics Theory 1	5 [1]		
												Public Economics for MA Students	3 [1]		
												Stata- assistance to research courses	4 [2]		
												Regulation, Antitrust and the Theory of the Firm	3 [2]		
												Advanced Econometrics C	3 [2]		
												Dynamic Models for Economists	3 [1]		
												Econometrics for Research MA Students A	5 [1]		
Ana	Danieli	B.A.	Teaching Assistant	None	None	9.5	43%	The Bank of Israel	25	50%	Political and Behavioral Economics	Price Theory A	6 [1]	11 [1], 8 [2]	Research with Moses Shayo
												Introduction to Econometrics	3 [2]		
												Macro Economics for MA Research Students A	5 [1]		
												Price Theory B	5 [2]		
Noam	Dubson	B.A.	Teaching Assistant	None	None	5.33	37%	None	0	0	Macroeconomics	Advanced Micro Economics	4 [1]	11 [1], 5 [2]	None

												Advanced Econometrics A	5 (1)		
												Game Theory & Information Economics (Micro B)	2 (1+2)		
												Advanced Mathematics for Economists	3 (2)		
Adi	Finkelshtein	B.A.	Teaching Assistant	None	None	5	12%	The Bank of Israel	27	67%	Public economics	Introduction to Economics II (Macroeconomics)	5 (2)	5 (2)	None
Dvir	Gilboa	B.A.	Teaching Assistant	None	None	2.75	13%	Deloitte	~53	100%	Financial Economics	Financial Economics of the Firm	2 (1+2)	2 (1+2)	None
Ofer	Glickson	B.A.	Teaching Assistant	15	68.18%	9.5	43%	None	None	None	Game Theory and Behavioral Economics	Macroeconomics A	5 (1)	11 (1), 8 (2)	Substitute manager of Ratiolab, experimental lab under the center for rationality
												Price Theory A	6 (1)		
												Price Theory B	5 (2)		
												Introduction to Econometrics	3 (2)		
Omer	Goldstein	B.A.	Teaching Assistant	22	52%	9	42%	The Bank of Israel	~25	50%	Macroeconomics, public economics	Introduction to Economics II (Macroeconomics)	5 (2)	13 (1), 5 (2)	teaching assistant in pep: Philosophy, Economics & Political Sciences
												Introduction to Economics I (Microeconomics)	5 (1)		
												Calculus for Economists A	8 (1)		
Michal	Hodor	B.A.	Teaching Assistant	None	None	13.5	58%	The Maurice Falk Institute for Economic Research	100	75%	Labor Economics	Calculus for Economists A	9 (1)	19 (1), 9 (2)	Research Assistant
												Macroeconomics A	6 (1)		
												Public Economics	4 (1)		

											Calculus for Economists B	9 (2)			
Matti	Israel	B.A.	Teaching Assistant	None	None	9	21%	The Bank of Israel	~25	50%	Empirical Economics	Macroeconomics A	5 (1)	5 (1), 4 (1)	None
												The Israeli Economy	4 (1)		
Moshe	Lau	B.A.	Teaching Assistant	None	None	9.5	42%	Ministry of Finance	24	0.5	Public economics	Introduction to Economics I (Microeconomics)	5 (1)	5 (1), 13 (2)	None
												Introduction to Economics II (Macroeconomics)	5 (2)		
												Calculus for Economists B	8 (2)		
Yedidia	Lau	B.A.	Teaching Assistant	6.5	30%	5	12%	Private company for research and economic consulting	20	50%	Economic Theory	Price Theory B	5 (2)	5 (2)	The School of Education
Avi	Lichtig	M.A.	Assistant	8	36.50%	4	9%	None	None	None	Information Economics	Finance for Graduate Students	4 (2)	4 (2)	The Federmann Center for the Study of Rationality
Roman	Pobrazeski	B.A.	Teaching Assistant	None	None	6	28%	The Bank of Israel	30	75%	Industrial Organization, Financial Economics	Urban Economics	4 (1)	10 (1), 2 (2)	Research Assistant - Eugene Kandel and Yishay Yafeh, Lecturer at Rothberg Intl. School
												The Chinese Economy	4 (1)		
												Research Course in Applied Economics	2 (1+2)		
Ofer	Raz-Dror	M.A.	Assistant	None	None	11	25%	Prime Minister's Office, the National Economic	n/a	100%	housing, finance and taxes	Introduction to Economics I (Microeconomics)	4 (1)	4 (1)	PhD Candidate

