

האוניברסיטה העברית בירושלים
The Hebrew University of Jerusalem



FACULTY OF LAW

Self-Evaluation Report

August 2013

Please note: When a gendered pronoun had to be used in this report (to refer to students, professors, etc.), this report uses masculine for reasons of convenience only. Needless to say, the content applies to men and women equally, and the Faculty of Law is committed to gender equality.

Executive Summary

This report sums up a yearlong self-evaluation process which involved all of the internal and external factors involved in the study program. This process highlighted the unique strengths of the study program as a leading legal education program in Israel. With limited resources the program manages to produce well-trained lawyers, as well as cutting edge legal research. Nonetheless, the process also exposed some weaknesses that the program intends to deal with in the coming years.

The study program's main strengths are:

- Its rigorous intellectual environment that includes a special emphasis on interdisciplinary legal studies.
- The extensive internationalization of the academic experience our Faculty offers its students
- The characteristically high quality of our faculty as well as our LL.B. and LL.D. students, making for an intellectual atmosphere and milieu which is bar none among Israeli law schools
- The rich variety of courses offered
- Our LL.B. program's balance of theory and practical skills
- The research outcomes of the faculty as they are manifested in their publication record, research grants and diverse academic activities.

The study program's main weaknesses are:

- Not all of our LL.M. students match in quality our LL.B. and LL.D students.
- The relatively thin repertoire of courses offered in private and commercial law, as a result of the relatively small number of faculty members who specialize in these areas of law.
- Some of the physical infrastructure of the program (both with respect to students and faculty) does not meet the accepted current standards and requires significant additional investment of resources.
- The administrative personnel allocated to the program has not been sufficiently increased in number so as to reflect the tremendous growth in activity at the Faculty.

The actions the Institution, the Parent Unit and the Department are going to take in order to improve the weak points that were found are:

- As for the quality of our LL.M. students, we are facing this challenge in two ways. One is by establishing specialized new programs, such as our Executive LL.M. program, a separate course of study intended for experienced practitioners who are interested in broadly practice-oriented study. Another way in which we hope to face this challenge is by the Graduate Studies Committee taking a more selective approach to the applications it reviews.
- As for our relative weakness in private and commercial law, we are making the recruitment of additional faculty specializing in private and commercial law a focus of our current development plans.

The Faculty of Law and the Hebrew University as a whole believe the present LL.B. and LL.D. programs to be very satisfactory, effectively achieving the Faculty's mission, goals and learning outcomes. We also believe those programs to comply with

our mission statement. Especially notable are the great strides forward taken regarding our doctoral program: we have developed strong LL.D. courses, founded a dedicated scholarship program, and significantly tightened our admissions requirements. Our LL.M. programs have also been significantly improved: we have established several new LL.M. degree programs and specializations, increasingly emphasizing specialization in specific fields of law, so as to sharply differentiate the LL.M. from the more generalist LL.B.

Chapter 1 - The Institution

1.1 The proposal to establish a Jewish institution for higher education was first raised as far back as 1882, yet the cornerstone of the Hebrew University was only laid in Jerusalem in 1918. On April 1, 1925, the University was officially opened on Mount Scopus. The academic life of the University (courses and research) took place on Mount Scopus until 1948, the year of the establishment of the State of Israel. During the War of Independence, the road to Mount Scopus was blocked and the University was forced into exile, continuing its activities in rented facilities scattered throughout various parts of Jerusalem. In 1955, the government of Israel allocated land in the Givat Ram neighborhood for a new Hebrew University campus. In 1967, the road to Mount Scopus was reopened, and in the early 1970s, academic activities were resumed on the Mount Scopus campus.

The University has since continued to grow, with the addition of new buildings, the establishment of new programs, and the recruitment of outstanding scholars, researchers and students, fulfilling its commitment to excellence.

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.

The Hebrew University operates on five campuses:

- Mount Scopus campus, site of 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.
- Edmond J. Safra campus in Givat Ram, site of 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 Lily Safra Center for Brain Sciences.
- Ein Kerem campus, site of the Faculty of Medicine (the Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, and the School of Nursing) and the Faculty of Dental Medicine.
- Rehovot campus, site of the Robert H. Smith Faculty of Agriculture, Food and Environment (the School of Nutritional Sciences and the Koret School of Veterinary Medicine).
- An additional site is the Interuniversity Institute for Marine Science in Eilat, operated by the Hebrew University for the benefit of all institutions of higher learning in Israel.

The table below details the total number of students studying towards academic degrees in the institution according to degree:

Students of the Hebrew University (2012)				
1st degree	2nd degree with thesis	2nd degree without thesis	Ph.D.	Total
11471	2593	2931	2461	19456

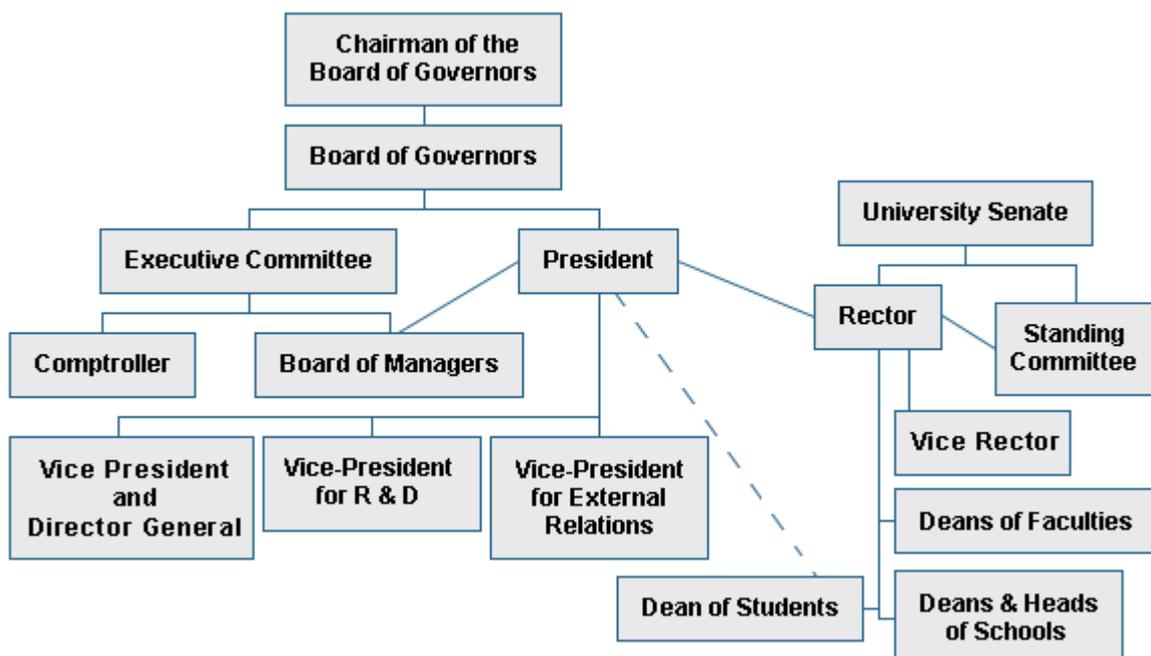
1.2 Mission statement of the institution, its aims and goals

As the first research university in Israel, 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: we measure ourselves by international standards and we strive 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, as indicated by both its history and its name.

The goal of the Hebrew University is to nurture a vibrant academic community committed to rigorous scientific approach and characterized by intellectual effervescence. These will both radiate and enlighten the University's surroundings.

1.3 Description of Institution's organizational structure



1.4 Names of holder of senior academic and administrative positions (2011)

Chairman of the Board of Governors:	Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector:	Prof. Asher Cohen
Vice-President and Director-General:	Billy Shapira
Vice-President for Research and Development:	Prof. Shai Arkin
Vice-President for External Relations:	Carmi Gillon
Vice-Rector:	Prof. Orna Kupferman
Vice-Rector:	Prof. Oron Shagrir
Comptroller:	Yair Hurwitz

Deans:

Faculty of Humanities:	Prof. Reuven Amitai
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. Eran Leitersdorf
Faculty of Dental Medicine:	Prof. Aaron Palmon
School of Business Administration:	Prof. Yishay Yafe
School of Social Work:	Prof. John Gal
Dean of Students:	Prof. Udi Shavit

Chapter 2. The Parent Unit Operating the Study Programs under Evaluation

According to Ms. Michal Neumann, Deputy Director General for Quality Assessment at the Council for Higher Education (hereinafter: CHE), Chapter 2 of the CHE guidelines is inapplicable to the Faculty of Law, which is both a study program and its own parent unit.

Chapter 3. The Evaluated Department / Study Programs

3.1 THE GOALS, STRUCTURE, CONTENTS AND SCOPE OF THE STUDY PROGRAMS/ DEPARTMENT

*3.1.1. The name of the department / study programs, a **brief** summary describing its development since its establishment. Please attach a copy of the academic diploma awarded to students.*

The Hebrew University of Jerusalem was founded in 1925, and the Faculty of Law was founded in 1949. The Faculty maintained a branch in Tel Aviv which separated from the University in 1968 and became the Faculty of Law of Tel-Aviv University. The Hebrew University Faculty of Law was initially housed in several locations around Jerusalem and later in the University's Givat Ram Campus (now the Edmond J. Safra Campus). After the 1967 war, the Faculty of Law was the first academic unit to return to Mount Scopus, where it occupied the historic buildings of the University.

A copy of the diploma awarded to students follows:

The Hebrew University of Jerusalem
Faculty of Law

The Dean and the Council of the Faculty of Law

Hereby confer on **the degree of**

LL.B

On completing the required course of studies and taking
The prescribed examinations

In witness whereof I hereby append my signature

Jerusalem, June, 2013

Prof. Yuval Shany

D E A N

Shoshi Ben-Amram

Certified by the Office of Students Affairs

3.1.2 The mission statement of the department / study programs, its aims and goals.

- The Faculty of Law aims to develop cutting-edge research, to educate the future leaders of Israel's legal community and to nurture future generations of outstanding legal scholars.
- The Faculty of Law is a full participant in international scientific and scholarly networks: we measure ourselves by international standards and we strive to be counted among the best law faculties worldwide. Accordingly, the Faculty thus facilitates rich international contacts and relations with international researchers, students and academic institutions.
- The Faculty of Law endeavors to be a vibrant academic community characterized by intellectual effervescence and openness to the outside world. Our community is founded upon core academic values – primarily, the search for knowledge and the truth – and members of the community strive to treat all other members with respect and collegiality.
- The Faculty of Law seeks to provide its students with a first-class legal training that will equip them to embark on a life-long career in the service of law and society, characterized by professional excellence and commitment to justice, fairness and high ethical standards.
- The Faculty of Law is committed to a vision of the law as an instrument for the betterment of society, and seeks to instill in our students, including by way of example, the idea that the law serves a tool to combat social injustice.
- We see in legal research and education the potential to enrich and be enriched by other academic disciplines, in particular the social sciences and the humanities. The Faculty thus encourages its members to collaborate with colleagues from other disciplines, and promotes interdisciplinary research and education.
- As indicated by its name, location and history, the Faculty of Law of the Hebrew University of Jerusalem accepts the important responsibility of nurturing the study and teaching of the legal heritage of the Jewish people over the ages, as well as the legacy of the modern Israeli legal system. At the same time, we believe that local law should be developed, taught and researched in the light of foreign and international law.
- The Faculty of Law is a pluralistic institution where science and knowledge are developed for the benefit of all humankind, in an atmosphere free of discrimination and prejudice. We are committed to increasing the diversity of our student body and faculty.
- The Faculty of Law is an integral part of the Hebrew University and shares the latter's mission, aims and goals.

Specific Goals:

- To maintain in the Faculty of Law a critical mass of leading academic scholars who will constitute an intellectual powerhouse and have strong expertise in the main branches and methods of legal research and education.
- To provide faculty researchers, visiting researchers and students with optimal intellectual and material conditions, as needed to conduct and publish their research and to undergo their studies, respectively, while meeting the highest professional standards.
- To create and maintain centers of excellence in research and education in select cutting-edge fields. Such centers should serve as hubs for extensive academic activities and as intellectual homes for members of our community of researchers.
- To foster interaction between all members of the Faculty's academic community in order to encourage cross-fertilization of their work, mutual support, constructive criticism and collegial relations.
- To attract the best students in Israel to all our degree programs, as well as a strong body of international students.
- To offer excellent innovative legal and interdisciplinary study programs, in Hebrew and English, which will allow our graduates to perform as highly-qualified professionals in academia, legal practice and other walks of life. Such an education should combine theory and practice, local, foreign and international law, and legal and non-legal content, and be consonant with the Faculty's mission, aims and goals.
- To provide students with a pleasant study experience, to treat them fairly and with respect, and to be sensitive to their needs, difficulties and expectations, as befits junior members of our academic community
- To participate in a wide host of international and Israeli collaborations, including academic exchange programs, international conferences and seminars, joint research projects and joint degree programs.
- To participate in diverse interdisciplinary research and study projects, including joint research centers, joint academic appointments and joint degree programs.
- To develop and support practical programs for using law in the service of societal needs and interests, including legal clinics and other social impact activities. In addition, Faculty members are encouraged to harness their academic expertise to the service of society.
- To maintain strong connections with Israel's legal community, serving as a bridge between the theory of law, legal doctrine and its practical application to real-life problems and situations. The Faculty aims, in this regard, to continue interacting with its past graduates, who serve as important links between the Faculty and the legal community.