								Council							
Adi	Shani-Rotem	M.A.	Assistant	None	None	11	50%	None	None	None	Econometrics	Introduction to Econometrics	22 (2)	22 (2)	None
Amir	Shpitzer	B.A.	Teaching Assistant	None	None	6	28%	The Bank of Israel	130	70%	Financial Economics	Introduction to Economics I (Microeconomics) Introduction to Economics II (Macroeconomics)	6 (1) 6 (2)	6 (1), 6 (2)	None
Shamam	Valdman	B.A.	Teaching Assistant	None	None	6	14%	ERCG	23		Empirical Economics	Price Theory A	6 (1)	6 (1)	None
Ran	Veksler	M.A.	Assistant	8	36.40%	4.5	21%	Hapoel Jerusalem Basketball club - Youth Department	5	12%	micro economic theory	Micro Economics for MA Research Students A Topics in Mechanism Design (Micro C)	6 (1) 3 (2)	6 (1), 3 (2)	The Federmann Center for the Study of Rationality
Boaz	Zik	M.A.	Assistant	None	None	14	64%	None	None	None	Economic Theory	BA Advisor	14	14	None

*** X (1) = Weekly hours during the 1st semester**

X (2) = Weekly hours during the 2nd semester

**** Yearly average of employment**

Table 7 - Adjunct Faculty

Name of Lecturer			Employment Rank	Weekly Lecturing Hours	Area of Specialization	Courses taught by the Lecturer	Additional Tasks in Institution
First	Family	Academic degree					
Eyal	Argov	Dr.	External Teacher	4	Macro Economics	Introduction to Economics II (Macroeconomics) (57108)	None
Michael	Byalsky	Dr.	Teaching Fellow	12	Mathematical Economics	Calculus for Economists A (57121), Calculus for Economists B (57122)	Lecturing at the PEP integrative program
Albert	Duek	Mr. (MA)	External Teacher	10	Applied Mathematics	Calculus for Economists A (57121), Calculus for Economists B (57122)	None
Noa	Nitzan	Dr.	Teaching Fellow	8	Mathematics	Calculus for Economists A (57121), Calculus for Economists B (57122)	Teaching undergraduates in the Mathematics department and in the Business school
Yossi	Shamai	Dr.	Teaching Fellow	4	Stochastic processes and partial differential equations	Calculus for Economists A (57121), Calculus for Economists B (57122)	teacher in the math department and scientific head of the president's program for future scientists and inventors
Avi	Simhon	Dr.	Additional employment in the University	4	Macro-economics, Industrial Organization	Introduction to Economics II (Macroeconomics)(57108)	Professor at the Environmental Department at the Hebrew University
Michel	Strawczynski	Prof.	Associate professor of the practice	6	Macro-economics, Public economics, Fiscal Policy, Israeli Economy	Topics in Fiscal Policy, Macroeconomics A	Academic Director of Civil Service Cadets Program
Jonathan	Stupp	Dr.	Parallel Track (emeritus)	17	Didactics of Mathematics	Calculus for Economists A (57121), Calculus for Economists B (57122), Dynamic Models for Economists	None