- To support the Hebrew University in its broader mission of advancing its status as an internationally leading institution of higher learning in all academic disciplines.

3.1.3. Please describe the study program's structure and content, including specializations/tracks within the program, division of courses according to number of credits and fields within the discipline. How are the mission statement, aims and goals of the program reflected in the study program?

Undergraduate Studies

Our **regular (single major) program** of studies toward the Bachelor's degree in law (LL.B.) includes mandatory courses, "cluster-courses," other elective law courses, general (non-law) electives, workshops, clinics and seminars.

The first group comprises 10 mandatory courses (worth 54 credits), nine of which are substantive courses while one is a methodological introduction to legal research. Seven of the mandatory courses are undertaken in the first year of studies (jurisprudence, constitutional law, contract law, criminal law, comparative law, introduction to Jewish law, and introduction to legal research); two in the second year (property law and tort law); and one (civil procedure) in the third year. In addition, every student is required to complete at least 32 credits worth of "main cluster" courses (family and inheritance law, private international law, public international law, administrative law, corporate law, criminal procedure, the law of evidence, tax law, labor law and intellectual property law, worth 52 credits in all). In practice, most students in fact complete all, or nearly all, of these courses, having been encouraged to do so by the Faculty. These main-cluster courses are undertaken during the second, third or fourth years of studies. Every student must also complete at least one course from the cluster of courses on comparative law, which includes introductory courses on foreign legal systems, such as Islamic law, Canadian law, German law, Roman law and American law. In addition, every student is required to complete at least two courses from the interdisciplinary course cluster, which includes introductory courses in topics such as ethics, political philosophy and law, economic analysis of law, law and gender, psychology and law, game theory and law, law and society, and law and literature. Every student is also required to participate in two law seminars (one in the third year of studies and one in the fourth). To encourage our students to broaden their horizons and take advantage of the rich academic opportunities and milieu offered by the Hebrew University, every student is required to complete elective courses amounting to eight credits from among the broad range of courses offered at the University's other faculties (as part of the University's Cornerstones initiative). If they so choose, students may accumulate up to 16 credits outside the Faculty of Law by completing one of a series of structured minors pre-approved by the faculty. Every student is then required to complete additional elective courses at the Faculty of Law in order to accumulate the required total of 142 credits towards the LL.B. degree.

Our **curriculum** is highly diverse. In recent years, it has consistently included more than 200 elective courses and seminars each year. It comprises general introductory courses alongside courses and seminars on specific topics, theoretical courses

alongside practical courses; 11 research workshops (the International Law Workshop, the Advanced Jewish Law Workshop, the Private Law Workshop, the Tax Law Workshop, the Labor Law Workshop, the Legal History Workshop, the Criminal Law Workshop, the Law and Economics Workshop, the Law and Philosophy Workshop, the Public Law Workshop and the Intellectual Property Workshop); five practical workshops (discussed at 3.2.2.2.c.1); seven legal clinics (discussed at 3.2.2.2.c.1); and other pedagogical structures, such as moot courts and other competitions, often international (on the extensive internationalization of our study programs over the last decade, see 3.1.5). Most courses, especially the basic ones, emphasize critical analysis of contemporary law in light of a broad range of policy considerations and conflicting values. Every student is exposed to a wide spectrum of perspectives on law: analytical and doctrinal, comparative, historical and interdisciplinary. Students are also exposed to a broad range of teaching methods, including frontal lectures, sessions directed by teaching assistants, Socratic teaching, workshops, seminars, and so forth. Similarly, they are exposed to lecturers with different specializations and experiences – academic, judicial and practical. The normal **timeframe for graduation** is seven semesters (three and a half years); each semester is 14 weeks long). In total, students in the regular program complete 142 credits (semester hours): about 40 credits in each of the first three years and the remainder in the first semester of the fourth year. Seven semesters is also the minimum time required for completing the program. The maximum time permitted for completion is six years from the start of studies, but the large majority of students complete their studies in the regular three-and-a-half-year period; it is quite unusual for studies to extend beyond four years. (We believe this is partly because the formula for calculating tuition fees encourages the students to complete their studies on time). In special cases, students who received passing grades may obtain approval for a suspension of their studies. In such instances, the student must resume his studies within five years. The status of the student's previous studies is then decided by the Dean. In practice, these cases are rare. Students who have earned an academic degree prior to their studies at our Faculty are exempted from 14 credits of the total required (four credits' worth of electives outside the Faculty of Law and 10 credits' worth of elective law courses) and thus are expected to graduate after six semesters (three years) of study.

Our **joint (dual major) programs** include all the basic requirements for the law degree: compulsory courses, cluster-courses and law seminars, but require considerably fewer elective law courses: students pursuing joint programs are required to complete between 115 and 120 credits in law (instead of the 142 required under the regular program). However, these students are also required to complete a full quota of courses in their other major, so that overall they must accumulate at least 170 credits, and in some cases more (such as when pursuing a major in accounting, environmental studies, social work or the medical sciences). The time required for completion of a degree in the joint programs varies from 3.5 years (in the large majority of cases) to 4 or even 4.5 years in particularly rigorous programs. Most of the students in the joint programs complete their studies in 3.5 years.

The Secretariat for Student Affairs is responsible for monitoring the number of credits each student completes annually, students' fulfillment of the requirements for advancing from one year to the next, and the length of time each student takes to complete the study program. Each year, prior to registration, the secretariat reviews a variety of statistical tables and verifies each student's fulfillment of the requirements.

A student who does not meet the requirements receives a letter informing him of the consequences of failing to meet the Faculty's standards. In cases where students have not met the requirements, the case is brought before the Dean or the Vice-Dean.

The breadth of our curriculum is evident from the course offerings for the 2012-2013 academic year (which is representative of other years). Tables listing the courses offered in 2012-13 are attached as **Appendix 6**; the course syllabi for the year are attached as **Appendix 3**.

To the best of our understanding, the structure, scope and content of our Bachelor's degree program faithfully reflect the Faculty's mission statement, aims and goals and the aims and goals of the program for the Bachelor's degree in particular. About one-third of the program consists of mandatory courses aimed at providing students with a good overview of the main areas of law, training them in conducting legal research and in making and assessing legal arguments, exposing them to foreign legal systems, and teaching them the philosophical bases of law. By requiring students to complete just 32 credits of "main cluster" courses, we grant those students who wish to specialize only in a specific area the option of opting out from courses covering other areas. Still, most students (with Faculty encouragement) complete all or almost all of the main cluster courses. The required introductory course in at least one foreign legal system – ancient or modern – is meant to broaden each student's horizons and emphasize the importance of comparative legal research. The requirement of at least six credits' worth of introductory interdisciplinary courses aims to impart to the students that law is not an autonomous entity, independent of other bases of knowledge, as well as to train them to apply insights gleaned from these knowledge bases in their legal work. The last two objectives are in fact also met through some of the mandatory and main cluster courses, in which lecturers routinely refer to comparative law and insights from other disciplines. The requirement to participate in two seminars is the culmination of our LL.B. students' training in independent academic research in law. Seminar papers written by students in the Hebrew University Faculty of Law are for the most part comprehensive works demonstrating first-rate legal research and analysis. The broad spectrum of elective law courses, spanning theoretical and practical courses, workshops, clinics, and so on, opens up numerous avenues for broadening students' horizons, academically and otherwise. The requirement to enroll in and complete general elective courses outside the Faculty of Law is intended to give the student a glimpse of other disciplines. Some students undertake a minor outside the Faculty of Law, providing them with a basic familiarity with their chosen subject. Lastly, and importantly, more than half of our students now pursue joint (dual major) programs, combining a law degree with a degree awarded by another university department .

Graduate Studies

Graduate study programs at the Faculty include the LL.M. degree (a Master's degree for students with a Bachelor's degree in law (LL.B.)); two LL.M. programs taught in English; two M.A. degree programs in law (for students with a Bachelor's degree in other fields (B.A.)), one of which focuses on Jewish law); and the LL.D. (a doctoral degree). We describe each of these in turn below. The structure and rules for all the graduate programs are set by the Faculty Council and appear in the Faculty Regulations. They are administered by a Graduate Studies Committee within the

Faculty, assisted by two members of the administrative staff who dedicate their entire time to the graduate student population, and a part-time administrator serving graduate students enrolled in our international programs.

For information on our two LL.M. degree programs taught entirely in English and marketed to non-Israeli students, see 3.1.5 below.

LL.M. Degree

The LL.M. program is designed to provide specialization in a particular field of law as well as to allow students to engage with theoretical studies in law from an interdisciplinary perspective. The program usually takes two years (four semesters) to complete; students must accumulate 32 credits to receive the LL.M.¹ It is offered in three areas of specialization, with some sub-specializations: an LL.M. in public and international law (with an option of specializing in either public law or international law); an LL.M. in private law (where students may specialize in private law, commercial and corporate law, or intellectual property law); and an LL.M. in criminal law.²

Admittance to the LL.M. program requires acceptance by the Graduate Studies Committee, which considers each applicant's grades earned towards the Bachelor's degree (the minimal requirement is a grade average of 80), academic references and a research paper (usually a seminar paper written towards the LL.B.).

Most of the courses in the program are available for registration to LL.M. students alone. Students have to complete two courses taught by senior Faculty members offering broad theoretical perspectives on law, and another two courses offered specifically for each area of specialization, providing theoretical foundations for the particular field. They must then register for a research workshop, where guest researchers from Israel and abroad present new articles and works-in-progress for discussion. The Faculty offers 11 research workshops each year, so students can choose a workshop relevant to their field of specialization. In addition, they have to enroll in and complete two seminars (including specifically designated LL.M. seminars) and some elective courses within their specialization.

To allow students to deepen their interdisciplinary studies, they are offered an option of adding an external specialization (outside the law school) to their studies. There are currently five available external specializations, in Environmental Management; Planning and Policy; the Ethics of Science; Urban and Regional Studies; Gender Studies; and Finance. All of these external specializations are offered in cooperation with other faculties of the Hebrew University. Students who choose to undertake them

¹ To attract our best LL.B. students to this program, we offer them the possibility of enrolling in LL.M. courses from the third year of their studies towards the LL.B., "storing" a limited number of credits for when they can formally start the LL.M. program, immediately following the completion of their LL.B. studies. This option is only available to students with excellent grades. Given this "fast track" towards the LL.M., such outstanding students can complete the LL.M. in one extra year following completion of their LL.B.

² We also allow the option of completing an LL.M. without specialization. In such cases, students are not allowed to shift to the research track. In practice, students are encouraged to choose a specialization and a large majority of them do so.

will usually have to commit to more credits (up to 43 credits in total instead of 32, depending on the program), but at least 20 credits must be earned at the Faculty of Law, including all the compulsory courses towards the LL.M.

After completing at least half of their studies towards the LL.M., students maintaining a grade point average of at least 85 can choose to complete their LL.M. in the research track. They then have to find a suitable advisor from among the Faculty members and to write a thesis, which is refereed by another Faculty member specializing in the same field (or, if necessary, a scholar from another university). They are also required to undergo an oral exam. In practice, most LL.M. students do not shift to the research track, completing their LL.M. studies in the non-research track.

M.A. in Law

This program is designed for research-oriented students, who have no LL.B. but are interested in pursuing research in fields adjacent to law. These students first have to complete 40 credits' worth of basic courses from the LL.B. curriculum, and are then allowed to undergo the full LL.M. curriculum (another 32 credits, as in the LL.M. program described above) and write a thesis. A student earning the M.A. who does not have an LL.B. may not practice as a lawyer in Israel; the M.A. is entirely research-oriented. Completion of this degree allows students to apply to the LL.D. program.

M.A. in Jewish Law

We have recently inaugurated an M.A. program in Jewish law. This program is designed for students holding a B.A. degree in the humanities in areas related to Jewish law (such as Jewish studies or Jewish history) who are interested in studying Jewish Law. The program requires, first, the completion of some basic coursework in law (18 credits' worth of courses from the LL.B. curriculum), followed by another 32 credits' worth of courses as required in the LL.M. program, with a Jewish law specialization. Students interested in applying to the LL.D. program must complete a full 40 credits' worth of basic LL.B. courses (as in the M.A. program, above) and write an M.A. thesis.

Executive LL.M. Program

Since 2010, the Faculty of Law has also offered an executive LL.M. program, targeted at experienced practicing lawyers who received their LL.B. at least seven years before their date of registration. While our standard LL.M. program is designed to provide students with specialized knowledge in a particular field of law, engage them with legal theory and interdisciplinary perspectives, and provide some of them with a first stab at academic legal research at a post-graduate level, our Executive LL.M. program is intended to provide lawyers with seven or more years of practical experience with a wide-ranging review of recent legal and theoretical developments in most of the key areas of law, in Israel and abroad. Students undertaking this program have to accumulate 34 credits. They must successfully complete 10 courses accounting for three credits each. An additional four credits are accumulated by writing and submitting seminar papers in subject areas students have covered in their coursework. Courses offered to Executive LL.M. students are unique to this program

and student population; students registered for any of our other degree programs cannot enroll in them. Executive LL.M. courses are nearly all taught by the Faculty's full-time academic staff. Each course covers a key subject area, such as public administration, international commercial and investment law, business enterprise taxation, corporate law, criminal law, public international law and intellectual property. Students are guided in writing their seminar papers by the Faculty member teaching the executive LL.M. course in the relevant subject area.

The Executive LL.M. program fulfills a different aspect of our Faculty's mission and goals than the standard LL.M. program. The Executive LL.M. program is designed to reinforce our ties with the legal profession – critical to any law school – by providing experienced lawyers with an enhanced package of up-to-date courses tailored to their needs. In drawing such lawyers to our school, the program enhances diversity among our community of stakeholders: every law school needs both academic and practitioner input.

LL.D. degree

Doctoral studies at the Faculty of Law are possible in three tracks, as described below. In all tracks, acceptance to the LL.D. program is extremely limited and competitive. In recent years we have especially tightened our requirements, to ensure that only a small group of excellent candidates is admitted to our LL.D. program.

The “regular” track is designed for students who completed an LL.M. with a thesis. The minimum requirements for admittance are an LL.M. grade average of 85 and the same grade for the thesis itself. In accordance with Hebrew University Regulations, the doctoral program consists of two stages. In the first stage, a student is required to submit a detailed research proposal, which is brought before the University's Authority for Research Students for approval. This stage can take up to eighteen months from the time of enrollment. During this first stage, an advisory committee is appointed for each student, including the student's advisor(s) and additional experts in the relevant field. The committee advises the student and approves the research proposal prior to its being submitted to the Authority for Research Students. During the same period, doctoral students must complete 12 credits' worth of coursework, which is expected to assist them in preparing to write the dissertation. During the second stage, the students devote themselves to writing their dissertations, on the basis of the approved proposal, under the supervision of the advisor(s) and the advisory committee. The time taken to complete a doctoral dissertation, inclusive of both stages, should not exceed six years; the recommended period is three to four years.

During the last three years we have implemented a dramatic and highly successful reform of our doctoral program, by creating specialized courses tailored for doctoral students (and open only to them). Today, our LL.D. students undertake 10 credits' worth of such courses, especially designed to answer their needs. These 10 credits nearly fulfill the 12-credit requirement imposed on first-stage doctoral students under the University Regulations. These bespoke courses include: (i) a doctoral students and junior researchers workshop, in which advanced LL.D. candidates and post-doctoral fellows at the Faculty present their work and engage in critical discussion of this work; (ii) an academic reading workshop, in which senior faculty members present

seminal articles in their respective fields and discuss them with the students; (iii) courses introducing our research students to research methods in the social sciences and (separately) to statistics, designed to give them the ability to understand social science research, conduct interdisciplinary research themselves, and cooperate with scholars from the social sciences; and (iv) a course training our doctoral students in academic writing in English, designed to provide them with the standard of academic and professional English required to publish articles in international academic journals.

Alongside this “regular” track towards the LL.D. we also offer the option of a “direct” track, as well as a “preparation for research” track. The direct track is intended for the very best LL.D. candidates who show impressive academic potential. These candidates are given the option of embarking on their doctoral studies directly following their completion of the LL.B. Direct track students must first complete 24 credits worth of courses, including the four bespoke LL.D. courses mentioned above as well as additional courses taken from the LL.M. curriculum. To remain on the direct track towards the LL.D., students must excel in these courses and maintain a grade average of at least 88. Subject to these requirements, the direct track allows highly promising students the opportunity to write a dissertation without having to write an LL.M. thesis first. Finally, the “preparation for research” track is intended for candidates who earned an LL.M. without writing a thesis (i.e., in a non-research track) but later decide to pursue doctoral studies. They are required to complete 12 credits’ worth of courses (including the courses tailored for LL.D. students) with a grade average of 85, and write a research paper equivalent to an LL.M. thesis that must receive a grade of at least 85 as well, before they can proceed to write the doctoral dissertation (which can then incorporate the research paper just mentioned).

The purpose of our doctoral program is to train outstanding students, both graduates of our Faculty and of other institutions, to teach law and pursue legal research. The structure of the LL.D. program corresponds to this end. At the heart of the program is the doctoral dissertation, a comprehensive work in which the student is required to demonstrate an extensive and intensive mastery of his professional topic, as well as originality and innovation, as befits one who seeks to be involved in academic research in law. The specialized courses designed for and offered uniquely to our doctoral students give them important tools for pursuing this challenging degree program by way of sharpening their analytical and critical skills (the two workshops) as well as by exposing them to research methods from other fields (the social science research methods courses).

We believe the structure of our graduate programs, and specifically the reforms to the doctoral program implemented in the last three years, significantly promote the ends and goals of our faculty as detailed in our mission statement (3.1.2 above). We continue to endeavor to promote and improve graduate studies at our faculty, sharpening its profile as an intellectual hothouse, drawing the best graduate students in Israel and beyond, and creating an environment conducive to growing better-educated jurists and promising young researchers.

3.1.4. What is the Strategic Plan of the department and its study programs? Please attach the Strategic Plan.

The strategic plan of the Faculty of Law comprises a number of interrelated short-, medium- and long-term measures relating to the gradual attainment of the Faculty's goals in its different theaters of operation: teaching, research and the nurturing of relations with other Hebrew University units, with the worldwide research community and with society and the legal profession.

Teaching

1. The Faculty aims to take the following measures in order to ensure that the best students in Israel continue to enroll in the Faculty and undertake studies therein:

- Retaining high admission criteria. Whereas standards for admission to the LL.B. and LL.D. programs are very high, this is not yet the case regarding admission standards to the LL.M. program. These latter standards should be gradually increased.
- Assisting LL.B. and LL.M. candidates who are interested in combined degree programs in overcoming administrative difficulties associated with the enrolment in these programs, thereby increasing the likelihood that they will choose to study law at the Hebrew University.
- Providing scholarships for top candidates, as well as those in need, for all degree programs. As a minimum, current levels of financial support should be retained (10-20 full LL.B. scholarships and three or four new, full, three-year LL.D. scholarships each year).
- Further developing a rich and robust teaching program with strong international and interdisciplinary features (see 3.1.5, 3.1.12), a pleasant studying atmosphere (see below), effective placement services (see below) and a reputation for academic excellence (see below).
- Informing candidates and the legal community about the advantages of studying at the Hebrew University's Faculty of Law, so as to attract top candidates.

2. The faculty adopted the following measures, designed to ensure the provision of top-quality education in all degree programs:

- Offering a rich and robust teaching program, including a diverse selection of topics, well-balanced across different legal disciplines, legal systems and research methods, legal and interdisciplinary topics; a broad selection of lecturers, including in-house and visiting professors, Israelis and non-Israelis, academics and practitioners; and different teaching formats, including courses, seminars, research workshops, practical workshops, clinics, moot court competitions etc.
- Holding a biannual critical evaluation of our teaching programs by means of a committee consisting of faculty members, students, and members of the legal community, and amending the curriculum according to these bi-annual reports.
- Monitoring teaching quality through lecturer evaluation surveys, class visits and periodic interviews with students and lecturers. Referring underperforming lecturers to teacher training sessions, and replacing underperforming visiting professors.
- Offering specializations in important areas of law and legal practice, with an emphasis on subject areas well represented among the in-house faculty.

- Exposing students to English-language courses in order to equip them for studying and practicing law in and outside Israel. This includes courses in English delivered at our Faculty by in-house or visiting faculty, as well as participation in academic exchange programs. Ideally, all interested students should be able to participate in semester-long academic exchange programs.
- Offering students a hands-on education in legal practice so that they can acquire the practical skills required for practicing law. Ideally, all interested students should participate in a legal clinic and/or a practical workshop.
- Supporting struggling students with tutoring services and scholarships. At the same time, however, we will insist that students who ultimately fail to meet the required standards do not graduate from our program.

3. The Faculty adopted the following measures, aimed at consolidating and further developing its international programs and connections:

- Operating exchange programs that enable Hebrew University law students to spend a semester abroad and permit us to host foreign students in Jerusalem. Such programs enrich the academic experience of all Hebrew University law students, both those travelling abroad and those studying in Jerusalem alongside foreign students.
- Operating international, English-language LL.M. and LL.D. programs, that can attract top students from all over the world to Jerusalem and contribute to the international reputation of the Faculty of Law; as well as increasing the overall quality of candidates applying for these degree programs.
- Operating a permanent program for overseas visiting professors who teach Israeli and foreign law students in the English language; and incorporating courses offered by such visitors in all our degree programs.

4. The Faculty continues to offer its students strong placement services in order to ensure that all graduates have access to the best law positions in Israel. In the future, the Faculty should consider developing placement facilities for LL.M. graduates (Israelis and non-Israelis), and encourage alumni-driven placement efforts for alumni.

5. The Faculty should continue to offer students a pleasant, friendly and service-oriented atmosphere. In this connection, the Secretariat for Student Affairs should be gradually expanded (while retaining the current, extraordinarily high, student satisfaction rates) and the system of registration improved. The Faculty will continue to provide advisory services, as well as other problem-solving mechanisms, to address student needs and wishes.

6. The Faculty should further develop its physical facilities to ensure that students with disabilities do not face obstacles in pursuing their studies. The improvement of physical access to floors 1, 2 and 4 of the Faculty building is a top priority.

7. Our students will continue to constitute full partners in the Faculty's academic life, contributing a significant input regarding student-related programs and initiatives. They will continue to send representatives to the teaching committee and faculty council. The Faculty will continue to lend support to both the students' association and Sheifot, the Arab students' association.

Research

1. The Faculty aims to continue attracting the best researchers in Israel and beyond. Some of them would be invited to join as faculty members, while others will be invited to form research partnerships with faculty researchers. The following measures will be taken in order to advance the said goal:

- The Faculty should maintain and develop a world-class research environment (see below).
- The Faculty should actively invite excellent young academics to apply as candidates for joining our faculty, as well as for other research programs at the Faculty, such as visiting fellowships, post-doctoral fellowships, etc.
- The Faculty should encourage collaboration between our faculty and that of other Hebrew University departments, thereby offering researchers a rich intellectual environment to work with that extends beyond the Faculty of Law.

2. The Faculty should strive to maintain and develop a world-class research environment, so as to support cutting-edge academic research. It intends to do so in the following ways:

- Resources should be secured to support research, either through individual grants (which faculty members are encouraged to apply for, with the Faculty's assistance), study groups, research centers or other funding opportunities.
- In several research areas at the Faculty, research is conducted through research centers or forums. Such frameworks should offer venues for exchange of ideas (conferences, publications, seminars, etc.), doctoral and post-doctoral scholarships, support for individual research and administrative support, as well as host guest speakers and academic visitors. Currently, the Faculty operates four Research Centers: the Israel Matz Institute for Jewish Law Research; the Sacher Institute for Legislation and Comparative Law; the Barak Center for Interdisciplinary Legal Research; and the Minerva Center for Human Rights. The Faculty also operates an Institute of Criminology. The Faculty aims to strengthen the existing centers, both financially and academically, as well as to supplement them in the short to mid-term with four additional centers: an Ethics Center (in collaboration with the Philosophy Department); a Center for Empirical Legal Research (funded by a recently obtained I-Core grant); a Center for Corporate Governance and Financial Regulation (to be established and run in co-operation with the Business School); and a Center for Multi-Cultural Studies (to be established and run in cooperation with the Faculties of Social Sciences and the Humanities). The Faculty also operates 10 research forums focusing on international law, intellectual property, civil and business law, criminal law, public law, legal history, law and economics, tax law, labor and welfare law, and law and philosophy. These forums serve as mini-research centers, mostly focused on conducting research workshops in their focal fields. The Faculty aims to secure a stronger financial and academic basis for the operation of these forums.
- The Faculty strives to develop its international research network further by inviting foreign researchers to visit the Faculty and by encouraging Faculty members

to participate in and organize international conferences, engage in academic exchanges, etc.