Table 8 - Research Resources- last 3 years				
name and rank (Full/associate Prof; Senior Lecturer; Lecturer)	Main Research Area	Research funds raised in the past 3 years (total amount from resource)	Grant Source	Duration of the grant
Ben-Moshe Dan, Lecturer	Theoretical and Applied Econometrics	NIS 75,000	Falk	1 year
	Theoretical and Applied Econometrics	NIS 75,000	Falk	1 year
Ben-Porath Elchanan, Associate Professor	Economic Theory and Game Theory	$107,200	BSF	4 years
Ebenstein Avraham, Lecturer		€ 24,000	German Israel Foundation	1 year
		NIS 280,000	ISF	1 year
Eizenberg Alon , Lecturer	Industrial Organization	$ 27,000	ISF	4 years
Genesove David , Associate Professor	What can we Learn from Legal Cartels about Illegal Cartels?"	€ 35,000	SEEK	14 months
		$ 9,188	Gazit Globes Real Estate Institute	1 year
		NIS 35,000	Alrov Institute for Research on Real Estate	1 year
Gershkov Alex , Associate Professor		NIS 240,000	ISF	3 years
		€ 133,000	GIF	3 years
		NIS 40,000	Falk	1 year
Gould Eric, Full Professor	The Long-Run Effect of Terrorism: Backlash and the Assimilation of Muslim Immigrants in the U.S	$ 120,000	ISF	2 years
Hausman Naomi, Lecturer		$ 60,000	BSF Start up grant	2 years
		$ 11,429	Falk	until done
		$ 20,000	NBER Digitization	1 year
		$ 3,429	Eshkol	1 year
		$ 11,429	Falk	until done
Kandel Eugene, Full Professor		NIS 144,000	OAF	2 years

	Deterrence with Proxies	$ 163,200	U.S. Department of Defense Minerva Research Initiative	2 years
Klor Esteban, Associate Professor	The Long-Run Effect of Terrorism: Backlash and the Assimilation of Muslim Immigrants in the U.S	$ 120,000	ISF	2 years
	Terrorism, Hate Crimes, and Immigrants' Assimilation to the West	NIS 40,000	Falk	2 years
Lach Saul, Full Professor	Gains from search: an empirical analysis	NIS 60,000	Falk	2 years
	Gains from search: an empirical analysis	NIS 351,000	ISF	3 years
Lavy Victor ,Full Professor	School and teaching quality in the long run	$ 90,000	ISF	3 years
	Education Long Term Effect: Experimental Evidence European Research Council	$ 1,875,000	European Research Council	5 years
Patir Assaf, Lecturer		NIS 65,000	Falk	4 years
Shayo Moses, Associate Professor		€ 1,050,000	ERC	5 years
		$ 68,000	Israel Academy of Sciences and Humanities	3 years
		$ 160,000	ISF	5 years
		10,000$	Falk	2 years
		$ 3,000	The Levi Eshkol Institute	1 year
Shurtz Ity, Lecturer		€ 100,000	Marie Curie International Reintegration Grant	3 years
Strawczynski Michel, Associate Professor		$ 7,000	Falk	1 year
		$ 7,500	Sapir Institute	1 year
Winter Eyal , Full Professor		€ 133,000	GIF	3 years
		€ 134,000	Niedersachsen Grant	1 year
		$ 35,000	San Paulo Grant	1 year
Zussman Asaf, Senior Lecturer		$3,000	The Levi Eshkol Institute	1 year
		$ 68,000	Israel Academy of Sciences and Humanities	3 years
		$ 9,188	Gazit Globes Real Estate Institute	1 year
		$ 160,000	ISF	5 years
		$ 20,000	Falk	1 year
		$ 10,000	Falk	2 years