- Faculty members are strongly encouraged to publish their research in the world's top law journals, as well as with the leading international publishing houses.
- The Faculty maintains several law journals in Hebrew (Mishpatim, the Jewish Law Annual [Hebrew], and Hukim) and in English (the Israel Law Review, the Jewish Law Annual [English], and the Jerusalem Review of Legal Studies), as well as a publishing house (the Sacher Institute). These publishing venues serve as focal points for local and international scholarship, as well as for students training in legal writing. We do not aim to establish new journals, but rather to strengthen our existing journals, for example by continuing to collaborate with leading publishers in and outside Israel (Oxford University Press, Cambridge University Press, Nevo).

3. The Faculty should aim to integrate LL.D./Ph.D. students and post-doctoral fellows into the Hebrew University academic community:

- The LL.D. is increasingly regarded as a training track for future academics. This trend should be encouraged by carefully vetting candidates for the doctoral program, providing courses in research methods, and encouraging the apprentice researchers at the Faculty to participate in the different research projects and frameworks available.
- The Faculty will strive to attract every year five to seven post-doctoral fellows or other long-term visiting researchers, whose research will enrich the Faculty. Some of these fellows will be regarded as candidates for joining our faculty.

4. The Faculty acts to encourage interdisciplinary research, as such work allows us to draw on the strength of other Faculties and academic disciplines, and underscores the inter-connectedness of legal and other issues. Measures undertaken in order to strengthen interdisciplinary research at the Faculty include:

- Joint appointments and cross-teaching in different University faculties, as well as other types of interaction that can encourage the building of long-lasting research partnerships across disciplines.
- The expected establishment of joint research centers together with the Philosophy Department, the Business School and the Faculties of the Social Sciences and the Humanities (see above).
- The training of our doctoral students now includes the teaching of interdisciplinary research methods, in order to provide future academics with a common methodological language.

5. The Faculty is committed to supporting the Law Library and the Jewish Law Library, helping them to maintain world-class collections, including access to the major academic databases and professional library services. The faculty is currently in the process of renovating one of the main library reading halls and is planning to renovate the Jewish Law Library.

University Relations

The Faculty of Law is committed to the ongoing success of the Hebrew University as a whole, and will render any support it can to university-wide efforts, including:

- Participation of Faculty members in university committees, bodies and management positions.
- Support for university projects, such as outreach initiatives, fund-raising efforts, etc.
- Cooperation with other faculties and schools in all academic programs, including joint courses, programs, conferences, etc.
- Opening up as many Faculty of Law courses as possible for registration by students of other faculties, and participating in the Cornerstones program, offering Faculty of Law courses to students from other Faculties and requiring Faculty of Law students to register for and complete eight credits' worth of courses at other Faculties.
- Faithful execution of university regulations and policies.
- Implementing innovative programs and services, serving as a role-model to other faculties, including the development of programs in English, student placement services, and more.

Community Relations

1. The Faculty of Law seeks to maintain and develop strong ties with the Israeli legal profession, which serves as a source of support for the Faculty, as a key component in building the faculty's reputation and as a potential employer of Faculty graduates. Such relations will be promoted, int. al., through the following measures:

- Developing alumni relations, through an alumni association, outreach activities directed at alumni, reunions, and regular updates for alumni on Faculty events.
- Continuing to nurture the "friends of the Faculty" project, which encourages leading law firms to contribute monies to the Faculty and support its teaching activities. The "friends of the Faculty" apparatus serves, int. al., as a channel to communicate to Faculty members the profession's expectations from legal education.
- Continuing to collaborate with the Israel Bar Association in providing professional training and continuing legal education programs to lawyers.
- Continuing to involve lawyers, judges and other members of the legal profession in teaching activities in the faculty, including teaching courses, moderating workshops, guesting at workshops and conferences, etc.
- Establishing stronger contacts with the Israeli judiciary. Several retired Supreme Court Justices, including President Beinisch and Justice Heshin, teach at our Faculty as adjuncts. Eliezer Rivlin, Vice-President (ret.) of the Supreme Court, has recently joined our Faculty as professor (in the parallel track used for such practitioner appointments).

2. The Faculty should aim to maintain and enhance its strong ties with residents of the city of Jerusalem, and with other relevant constituencies, including people in

need, Jewish communities overseas and government officials. It plans to do so, as follows:

- The Clinical Legal Education Center serves as the Faculty's main arm of community outreach. The Center will be further developed so as to allow, ultimately, all interested students to undergo a clinical education. Other focal points of outreach may be found in the Minerva Center for Human Rights, the student-run Brera (Choice) Center and the new "University Ltd." university-wide initiative, which the Faculty recently joined.
- The Faculty will continue to organize events open to the general public, in Jerusalem and beyond.
- The Faculty will consider collaborating with such public initiatives as can harness the expertise of faculty members and students to the promotion of worthy social causes.

Miscellaneous

- The Faculty strives to secure a stronger long-term funding basis through expanding its fund-raising activities, in order to place its ambitious academic programs on a sound and sustainable financial footing. The overseas Friends of the Hebrew University organization, the local friends of the Faculty organization and prominent Faculty of Law alumni are primary sources of support in this regard.
- The Faculty strives to modernize and expand its physical infrastructure, with a view to offering students, faculty, administrative staff and visitors a pleasant and convenient work and study environment. Currently, plans have been drawn to renovate existing floors and to render the basement usable. In the future, attempts will be made to secure funding and permits for building another floor in the Faculty of Law building and/or to facilitate the expansion of the Faculty to other buildings in campus.

3.1.5. Internationalization: are there any international features (e.g. students exchange, teaching in English etc.) in the department?

Graduate Programs taught Entirely in English

Our graduate programs are highly internationalized. Since the 2011-12 academic year, we have been offering two specialized LL.M. programs taught entirely in English (not covered in 3.1.3), focusing on two different subjects in international law: (1) Human Rights and International Law, and (2) International Business Law and Intellectual Property. All courses offered in both programs are taught by top academics and practitioners, with vast experience and notable achievements in the study and application, respectively, of these two areas of international law. The Faculty of Law has five faculty members (Yuval Shany, Moshe Hirsch, Tomer Broude, Guy Harpaz and Robbie Sabel) specializing in cutting-edge spheres of international law, as well as many adjunct professors and distinguished visiting professors specializing in the same and adjacent subjects. Visiting professors for 2012-13 include Martin Adelman, Oliver Diggelman, Oren Gross, Christoph Schreuer and Daniel Shaviro. Visiting

professors confirmed for 2013-2014 include Malcolm Shaw, Robert Howse, Ruti Teitel and Tim Wu.

The two programs, which are run in cooperation with the Hebrew University's Rothberg International School and the Minerva Center for Human Rights at the Faculty of Law, attract students from outside of Israel. Each of the two programs consists of 32 credits, completed over two consecutive semesters, including four core courses (2 credits each), a workshop (3 credits), seminars (at least two, 4 credits each), electives (one or two credits each) and background courses (three credits each). In addition, students may choose to submit an LL.M. thesis. These LL.M. programs are open to law school graduates holding an LL.B. or J.D., who have a good command of English. Candidates are selected on the basis of their law school grade transcript, letters of recommendation and past academic work. Tuition fees are \$16,000, which cover medical insurance and certain extra-curricular activities. All candidates are currently eligible to apply for partial tuition waivers (up to 35%) on a personal and academic basis.

English-Language Courses in the Regular LL.B., LL.M. and Ph.D. Degree Programs

Because we believe that study in English is important for any program of advanced studies, and because both academic research and legal practice now require a full command of the English language as a matter of course, even when conducted entirely in Israel, we require our LL.B. students to complete at least two elective courses taught in English at our Faculty. The students are then examined on these courses in English. Some courses used as part of the regular LL.M. program are also taught in English. English-language courses are taught by the in-house faculty, adjunct faculty and visitors from abroad.

The coursework, which forms a constituent part of our doctoral (LL.D.) program, is taught entirely in English. This is necessary because some of our doctoral students come from abroad and do not speak Hebrew. However we do not consider this a constraint, but rather an advantage and an opportunity for our Israeli students as well. Even if they write their dissertations in Hebrew (as most of them do), they must engage deeply with international literature when conducting their research. We also encourage them to present their research at international conferences (held at our Faculty and abroad). Studying in English thus helps our LL.D. students gain crucial experience and skills.

Student Exchange Programs

The Faculty offers its students a wide variety of exchange programs, 20 in all. Our exchange partners include such world-famous academic institutions as Stanford University, UCLA, Georgetown University, Erasmus School of Law at Rotterdam University, the National University of Singapore, Zurich University, Hong Kong University, Renmin University and Monash University. Our LL.B. students may spend a semester at an exchange partner institution during either their third or fourth year of study. 40 LL.B. students spent a semester abroad during the 2012-13 academic year and 60 students are planned to do so during 2013-14.

The Center for Transnational Legal Studies (CTLS)

In addition to these exchange programs, the Faculty is a founding partner of the Center for Transnational Legal Studies (CTLS), a unique institution located in London, U.K. Founded by a consortium of leading law schools, including, besides the Hebrew University Faculty of Law, the law schools at Georgetown University, King's College, London, the National University of Singapore, ESADE and others, the CTLS brings together faculty and students from more than 20 partner institutions, for a semester-long intensive program in international, comparative and transnational law. In 2011, CTLS was recognized by the Institute for International Education with the Andrew Heiskell Award for Innovation in International Education. This is the first time that a legal education program has received this honor. Each year, 10 of our LL.B. students and two of our faculty spend a semester at the Center.

The Minerva Center for Human Rights: International Internships, Workshops, Summer Programs and Competitions

The Minerva Center for Human Rights, a part of the Faculty of Law, provides our students with further opportunities to acquire experience at legal institutions abroad. Since 2008, the Center has been providing scholarships to outstanding Hebrew University law students to fund 3-month internships with international criminal tribunals – the first such scholarships provided by any Israeli university. To date, 10 of our students have completed internships with the International Criminal Tribunal for Rwanda, located in Arusha, Tanzania; and one with the International Criminal Tribunal for the Former Yugoslavia, located in The Hague. The students are first selected by the Minerva Center, following screening and interviews, and then apply to the relevant Tribunal.

Students intern either with Tribunal judges, with the Prosecution or with the Defense, and are engaged in substantive research and drafting of decisions, briefs and/or petitions. The students submit periodic reports to the Center during their internships at the Tribunals. Feedback from the professional teams at the Tribunals has been highly and consistently enthusiastic; Hebrew University students are very highly regarded there. And for the students, these internships at international tribunals have provided an extraordinarily powerful and successful practical training experience in international criminal law.

Since 2010 the Minerva Center and the Faculty of Law have annually held a one-semester student workshop in transitional justice that includes an intense 8-10 day study tour abroad in a country engaged in transition from extended violence and human rights abuses to reconciliation and democracy. In 2010, 2011 and 2012 the study tour was to Rwanda. The 2013 study tour is to Northern Ireland. Ten students are selected each year to participate in the workshop, following a lengthy process of applications, screening and interviews.

The study tours include extensive meetings and discussions with individuals from all sides of each conflict – judges, government officials, prosecutors, defense attorneys, local and international civil society practitioners, victims, perpetrators, ex-combatants,

as well as local scholars and students. Importantly, each study trip includes a joint symposium, in which each of our students presents their research (in English) before local scholars, students and practitioners. This opportunity to appear abroad, in an international symposium, as peers – with the support, guidance and feedback of the workshop faculty - has proved to be an extremely effective and highly empowering training experience for our students, and one that they consistently describe as a highlight of their Faculty of Law education.

In 2011 the Minerva Center for Human Rights inaugurated, in cooperation with McGill University, an annual summer program in human rights, offered to law students from the two universities. The 3-week program rotates annually between Jerusalem and Montreal, with 10 students from each institution selected each year. Each year the program includes five intensive courses taught by McGill and Hebrew University faculty, as well as numerous guest lectures, discussions, tours and site visits with judges, government officials, scholars, practitioners and activists. Here too, as an integral part of the program, the students make oral and written presentations, and lead discussions – all in English - before their peers and under the supervision and guidance of the program faculty. This too has proved to be an extremely successful program, and our students have emphasized its formative, empowering impact on them.

In 2011-12, and again in 2012-13, the Minerva Center and the Faculty of Law have initiated and provided training, funding and academic and logistical support for the participation of a team of Faculty of Law students in the International Criminal Law Network (ICLN) International Criminal Court Trial Competition, a relatively new competition simulating the operation of the International Criminal Court (ICC), an international judicial forum of increasing importance to Israel. The competition involves both written submissions and oral arguments before a simulated bench of international judges, made up of senior international criminal lawyers and jurists. Four Hebrew University law students are selected for the competition and are coached and supervised (as part of an intensive year-long course) by a Faculty member experienced in international criminal and human rights law, as well as international criminal tribunal practice. The supervisor provides the students with ongoing feedback on both their research and the practice court sessions held throughout the year. The practice sessions we organize for the students include rehearsals in which Faculty, UN, and Ministry of Justice and/or Ministry of Foreign Affairs international lawyers serve as judges, and provide detailed on-the-spot feedback. We also invite lawyers with experience at the ICC and other international tribunals to attend the training sessions and provide our students with written feedback afterwards. The actual trial competition takes place over the course of a week, each spring, in The Hague, the Netherlands. Our first team participated in 2012 and gained valuable experience in the field – indeed, two of the participants have since been accepted for work as legal interns and lawyers in United Nations institutions, while the third acted as an assistant coach preparing the Hebrew University team for its participation in the Spring 2013 competition. In 2013, 36 teams from 26 countries participated. Our team reached the semi-finals and finished in fifth place overall – a great achievement for what is only our second year sending a team to this prestigious international competition. The Hebrew University is the first and only Israeli institution to send students to the ICC Trial Competition, providing them with powerful, practical

training in the substantive and procedural aspects of international criminal prosecutions.

International Moot Courts and Other Simulation Competitions

Faculty of Law students (primarily LL.B. candidates, but in some cases LL.M. students too), have since 2006 participated in a number of international legal “moot court” (mock trial) and simulation competitions, which provide select students with a broad range of real life skills, such as legal research, written argumentation and oral presentation, all in English. Selection for participation in these programs is highly competitive, and the programs themselves are rigorous and intensive. The number of competitions in which the Faculty participates has grown over the last few years to the point that approximately 20 students take part each year. This remains unparalleled in any other Israeli law school. Each competition team is accompanied by a faculty supervisor, who provides participants with regular feedback during the training process, and later assigns each participant a grade and academic credit. Moot court teams from the Hebrew University, Faculty of Law have over the last few years enjoyed great success in national and international competitions, including:

1. The Phillip C. Jessup Moot Court Competition: the largest and most prestigious moot court competition in the world. Students from more than 80 countries and 500 law schools compete each year in regional and national competitions for the distinction of proceeding to the International Rounds. Held every spring in Washington, D.C, the International Rounds are conducted simultaneously with the Annual Conference of the American Society of International Law (ASIL). The competition simulates a dispute between States brought before the International Court of Justice - the principal judicial organ of the United Nations. The competition requires each participating team to prepare detailed oral and written pleadings, arguing both the applicant and respondent positions in the case. Since 2007, *the Hebrew University has won every annual national competition, which is open to all Israeli law schools*. In the International Rounds held in Washington, D.C., Hebrew University teams have also done extremely well: In 2008, they were ranked sixth (from among approximately 90 teams) in the preliminary rounds, and advanced automatically to the octo-finals. In 2009 the Hebrew University team was ranked among the top twenty-four teams (from among approximately 110 teams), and went on to participate in the advanced rounds. Several team members were included in the top 100 oralists list, and the team’s memorials were ranked among the top 15 (11th place in 2008, 13th place in 2009). Competition organizers and judges have been repeatedly and deeply impressed by the excellent performance of Hebrew University students. The 2010-2011 team won all four rounds in the preliminary stages and was ranked eighth (out of over a hundred teams from around the world). The team went to compete in the advanced rounds and for the first time in the school’s history made it to the quarterfinals. Their written memorials were ranked among the top 10 best written submissions (tenth place). The team received a certificate of excellence for this achievement. All four team members were included in the top 100 oralists list. The 2011-2012 team was ranked seventh in the world, and its written applicant’s memorial was ranked second, tied with Columbia University Law School. The 2012-2013 team was ranked 20th in the preliminary rounds and again advanced to the quarterfinals, finally being ranked among the eight best teams

in the world. Three of our participating students were ranked among the top 50 oralists (of about 550).

2. The International Committee of the Red Cross (ICRC) Annual Competition in International Humanitarian Law and the Jean Pictet Competition: this competition focuses on international humanitarian law as well as human rights law, international criminal law and the international law regulating the use of force. The format is of an ongoing set of challenging simulations of realistic counterfactual scenarios, demanding a high level of knowledge of international law, diplomatic skills, and a polished oral presentation, as well as teamwork under pressure. The national Israeli competition is hosted by the ICRC, and is open to all law schools in Israel, sometimes drawing as many as 12 teams in a single year. The winning team, and sometimes the runner up, is invited to apply for participation in the international Jean Pictet competition in international humanitarian law, which follows a similar format and is open to law schools from around the world. The Hebrew University has participated in the Israeli competition every year since its establishment, consistently winning first or second place (in 2012, two teams from the Hebrew University were placed in the first *and* second places). Our teams have also done very well in the international stage of the competition. This program provides law students with an interdisciplinary practical experience, in the sense that teams are ideally composed of both law students and students of international relations.

3. The Copenhagen Competition in International Negotiations: a competition hosted by the Faculty of Law of the University of Copenhagen, on an invitation-only basis. In the written component of the competition, teams are required to draft and justify proposed language for a new multilateral treaty relating to a complex issue of international law, regulation and development (such as climate change, access to medicine or access to food). Only half of the teams invited are selected for participation in the oral negotiation rounds held in Copenhagen. These negotiations are then held according to a simulated diplomatic protocol, chaired by experienced international diplomats and legal experts from international organizations such as the World Trade Organization (WTO). The skills students develop through participation in this program include rigorous legal as well as interdisciplinary research skills, the drafting of legal documents, written argumentation, oral presentation and tactical thinking. During the first three years in which the competition was held, the Hebrew University participated twice, winning first place in 2010, having beaten teams from, among others, the University of California - Berkeley, Yale, the Australian National University and the National University of Singapore. After two years of hiatus, in which the competition was not held, it will be resumed this year and a team from the Faculty will participate therein.

4. The International Criminal Law Network (ICLN) International Criminal Court Trial Competition: see above, under the *Minerva Center for Human Rights*.

The Hebrew University's participation in such moot court and legal simulation competitions is an important element of the internationalization of legal education at the Faculty of Law, and the success of our teams, which is a result of hard work by students and faculty alike, is a testament to the high standard of professional excellence prevailing at the Faculty of Law.

WIPO Advanced Research Forum on Intellectual Property Rights, Geneva

For the last seven years, the Hebrew University, Faculty of Law has organized and administered the World Intellectual Property Organization (WIPO) Advanced Research Forum on Intellectual Property Rights, held annually in Geneva. The forum is a three-day meeting, where faculty and research students from participating institutions present advanced drafts of research projects pertaining to the Forum's theme. The theme for 2013 is Harmonization in Intellectual Property Law - New Perspectives and Dimensions. The forum also features guest lectures by WIPO staff. While participating institutions include such world-renowned centers of IP law research as the Max Planck Institute for Intellectual Property and Competition Law, Munich, Stanford Law School, Connecticut Law School, the Oxford University Faculty of Law, the University of Geneva School of Law and the Center for International Intellectual Property Studies (CEIPI) at the University of Strasbourg, the Hebrew University Faculty of Law is the only participating institution to send five students to the forum. Participating students are selected based on a composite index of their knowledge and excellence in the IP field and their academic excellence generally.

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

The head of the Faculty is the Dean, who also serves as chairman of the Faculty Council. The Dean is responsible for managing the Faculty both academically and administratively, including controlling its budget. He represents the Faculty vis-à-vis the President, the Rector and the other university authorities, as well as outside bodies. He may participate ex-officio in all the Faculty committees. Additionally, the Dean is a member of the Standing Committee of the University.

The Vice-Dean, appointed by the Dean with the approval of the Faculty Council and the Standing Committee of the University, deals with academic matters assigned to him by the Dean, particularly student affairs and curriculum planning. The functions of the Vice-Dean may be divided between two faculty members (and have been so divided last year and this year).

The Faculty Council is the body that approves the curriculum and the academic regulations of the Faculty. Members of the Council include all academic personnel from the rank of lecturer and up (formally, the Rector and the Vice-Rector are also members of the Council, but in practice they do not participate in its meetings).

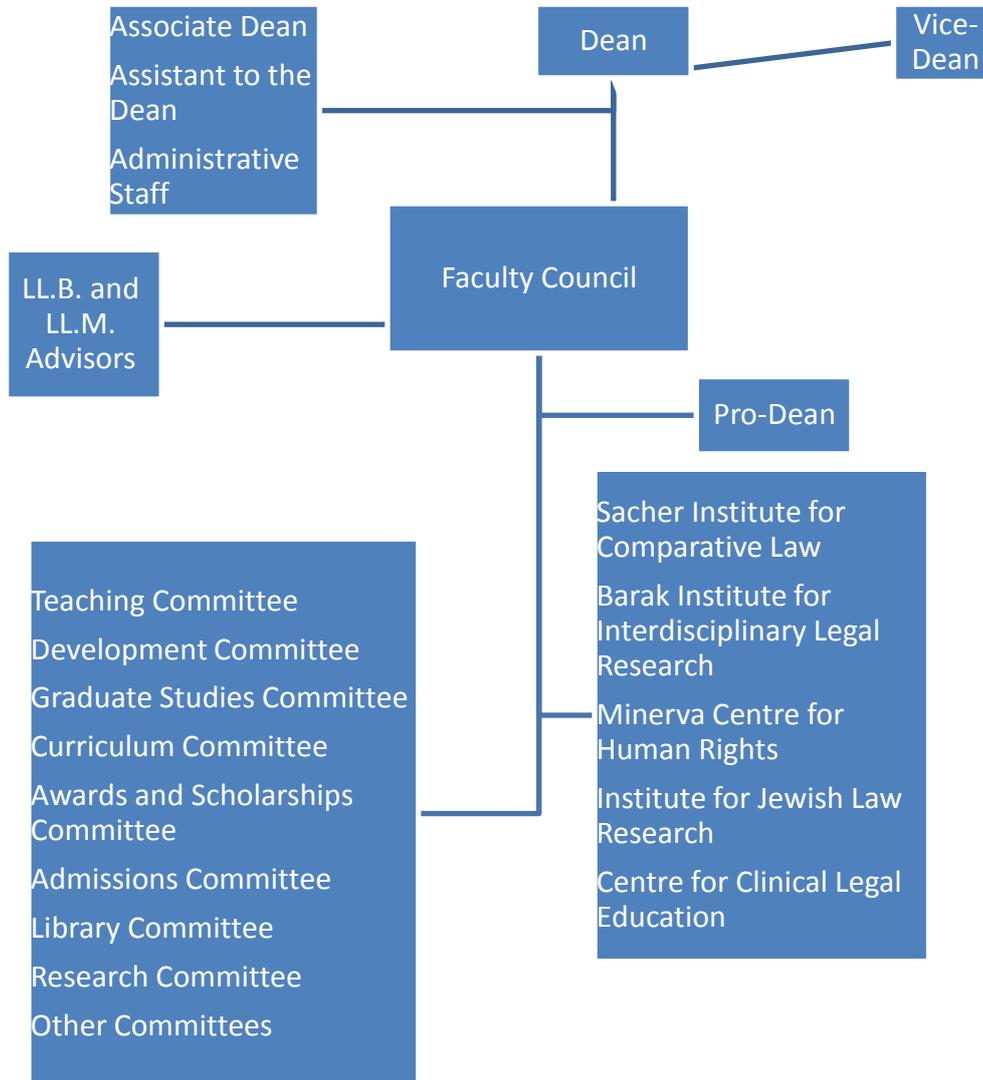
At the Dean's recommendation, the Council appoints various committees that deal with specific topics: a Teaching Committee (which oversees matters pertaining to teaching and students in accordance with the powers granted it by the University and Faculty Regulations); a Development Committee (which oversees matters related to the recruitment of academic staff; the composition of this committee requires

approval of the University's Standing Committee); a Curriculum Committee, for drawing up the curriculum (responsible for approving new adjunct lecturers and courses); a Graduate Studies Committee (which admits candidates for the LL.M., M.A. and LL.D.); a Committee for Awards and Scholarships; an Admissions Committee; a Library Committee; a Research Committee (in charge of distributing the part of the Faculty's budget dedicated to funding research by faculty members); and steering committees for the five Institutes and Centers the Faculty runs.

The Associate Dean, administratively subordinate to the Dean, is responsible for the administration of the Faculty and the administrative staff.

The organizational structure of the Faculty fits the overall organizational structure of the University.

Chart of the Faculty's Academic and Administrative Organizational Structure



Senior Administrative Personnel

Dean:	Prof. Yuval Shany
Vice-Dean:	Dr. Margit Cohn (Vice-Dean for Curriculum Planning) Prof. Tomer Broude (Vice-Dean for Student Affairs)
Associate Dean:	Ms. Ayelet Erez
Assistant to the Dean:	Ms. Aliza Salman
LL.B. Advisors:	Dr. Ronit Levin-Shnur Mr. Ronen Polliack
LL.M. Advisor:	Dr. Katya Assaf

Director of the Sacher Institute for Legislation and Comparative Law:	Prof. David Gliksberg
Director of the Barak Institute for Interdisciplinary Legal Research:	Prof. Assaf Hamdani
Directors of the Minerva Center for Human Rights:	Dr. Guy Pessach (Academic) Mr. Danny Evron (Executive)
Director of the Center for Clinical Legal Education:	Dr. Einat Albin
Director of the Israel Matz Institute for Jewish Law Research:	Dr. Binyamin Porat
Pro-Dean for Faculty-Community Relations:	Prof. Yoav Dotan

3.1.7 Location: the campus where the study program is taught (if the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

All the activities of the Faculty of Law are carried out on the Hebrew University's Mount Scopus campus.