Table 9 - Research Activities- last 3 years

Name of faculty member, rank	Fields of research/ specialization		name of publication (שם מאמר מלא)	published in (name of journal / publishing house)	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc.)	number of research students (students that take an active part in the research, not subjects of your research)
Ben-Moshe Dan, Lecturer	Theoretical and Applied Econometrics	1					
Ben-Porath Elchanan, Associate Professor	Economic Theory and Game Theory	1	Implementation with Partial Provability	Journal of Economic Theory	Lead research group on Bounded Rationality in the IAS		2
		2	Optimal Allocation with Costly Verification	American Economic Review			
Liad Blumrosen, Senior Lecturer	Algorithmic Game Theory, Electronic commerce, Internet Economics, Microeconomics	1	Mechanism Design with a Restricted Action Space	Games and Economic Behavior	Center for the Study of Rationality		
		2	The communication burden of payment determination	Games and Economic Behavior			
		3	Auctions with Online Supply	Games and Economic Behavior			
		4	Reallocation Mechanisms	ACM Conference on Economics and Computation.			
Ebenstein Avraham, Lecturer	Environmental Economics, Demography, international trade, and the Chinese Economy	1	China's 'Missing Migrants': Rural to Urban Migration and Challenges in Census Enumeration	Population Studies			
		2	Changing the Cost of Children and Fertility: Evidence from the Kibbutz	Economic Journal			

		3	Girl Adoption in China—A Less-known Side of Son Preference	Population Studies			
		4	Estimating the Impact of Trade and Offshoring on American Workers Using the Current Population Surveys	Review of Economics and Statistics			
		5	Evidence on the Impact of Sustained Exposure to Air Pollution on Life Expectancy from China's Huai River Policy	Proceedings of the National Academy of Sciences			
Eizenberg Alon, Lecturer	Industrial Organization	1	Upstream Innovation and Product Variety in the U.S. Home PC Market	The Review of Economic Studies	Research Affiliate, Industrial Organization programme, Centre for Economic Policy Research (CEPR)	List of excellent teachers, HUJI 2012-13	4
		2	The Rise of Fringe Competitors in the Wake of an Emerging Middle Class	American Economic Journal: Applied Economics		Israeli Science Foundation, Individual Research Grant 1338/13 (4 years, 108K NIS per year)	
Genesove David, Associate Professor	Industrial Organization, Housing Economics	1	Seasonality and the Effect of Advertising on Price, forthcoming.	Journal of Industrial Economics	CEPR		2
		2	A Spatial Look at Housing Boom and Bust Cycles	E. Glaeser and T. Sinai, eds., Housing and the Financial Crisis, NBER Conference Volume,			
		3	Search and Matching in the Housing Market	Journal of Urban Economics			
Gershkov Alex, Associate Professor	Economic Theory, Game Theory, Information Economics,	1	Formal vs. Informal Monitoring in Teams	American Economic Journal: Microeconomics	Center for the Study of Rationality		2
		2	On Seller Estimates and Buyer Returns	Economic Theory Bulletin			

	Mechanism Design	3	Non-Bayesian Optimal Search and Dynamic Implementation	Economics Letters			
		4	On the Equivalence of Bayesian and Dominant Strategy Implementation	Econometrica			
		5	Dynamic Allocation and Pricing: A Mechanism Design Approach	International Journal of Industrial Organization			
		6	Optimal Search, Learning and Implementation	Journal of Economic Theory			
		7	Dynamic Contracts with Moral Hazard and Adverse Selection	Review of Economic Studies			
Gould Eric, Full Professor	Labor Economics	1	The Long-Run Effect of 9/11: Terrorism, Backlash, and the Assimilation of Muslim Immigrants in the West	Economic Journal	Institute for the Study of Labor (IZA)		2
		2	Does High Inequality Attract High Skilled Immigrants?	Economic Journal	Centre for Economic Policy Research (CEPR)		
		3	Lifestyles of the Rich and Polygynous in Cote d'Ivoire	Economics Letters	Centre for Research and Analysis of Migration (CReAM)		
Hart Sergiu, Full Professor	Game and Economic Theory	1	Simple Adaptive Strategies: From Regret-Matching to Uncoupled Dynamics	World Scientific Publishing	Center for the Study of Rationality		4
		2	A Wealth-Requirement Axiomatization of Riskiness	Theoretical Economics			
		3	Implementation of Reduced Form Mechanisms: A Simple Approach and a New Characterization	Economic Theory Bulletin			
		4	Maximizing Revenue with Multiple Goods: Nonmonotonicity and Other Observations	Theoretical Economics			

		5	Markets, Correlation, and Regret-Matching	Games and Economic Behavior			
		6	Allocation Games with Caps: From Captain Lotto to All-Pay Auctions	International Journal of Game Theory			
Hausman Naomi, Lecturer	Urban, innovation and entrepreneurship, labor, public economics	1			NBER, Department of Research, Bank of Israel	BSF Start-up Grant	8 (three of which are in the US)
Kandel Eugene, Full Professor	Financial Economics	1	Mutual Fund Performance Evaluation with Active Peer Benchmarks	Journal of Financial Economics	CEPR, Center for the Study of Rationality		
		2	Liquidity Cycle and Make/Take Fees in Electronic Markets	The Journal of Finance			
Klor Esteban, Associate Professor	Political Economy	1	Does Campaign Spending Affect Electoral Outcomes?	Electoral Studies	CEPR	Director, Falk Institute	10
		2	The Long-Run Effect of 9/11: Terrorism, Backlash, and the Assimilation of Muslim Immigrants in the West	The Economic Journal	European Network for Conflict Research	Associate Editor, Journal of Experimental Political Science	
		3	Can Militants use Violence to Win Public Support? Evidence from the Second Intifada	Journal of Conflict Resolution	The Falk Institute for Economic Research in Israel	Member of the Editorial Board, Peace Economics, Peace Science and Public Policy	
		4	Counter-Suicide-Terrorism: Evidence from House Demolitions	Journal of Politics			

		5	Can Higher Bonuses Lead to Less Effort? Incentive Reversal in Teams	Journal of Economic Behavior & Organization			
		6	The Struggle for Palestinian Hearts and Minds: Violence and Public Opinion in the Second Intifada	Journal of Public Economics			
		7	Economic Conditions and the Quality of Suicide Terrorism	Journal of Politics			
Kremer Ilan, Full Professor	Microeconomics Theory, Finance, Game Theory	1	Implementing the Wisdom of the Crowd	Journal of Political Economy	Center for the Study of Rationality		
		2	Not Only What But Also When: A Theory of Dynamic Voluntary Disclosure	American Economic Review			
		3	Ordering, Revenue and Anchoring in Art Auctions	Rand Journal of Economics			
Lach Saul, Full Professor	Empirical IO	1	Technological Change and the Make-or-Buy Decision	The Journal of Law, Economics, & Organization	CEPR	Chair of the Department	2
						Editor, Journal of Industrial Economics	
Lavy Victor, Full Professor	Labor Economics, Economics of Education, Development Economics	1	Inside the Black Box of Ability Peer Effects: Evidence from Variation in Low Achievers in the Classroom	Economic Journal	CEPR, NBER, BREAD, IZA		3
		2	The Good, The Bad and The Average: Evidence on Ability Peer Effects in Schools	Journal of Labor Economics			

		3	Gender Differences in Market Competitiveness in a Real Workplace: Evidence from Performance-based Pay Tournaments among Teachers	Economic Journal			
		4	How Responsive is Investment in Schooling to Changes in Returns? Evidence from an Unusual Pay Reform in Israel's Kibbutzim	Econometrica			
		5	What Makes an Effective Teacher? Quasi-Experimental Evidence	CESifo Economic Studies			
		6	Mother's Schooling and Fertility under Low Female Labor Force Participation: Evidence from Mobility Restrictions in Israel	Journal of Public Economics			
		7	Do Differences in School's Instruction Time Explain International Achievement Gaps in Math, Science, and Reading? Evidence from Developed and Developing Countries	Economic Journal			
Patir Assaf, Lecturer	Macroeconomics	1	Skin color, sex, and educational attainment in the post-civil rights era	Social Science Research			