3.1.8 Please provide in the format of Table 7.1 (page 14) the structure of the study program, its content, and scope (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Does the study program supply courses to other units?

Tables 3.1.8A-J, attached as **Appendix 6**, summarize the structure, content and scope of our several study programs, described in 3.1.3 above. Table 3.1.8A describes our LL.B. program. Table 3.1.8B describes our M.A. program in Jewish Law. Table 3.1.8C describes our LL.M. program in Criminal Law. Table 3.1.8D describes our LL.M. program in Private Law, with a specialization in Intellectual Property. Table 3.1.8E describes our LL.M. program in Private Law, with a specialization in Commercial and Corporate Law. Table 3.1.8F describes our LL.M. program in Private Law, with a specialization in Private Law. Table 3.1.8G describes our LL.M. program in Private Law, without specialization. Table 3.1.8H describes our LL.M. program in Public and International Law, with a specialization in International Law. Table 3.1.8I describes our LL.M. program in Public and International Law, with a specialization in Public Law. Table 3.1.8J describes our LL.M. program in Public and International Law, without specialization.

The Faculty of Law does not generally supply courses to other units. However, the Faculty participates in the Hebrew University's Cornerstones initiative, which introduced a requirement, applicable to all Hebrew University students, including

those at the Faculty of Law, that each student complete 8 credits in subject areas outside their home Faculty. As part of this initiative, several Faculty of Law lecturers provide courses to students from other faculties, enabling them to fulfill this requirement.

3.1.9. Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

The ultimate academic authority with regard to the program of studies is the Faculty Council. Following in-depth discussion by the Teaching Committee, the Council decides on the overall framework of each degree program: total credits required; credits required in each course type – compulsory, cluster-courses, seminars, electives, workshops and courses in English; which courses are to be compulsory, their contents, and the year in which they are taught, etc. Every year the Teaching Committee and the Faculty Council discuss and approve the program for the following year in all its details. Among the members of both the Teaching Committee and the Faculty Council are representatives of the law students' union. In addition, there is an ongoing lively dialogue between student representatives and the Dean, the LL.B. and LL.M. advisors, and the entire teaching staff on all matters pertaining to teaching and curriculum. Student representatives are party to all significant decisions that affect them.

Significant changes introduced during the last five years include the following:

1. We are continuously upgrading, reforming and improving the compulsory course in legal research methods, which is part of the first year curriculum required of LL.B. students.
2. In accordance with the University-wide Cornerstones initiative, our LL.B. students are now required to register for and complete 8 credits taught outside the Faculty of Law: 4 in the natural sciences and 4 in the humanities or social sciences. Courses usually run to between 2-4 credits each.
3. One fundamental change which has essentially been introduced by our students rather than by the Faculty itself, is that more than half of our LL.B. students are now studying towards joint degree programs, joining law with another discipline. Since students studying towards joint degree programs are required to complete fewer elective courses in the Faculty of Law, the choice of an increasing proportion of our students to study towards such programs is changing the composition of their total course load.
4. The ongoing internationalization of our Faculty and course offerings (on which see 3.1.5 above) has made both study abroad and study in English at the Hebrew University key parts of the LL.B., LL.M. and LL.D. curricula. We now offer 20 student exchange programs, including the Center for Transnational Legal Studies in London; two LL.M. programs taught entirely in English; and an ever-increasing number of courses taught in English, by the in-house faculty, adjunct professors and visiting professors. LL.B. students are now required to complete at least two Faculty of Law courses which are taught and examined in English. Coursework in English also serves our growing contingent of foreign students. Students also take part in several international internship programs, workshops, summer programs and moot courts, all

held abroad, in the English language, and under the auspices of key international legal institutions such as the ICC and the WIPO.

5. Our Clinical Center is continuously developing, and has become, for many of our LL.B. students, a key part of the curriculum. About 120 students take part in a clinic every year. For more information on the Clinical Center, see 3.2.2.2.C.1.

6. In order to counterbalance the academic focus of many of the compulsory and "main cluster" LL.B. courses, we have developed a rich program of practice-focused coursework, taught by practitioner experts. The Vice-Dean has identified areas of legal practice not previously covered by the study program and recruited practitioner adjuncts that now teach elective courses covering these areas. Further, we now offer our students 7 practical workshops, training them in practice-oriented skills such as negotiation, mediation, litigation and transactional lawyering. The 7 clinics offered under the auspices of the Clinical Center also provide practice-oriented training. Our students are thus offered 14 practical clinics/workshops in all, not including either the 11 research workshops (which are more academic in nature) or workshops involving visits abroad or participation in competitions abroad (for which see 3.1.5, 3.2.2.2.C.1). This planned growth and diversification of the electives we offer our students is intended to make sure that those of our students who intend to pursue careers in legal practice are provided with an optimal skill set preparing them for such careers. In delivering such practice-oriented courses to our students, we draw on the Faculty of Law's long-standing relationship with key actors in Israeli legal practice, including, *int. al.*, leading private practitioners, retired Supreme Court Justices, and legal advisors to the government, the Knesset (the Israeli Parliament), the President of the State of Israel and the General Security Service.

3.1.10 Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

Every course or seminar taught by someone who is not a regular academic staff member of the Faculty, *i.e.*, by adjunct faculty, is submitted for approval to the Curriculum Committee. The course or seminar proposal is submitted to experts in that field (usually Faculty members, but sometimes outside experts) for comment and is only approved by the Committee after it has received the experts' recommendations (in many cases, courses proposed are only approved after changes are introduced). Proposals are open for perusal by all members of the Faculty Council when the program of studies comes up for discussion and approval.

When a course is taught in several sections by different instructors, there is an ongoing dialogue between the different lecturers on the form and content of the course and its requirements. In cases where an adjunct lecturer temporarily replaces the regular lecturer of a course (for example, when a regular lecturer goes on sabbatical and there is no other regular staff member to teach that course in that year), it is customary for the replacement to consult with the regular lecturer on course content.

A general evaluation of the relationship between topics covered in each compulsory course and those covered in the "main cluster" courses is undertaken on a continuing basis, when the program study for the coming year is evaluated each year, first by the Teaching Committee and then by the Faculty Council. Specific questions regarding course content coordination are raised from time to time, before the various forums afforded by the Faculty.

Subject to these points, the Faculty administration does not interfere with the considerations of regular – tenured and tenure-track – staff members in shaping their courses, as every staff member is considered to be an expert in his field.

3.1.11 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)?

The Faculty maintains close relationships with the Israeli legal community. Those relationships include well-developed placement services, which aim to ensure effective placement of Faculty graduates in the legal market (see 3.3.7.2). They also include the Faculty's Board of Friends of the Faculty Law Firms, continuing legal education courses delivered in cooperation with the Jerusalem branch of the Israel Bar Association, alumni activities (see 3.3.10), the Legal Club activities for our alumni, as well as various other activities intended to foster and maintain strong relationships between the Faculty and every sector of the Israeli legal community. Most of these activities are directed by the Department for Faculty-Community Relations, under the supervision of the Pro-Dean for Faculty-Community Relations, Prof. Yoav Dotan.

The Board of Friends of the Faculty Law Firms is composed of a small number of leading law firms (currently 11 law firms, most of which are among the largest law firms in Israel) with which the Faculty maintains special relationships. Representatives of the member firms are invited to teach in Faculty workshops that focus on practical aspects of legal studies, such as litigation, commercial transaction structuring, mergers and acquisitions, etc. Representatives of member firms are invited to Faculty events, such as public lectures, graduation ceremonies, etc. They also receive rights at the Law Library. Membership in the board includes a commitment by the members to make an annual contribution earmarked for investment in special programs for the benefit of our students.

The Legal Club is a series of public lectures given by Faculty members in their areas of professional expertise to which Faculty alumni are invited.

Continuing legal education courses The Faculty cooperates with the Jerusalem branch of the Israel Bar Association in offering continuing legal education courses to the members of the Bar in the Jerusalem area. During the 2012-13 academic year, we offered such courses in labor and social security law, corporate and securities law and criminal law.

Amendment of the Internship Rules The Faculty was also involved in securing an important recent statutory amendment concerning law students' interviews for internship and clerkship positions. Membership of the Israel Bar is conditional on the completion of an LL.B. and a year's internship or clerkship. In the past, competition for internship places meant that law firms and judges already held interviews for these positions during the students' second year of studies towards the LL.B. The resulting situation was seriously deficient: in the middle of their second year of studies, students have often not yet formed a preference regarding the field of law in which they wish to

specialize. Law firms, courts and other private and public sector bodies using interns were forced to select them based on applicants' grade transcripts for their first year of studies. Any firm or body that chose to interview applicants at a later point in their studies risked the best applicants having already been spoken for. The Faculty of Law played a leading role in negotiations leading to the correction of this market failure: on August 17, 2010, the Minister of Justice signed into law an amendment to the Internship Rules, according to which applicants for internship and clerkship positions may not be interviewed before March 15 of their third year of studies towards the LL.B.

3.1.12 To what extent does the department collaborate with other departments within/outside the institution?

The principal focus of our collaboration with other departments at the Hebrew University, so far as teaching is concerned, is the joint study programs we offer our students, together with dozens of other departments. Our students can select from a long list of possible dual major combinations: the LL.B. we offer can be combined with a B.A. in any department in the Faculty of Humanities or the Faculty of Social Sciences. Other possible combinations, besides those involving one of the many departments of the two aforementioned faculties, are law and mathematics, law and environmental studies, law and social work, law and dentistry, and special programs combining (i) an LL.B. with an M.B.A. (a 5-year program); (ii) an LL.B. with a (school) Teaching Certificate in Politics from the School of Education; (iii) an LL.B. with an M.A. in Criminology; (iv) an LL.B. and Amirim, the Hebrew University's special program for exceptional students.

Our LL.M. students can also combine their studies at the Faculty of Law with studies in other departments of the University, though in this case they do not receive a degree other than the LL.M. Such students can obtain an LL.M. with one of five "specializations" pursued in other departments: Environmental Management, Planning and Policy; the Ethics of Science; Urban and Regional Studies; Gender Studies; and Finance.

Our faculty members also conduct research in collaboration with researchers from other departments of the University, notably Economics, Business Administration and Psychology. Two faculty members, Alon Harel and Ehud Guttel, collaborate with faculty members from a range of other departments under the auspices of the Center for the Study of Rationality, the University's unique multi-disciplinary center for the study of the rational basis of decision-making. For further information on the Center, see <http://www.ratio.huji.ac.il/>.

Collaboration with Israeli academic departments outside the Hebrew University is largely focused on research, guest lectures, workshops and conferences, with our in-house faculty both organizing and hosting such events and being hosted by other institutions. For example, we often host faculty from departments of other Israeli universities at our 11 research workshops: the International Law Workshop, the Advanced Jewish Law Workshop, the Private Law Workshop, the Tax Law Workshop, the Labor Law Workshop, the Legal History Workshop, the Criminal Law Workshop, the Law and Economics Workshop, the Law and Philosophy Workshop, the Public Law Workshop and the Intellectual Property Workshop. No less often, our faculty present research at workshops, conferences and colloquia at other Israeli universities. See 4.9.

Collaboration with academic departments outside Israel is also focused on joint research projects, guest lectures and international workshops and conferences at the Faculty and at institutions around the world (see 4.9). Our 20 student exchange programs (see 3.1.5) and faculty exchange programs are further foci of such collaboration. The Faculty of Law has established exchange programs with institutions including Georgetown University, Columbia University, New York Law School, the University of British Columbia, Renmin University and the University of Zurich, as well as the Center for Transnational Legal Studies in London, U.K. (see 3.1.5). A large number of additional faculty exchange programs have been concluded at the university level; so far as the Faculty of Law is concerned, the exchange program with the University of Siena has been the most active of this group.

3.1.13 What are the future development plans of the evaluated study program, and how were they decided upon?

The study programs offered at the Faculty of Law may develop in the following principal directions:

1. *Enhancing the research skills component of the LL.B. program*: currently, our LL.B. program includes basic training in research skills (the first year course in legal research and writing techniques), and expects students to further sharpen their skills by way of their advanced year research assignments (seminars and research workshops). Aware that more thorough training in research skills is needed, the Teaching Committee has recently recommended to the Faculty Council the introduction of a pilot second-year course focused on academic writing skills. If successful, this will become a mandatory course. The current Dean also plans to recommend to the Teaching Committee that a mandatory second-year course in research methods be introduced, focusing on comparative research methods in the social sciences and humanities, and that the current first-year course in legal research and writing be reformed.

2. *Expanding our study abroad programs*: the Faculty is committed to increasing the support it provides for students who want to spend a semester abroad through the Faculty's or the University's exchange programs. The Faculty believes such programs are an important component of effective legal training, preparing our graduates to perform in today's globalized legal profession. Currently, about 25% of our LL.B. students participate in such programs. The Faculty is planning to gradually expand our list of exchange relationships, as well as to secure the additional funding necessary in order to facilitate the involvement of more than 50% of our student body in exchange programs.

3. *Strengthening our students' professional skills*: at present, about 40% of our LL.B. students participate in legal clinics; a good number of the remaining students participate in non-academic, voluntary programs which are, like the clinics, focused on offering legal assistance to disadvantaged persons. In recognition of the social and professional importance of clinical education, the Faculty aims to increase the resources available to the Clinical Legal Education Center, so as to make a clinical experience available to over 60% of our LL.B. students (for further information on our Clinical Legal Education Center, see 3.2.2.2.C.1). Additionally, the number and quality of practical workshops offered, as electives, by top lawyers should continue to grow.

4. *Continued development of our joint LL.B. and LL.M. programs:* the Faculty aims to offer additional structured degree programs combining legal education and education in related disciplines. The Faculty Council has recently approved new structured joint LL.M./M.A. programs in Law and Public Policy and in Law and Business (Financing). Another program currently considered is a joint LL.B./B.A. in Law and Philosophy (proposed by the Faculty of Humanities).

5. *Recruiting additional faculty specializing in private and commercial law:* many law schools, including the Faculty, find recruiting faculty specializing in private and especially commercial law more difficult than recruiting faculty in other legal disciplines. While our Faculty includes such leading experts in private law as Prof. Eyal Zamir and Prof. Ehud Guttel, and commercial law experts such as Prof. Assaf Hamdani, we see a need for more faculty specializing in these areas in order to reduce our reliance on adjuncts in offering courses in these fields and expand the courses we offer. Consequently, the Dean has made private and commercial law a hiring priority. During 2012-13, priority has also been given to young researchers specializing in commercial law in awarding graduate-level study abroad scholarships, as well as postdoctoral positions at the Faculty.

All new study programs proposed, as well as amendments to existing programs, are either initiated by key Faculty leaders (the Dean, the Chair of the Graduate Studies Committee or the Chair of the Teaching Committee) or proposed by Faculty members, students or others (such as other Hebrew University departments seeking to establish joint study programs with the Faculty). They are presented as detailed, written proposals, to the Teaching Committee (LL.B. program) or Graduate Studies Committee (graduate programs), and then, if approved, brought before the Faculty Council for final approval. In these forums, discussion covers both the specifics of the programs discussed and the strategies underlying them. In addition, the Dean regularly participates in university-level strategy-setting meetings, which touch upon many of the strategic issues confronting the Faculty. His positions and plans are informed by these meetings and the broader strategies they produce.

3.1.14 In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

The Faculty believes the present LL.B. and LL.D. programs to be very satisfactory, effectively achieving the Faculty's mission and goals. Especially notable are the great strides forward taken regarding our doctoral program: we have developed bespoke LL.D. courses, founded a dedicated scholarship program, and significantly tightened our admissions requirements. Our LL.M. programs have also been significantly improved: we have established several new LL.M. degree programs and specializations, increasingly emphasizing specialization in specific fields of law, so as to sharply differentiate the LL.M. from the more generalist LL.B.

Key strengths of the study programs we offer are the far-reaching internationalization and interdisciplinary character of the academic experience our Faculty offers its students; the characteristically high quality of our faculty as well as our LL.B. and LL.D. students, making for an intellectual atmosphere and milieu which is bar none among Israeli law schools; the all-encompassing variety of the courses offered; and our LL.B. program's balance of theory and practical skills.

Two weaknesses stand out, however. One is that our LL.M. students are not always as intellectually and academically distinguished as either our LL.B. students or the LL.D. students we carefully select. Our LL.M. students are a heterogeneous group. Some are graduates of our LL.B. program (or indeed excellent third- and fourth-year LL.B. students, who may earn credits towards an LL.M. even before completing their LL.B.; see 3.1.3); this group generally has an excellent theoretical background. Others are graduates of other law schools. Many LL.M. students in this second group are working practitioners; their practical experience brings important strengths to the LL.M. program. However the background and interests of the two groups tend to diverge, making for heterogeneous classes. We have begun to face this challenge in two ways. One is by establishing our Executive LL.M. program, a separate course of study intended for experienced practitioners who are interested in broadly practice-oriented study. Another way in which we hope to face this challenge is by the Graduate Studies Committee taking a more selective approach to the applications it reviews. The other weakness of our study program is the relatively thin repertoire of courses offered in private and commercial law, as a result of the relatively small number of faculty members who specialize in these areas of law. We are making the recruitment of additional faculty specializing in private and commercial law a focus of our current development plans (see 3.1.13).

3.2 TEACHING AND LEARNING OUTCOMES

3.2.1 Teaching

3.2.1.1 Does the Department have a structured system for evaluating teaching? If 'yes', please specify what the process includes. How are the results of the evaluation activities used, specifically, the negative findings about faculty members' teaching?

For over a decade, the Hebrew University has placed a strong emphasis on improving teaching. In the Faculty of Law, as in the rest of the University, students are invited, towards the end of each course, to complete an online questionnaire on the quality of instruction. Moreover, as in the rest of the University, every new course is visited by a senior faculty member who serves as both critic and agent to improve teaching skills (visitors are instructed to talk to the lecturer, and, where necessary, propose ways of improving their teaching). Beyond what is the general practice throughout the University, the Faculty of Law requests lecturers in every new course, as well as in courses where teaching problems arose in the past, to distribute an interim questionnaire at the end of the first third of the course, so that conclusions can be drawn and modifications effected during the remainder of the course. The Faculty administration encourages all lecturers to adopt this practice. Results from the online questionnaires filled out by the students, class visitations and interim questionnaires are all submitted to the Faculty administration. The list of outstanding lecturers is made public each year. Informal feedback on the quality of teaching is communicated in discussion between students and the LL.B. and LL.M. advisors, the Vice-Dean and the Dean. The quality of teaching is a key consideration in decisions regarding the renewal or termination of contracts with external (adjunct) lecturers and teaching assistants. It is also a central consideration in tenure-track appointments and in granting tenure. Over the last twenty years, there have not been any instances where

someone who has encountered serious teaching problems was appointed or granted tenure, unless he succeeded in overcoming these difficulties.

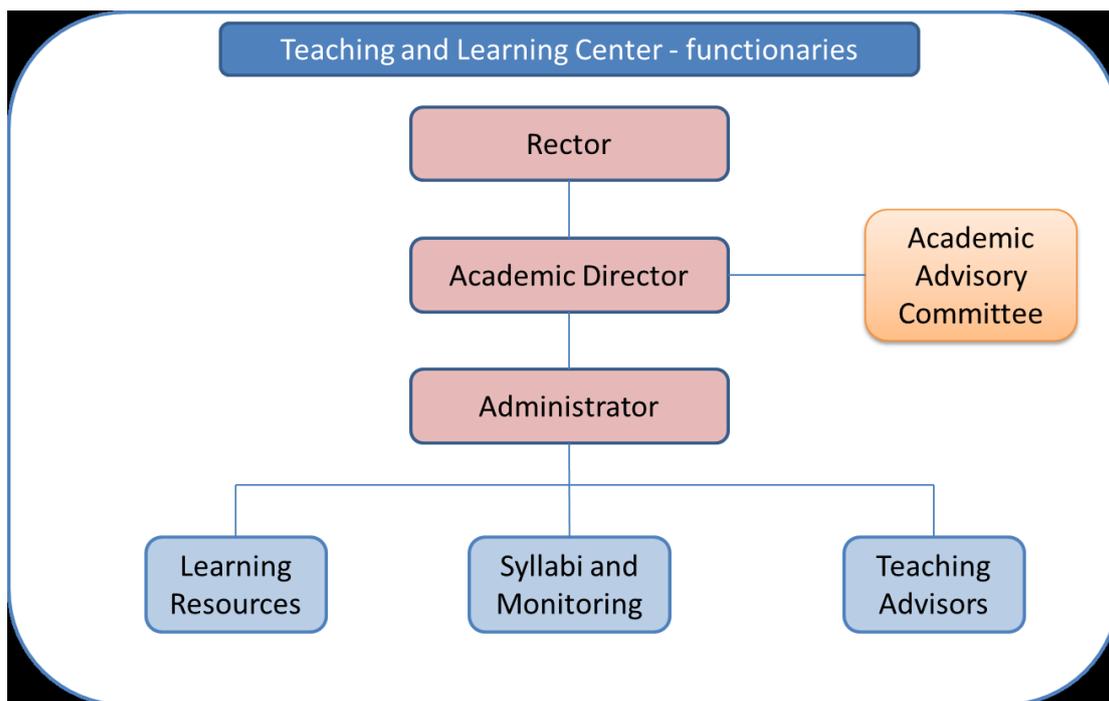
3.2.1.2 How does the unit foster excellence in teaching? How are excellent teachers rewarded?

The Faculty fosters excellent teaching by nominating its best teachers for University-level teaching prizes. Our nominations have recently been successful: Prof. Eyal Zamir, a faculty member, has won the Rector's Prize for Excellence in Teaching and Research for 2012-13. The Dean also routinely issues letters of appreciation to lecturers who have attained high student evaluation scores and feedbacks.

3.2.1.3 Does the institution have a center for the enhancement of teaching? If not, does the institution/ unit/department offer the teaching faculty systematic activity, such as courses/in-services/training/instruction and guidance programs in order to improve the quality of teaching?

As part of the Hebrew University's current emphasis on improving teaching, the University recently established a Teaching and Learning Center (TLC), modeled on the similar centers established in the world's leading universities. The TLC aims to improve the overall quality of teaching by Hebrew University academic staff. During the 2012-13 academic year the TLC has focused on: (a) improving the personal teaching skills of senior staff, both by way of workshops, of which between 6-8 have been held each month, and individual consultations; (b) upgrading Hebrew University course syllabi to internationally accepted standards; (c) reviewing our existing teaching evaluation mechanisms (for which, see 3.2.1.1); and (d) upgrading the teaching-related resources provided. The TLC is academically directed by Prof. Aaron Palmon, who reports directly to the Rector, Prof. Asher Cohen. As part of the process of establishing the TLC, its activities were recently presented to the Faculty Councils of several of the University's faculties, including the Faculty of Law.

The following Chart illustrates the structure of the TLC:



3.2.1.4 Do new faculty members receive special support? Does the department have a mentoring program for new faculty? If 'yes' – please specify.

Each new faculty member is assigned a senior faculty member as mentor. Mentors provide advice and accompany recently appointed faculty members until the tenure stage. New faculty members also take part, on joining the Faculty, in teaching skills workshops.

*3.2.1.5 Please provide in the format of **Table 7.3** the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (those of faculty members and those of adjuncts). Please divide the information by obligatory courses, electives, seminars, and labs/workshops. Please specify any other methods of evaluation.*

Data provided by the Hebrew University's Department for Student Administration follow. Unfortunately, the said department was unable to "divide the information by obligatory courses, electives, seminars, and labs/workshops."

Year	Assessment of Course (range: 1-22.25)				Assessment of Lecturer (range: 1-22.25)			
	Fall Semester		Spring Semester		Fall Semester		Spring Semester	
	Average	No. of Courses	Average	No. of Courses	Average	No. of Courses	Average	No. of Courses
2012-13	16.04	110			17.40	110		
2011-12	16.08	79	17.23	119	17.34	79	18.11	119
2010-11	15.96	90	16.65	114	17.81	90	17.77	114
2009-10	16.40	111	16.89	117	17.82	111	17.49	117
2008-9	16.34	86	16.78	128	18.02	86	17.49	128
2006-7	16.62	80	16.10	113	17.28	80	16.61	113

Teaching surveys were not conducted during academic year 2007-8, due to the lengthy strike of the senior faculty which took place that year.

3.2.1.6 Describe the use of information technology in teaching and learning: methods, scope, types of courses etc.

Information technology is now an inseparable part of the teaching and learning experience at the Faculty of Law. Below we list several examples of ways in which we use technology for teaching and learning.

- The Hebrew University's current online learning system, Moodle, provides an easy-to-use environment for setting up course websites. Almost all Faculty of Law courses have dedicated Moodle websites. At these sites, students can access course materials, including syllabi, PowerPoint presentations, reading materials (normally in PDF form), and assignments. Some lecturers use course websites to create discussion forums, posting messages to students and receiving feedback, as well as creating environments for student-to-student discussion. Moodle course websites can also be used to electronically submit, grade and return assignments; some lecturers make use of this function.
- Access to E-journals, e-books, online databases, online catalogues, book reservation services, and the like is available on and off-campus using the Law Library website: <http://micro5.mscc.huji.ac.il/~lawlib/>. For further information on the law library, see 3.5.4.
- Every Faculty of Law classroom but one is now "smart" – equipped with multimedia devices. Such classrooms provide for the use of PowerPoint and overhead presentations, videotape and movie displays, and in-class use of Internet resources.
- All students are provided with a university email account. Students' email accounts, together with text messaging to their mobile phones, are a common means of communication with the University. The entire process of putting together each student's individual study program for each year is completed on the Internet. Students' evaluations of their lecturers are conducted on the Internet.