Shayo Moses, Associate Professor	Political Economy	1	"Non-Consequentialist Voting" (with Alon Harel)	Journal of Economic Behavior & Organization		Ratiolab - Interactive Decision Laboratory	4
		2	"Parochialism as a Central Challenge in Counterinsurgency" (with Nicholas Sambanis and Jonah Schulhofer-Wohl)	Science		The Center for Rationality	
		3	"Long term savings decisions: Financial reform, peer effects and ethnicity (with Yevgeny Mugerman and Orly Sade)	Journal of Economic Behavior & Organization		The Pinhas Sapir Economic Policy Forum	
		4	"Social Identification and Ethnic Conflict" (with Nicholas Sambanis)	American Political Science Review			
Ity Shurtz, Lecturer	Health Economics, Public Economics	1	The impact of medical errors on physician behavior: Evidence from malpractice litigation	Journal of Health Economics			2
		2	Malpractice Law, Physicians' Financial Incentives, and Medical Treatment: How Do They Interact?	Journal of Law and Economics			
Strawczynski Michel, Associate Professor (maslul nilve)	Macro-economics, Public economics, Fiscal Policy, Israeli Economy	1	The optimal asymptotic income tax rate	Journal of Public Economic Theory		Co- Editor of the Israel Economic Review	1
		2	The optimal inheritance tax in the presence of investment in education	International Tax and Public Finance			
		3	Fiscal rules and the composition of public expenditures in OECD countries	Journal of Policy Analysis and Management			

		4	The persuasive role of information: the case of EITC reminding letters by mail	Public Policy and Administration			
Sussman Nathan, Associate Professor	Economic History, Macroeconomics	1	Institutions, deficits, and wars: the determinants of British government borrowing costs from the end of the seventeenth century to 1850	Chapter in "Questioning Credible Commitment", Cofman, Leonard and Neal			
Winter Eyal, Full Professor	Economic Theory, Behavioral Economics, Game Theory	1	Rule Rationality	International Economic Review	Elected Council Member of the International Game Theory Society		5
		2	Oxytocin Decreases Accuracy in the Perception of Social Deception	Psychological Science	Panel Member of the ERC		
		3	Formal vs. Informal Monitoring in Teams	American Economic Journal: Microeconomics			
		4	How Werner Güth's ultimatum game shaped our understanding of social behavior	Journal of Economic Behavior and Organization			
		5	Spectrum Value	Game and Economic Behavior			

		6	Incentive Reversal in Teams	The Journal of Economic Behavior and Organization			
		7	Combinatorial Agency	Journal of Economic Theory			
		8	Multi Agent Contracting with Heterogeneous Externalities	American Economic Journal: Microeconomics			
		9	The Partnered Core of a Game with Side Payments	Social Choice and Welfare			
		10	Rational Emotions in the Lab	Social Neuroscience			
		11	Feeling Smart: Why our Emotions are More Rational Than We Think	Book published by Public Affairs			
Zeira Joseph, Full Professor	Macroeconomics	1	Economic Growth and Sector Dynamics	European Economic Review	CEPR,RCEA		1
Asaf Zussman, Senior Lecturer	Applied microeconomics	1	The Effect of Political Violence on Religiosity	Journal of Economic Behavior and Organization (2014)	The Center for Empirical Legal Studies of Decision Making and the Law		2
		2	Employment Restrictions and Political Violence in the Israeli-Palestinian Conflict	Journal of Economic Behavior and Organization (2014)			

		3	Ethnic Discrimination: Lessons from the Israeli Online Market for Used Cars	Economic Journal (2013)			
		4	Putting Grades in Context	Journal of Labor Economics (2012)			
		5	Ethnic Conflict and Job Separations	Journal of Economic Behavior and Organization (2012)			
		6	Partisan Grading	American Economic Journal: Applied Economics (2012)			
		7	Does Terrorism Demoralize? Evidence from Israel	Economica (2012)			