Information about grades, class cancellations, schedule changes, and the like is sent via email and text-messaging services.

- Online mailing lists are the usual means of circulating information to the teaching staff, administrative staff, graduate student population, and other Faculty constituencies.

3.2.2 Learning Outcomes

3.2.2.1 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 learning outcomes of the several study programs delivered at the Faculty of Law were and are developed gradually, on foundations laid by former generations of faculty. As additional study programs are introduced and existing programs are reformed, the learning outcomes for each program are carefully weighed by the Faculty Council and the Teaching Committee or Graduate Studies Committee, as appropriate. The learning outcomes for each degree program have long been stated in the Faculty Catalogue (see [Appendix 1](#)) and on its website (<http://law.huji.ac.il/>); they have not, however, been formulated using “learning outcomes” terminology. An ongoing switch to learning outcomes terminology is one product of the present self-evaluation exercise. That switch is being carried out in the process of entering the syllabi for all the courses taught at our Faculty into the Hebrew University's new, computerized syllabi system. The syllabi for the courses taught during Academic Year 2012-13, which are enclosed as [Appendix 3](#), are the first to explicitly define the learning outcomes for each course. The learning outcomes for each of the study programs we offer, newly reformulated as a result of the switch to learning outcomes terminology, follow:

The LL.B. Program

- Students are supposed to acquire a good overview of a broad cross-section of the main subjects in current Israeli law.
- They are supposed to acquire a more detailed knowledge in selected subjects, chosen by each student.
- They are supposed to become able to critically analyze contemporary legal doctrine and policy in light of a broad range of policy considerations and conflicting values.
- They are supposed to acquire the complex skill set necessary for legal practice, including a capacity for legal reasoning; a capacity for making and assessing legal arguments, both orally and in writing; a capacity for conducting legal research; a capacity for conversation, negotiation and argument; empathetic skills; a sensitivity for suffering and injustice, and an ability to mobilize legal skills so as to provide effective help; as well as the degree of familiarity with foreign cultures, inside and outside the law, which is necessary in today's globalized legal profession.
- Students are supposed to become familiar with the main branches of legal theory and the interdisciplinary study of law.
- They are supposed to acquire a capacity for criticizing legal research.

- Finally, they are supposed to acquire some knowledge in subjects other than law, as chosen by each student.

The LL.M. Program – Non-Research Track

- LL.M. students on the non-research track are supposed to acquire a detailed knowledge base in their specific field of specialization.
- They are supposed to engage with the theoretical and interdisciplinary study of law, both generally and in their specific field.
- They are supposed to acquire a specialized skill set, as appropriate for their specific field of specialization.
- Finally, they are supposed to acquire an extended capacity for criticizing legal research (by way of participating in research workshops, where participants must submit opinion papers on research presented).

The LL.M. Program – Research Track

- In addition to the general Learning Outcomes of the LL.M. program (above), those students who choose to pursue the research track are supposed to acquire a deepened acquaintance with research methods and skills (in preparation for a possible course of study towards the LL.D), as well as with the subject of their thesis.

The M.A. Programs

- The general M.A. program is a research-oriented program for graduates of other faculties who want to pursue a research project in a law-related field. M.A. students are supposed to acquire a basic understanding of and familiarity with key subjects in contemporary law. They are further supposed to acquire research skills relevant to their projected research project, an extended capacity for criticizing legal research, and a familiarity with the theoretical and interdisciplinary study of law, both generally and in the specific field with which they would like to engage. Finally, they are supposed to acquire an extended familiarity with the subject of their thesis, as well as some practice in advanced academic research, in preparation for a possible course of study towards the LL.D.
- Students studying towards the M.A. in Jewish Law are supposed to acquire a basic understanding of and familiarity with some key subjects in contemporary law, as well as a detailed knowledge base in Jewish Law. They are supposed to engage with the theoretical and interdisciplinary study of law, both generally and as applied to Jewish law. Finally, they are supposed to acquire an extended capacity for criticizing legal research.

The Executive LL.M. Program

- Students studying towards the Executive LL.M. are supposed to acquire state-of-the-art knowledge in most of the key areas of law, in Israel and abroad. They are supposed to acquire familiarity with innovations in both the law and legal theory.

The English-Language LL.M. Programs

- Students undergoing our two LL.M. programs taught entirely in English are supposed to acquire an extended familiarity with either Human Rights and International Law or International Business Law and Intellectual Property, as per their choice. They are further supposed to engage with the theoretical and interdisciplinary study of law, both generally and in their specific field; to acquire a specialized skill set, as appropriate for their specific field of specialization; and to acquire an extended capacity for criticizing legal research.

The LL.D. Program

- Our doctoral students are supposed to produce research of the very highest caliber; an excellent, thorough, original and innovative dissertation (or collection of articles).
- To this end they are supposed to acquire an extensive and intensive mastery of their chosen professional topics – including pertinent law, pertinent theory and up to date research.
- They are supposed to acquire research skills at a standard appropriate for doctoral research: an ability to digest large quantities of information; excellent academic writing skills in Hebrew, as well as the standard of academic and professional English required to publish articles in international academic journals; a mature capacity for assessing legal research; and such familiarity with social science research methods, including statistics, as will give them the ability to understand social science research, conduct interdisciplinary research themselves, and cooperate with scholars from the social sciences.

The learning outcomes for each course have begun to be defined in the course syllabi as a result of our switch to a computerized syllabus system in Spring 2013. The syllabi for the courses taught during Academic Year 2012-13, which are enclosed as **Appendix 3**, are the first to explicitly define the learning outcomes for each course.

3.2.2.2 Describe the methods applied to measure Learning Outcomes according to 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.).*

Written exams are administered in most courses taught at our Faculty. Seminars, workshops and clinics do not include exams. Most of the exams held in the Faculty focus on requiring students to analyze a hypothetical case from a legal point of view. Many of the exams also include questions that test students' knowledge and ability to discuss abstract questions of law and policy. Some examinations held in the Faculty are "open-book" exams; namely, students are allowed to bring their notebooks, textbooks, and so on with them and to consult them during the exam. Other exams are

“closed-book” exams, in which case students may not use any kind of reference materials. A very small fraction of the exams in the Faculty include multiple-choice questions, which – even when used – usually comprise only one part of the exam. Discretion in these matters is given to the lecturer teaching each course. Courses taught by visiting professors from abroad often include take-home exams or written assignments, in order to limit the visitors’ administrative load (and to facilitate students’ expressing themselves in English). Most exams are held at the end of the respective course, but in some courses there are also mid-term exams (which usually account for about 20% of the course grade). These midterms are usually designed to test the students’ familiarity with the reading material. Exams are intended to evaluate students’ knowledge of the material covered in the course (including reading assignments), their analytical skills and their ability to apply the material studied to diverse cases and situations.

2. Who writes the examinations and exercises and how is their validity assessed?

Exams and exercises are usually written by the lecturer responsible for the respective course. Their validity is assessed by way of requiring the lecturer to make an answer sheet available to the students simultaneously with their graded exams. Students may complain to the Vice-Dean in case of problems.

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

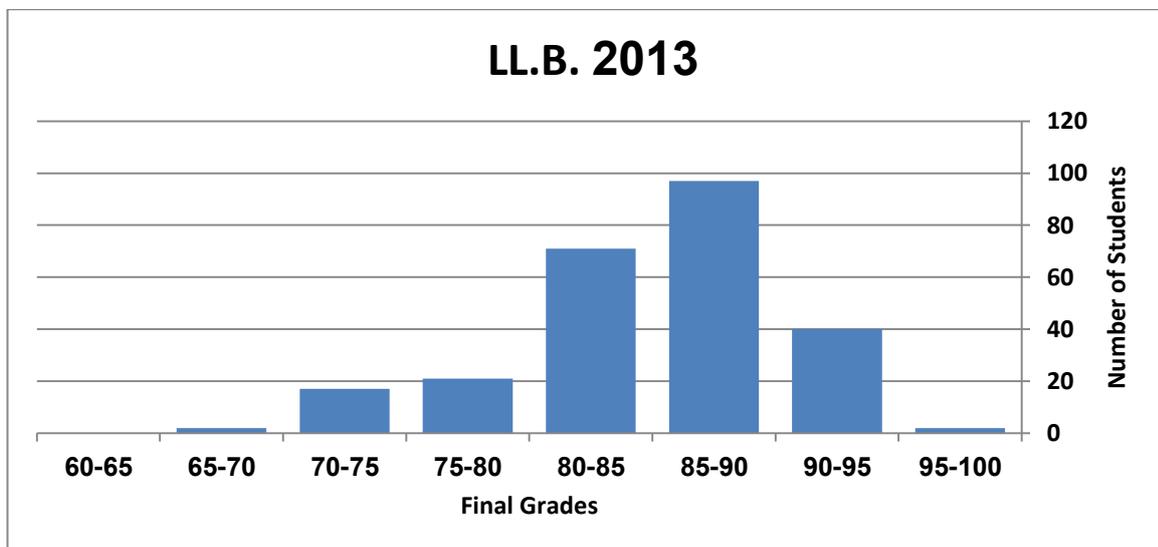
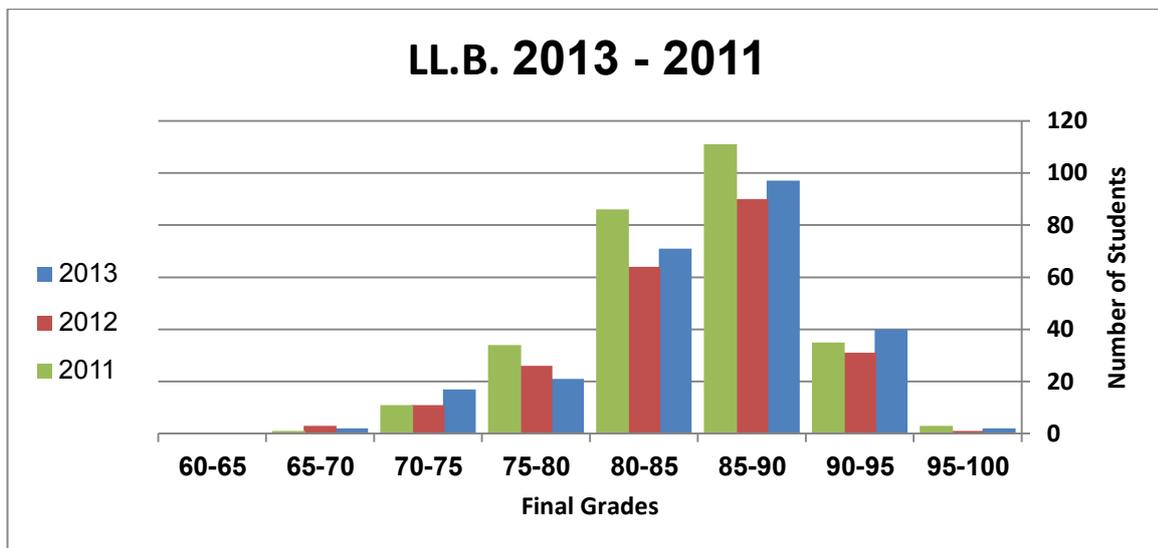
Where more than 50 students are registered for a course, the Faculty provides lecturers with the means for hiring teaching assistants who grade the examinations and exercises, under the lecturer’s supervision. Where fewer than 50 students are registered for a course, lecturers grade the examinations and exercises themselves (with the exception of compulsory and main-cluster courses, where teaching assistants are appointed and grade the examinations and exercises, even in the very rare cases where fewer than 50 students register for such a course). Both when lecturers do the grading themselves and when it is done by teaching assistants, the feedback given to students includes extensive comments indicating and explaining errors, omissions and misjudgments, as well as meritorious answers. While the most prestigious U.S. law schools often do not provide students with any feedback besides the bare grade, our Faculty insists that all students receive detailed comments, so that they can understand and learn from their errors, omissions and misjudgments. Students may also ask to meet with either the course lecturer or a teaching assistant and receive oral explanations regarding an exam, an exercise or the grading thereof. Further, grades may be appealed, providing another channel for receipt of full, constructive feedback on examinations and exercises. Finally, the Faculty requires all lecturers to make available to their students, simultaneously with the handing back of each group of graded exams, a full, formal answer sheet containing answers to the exam questions. Answer sheets are usually developed during the questionnaire writing process, and serve as the basis for the actual grading. Answers are normally written by the course lecturer (with possible input from the teaching assistants).

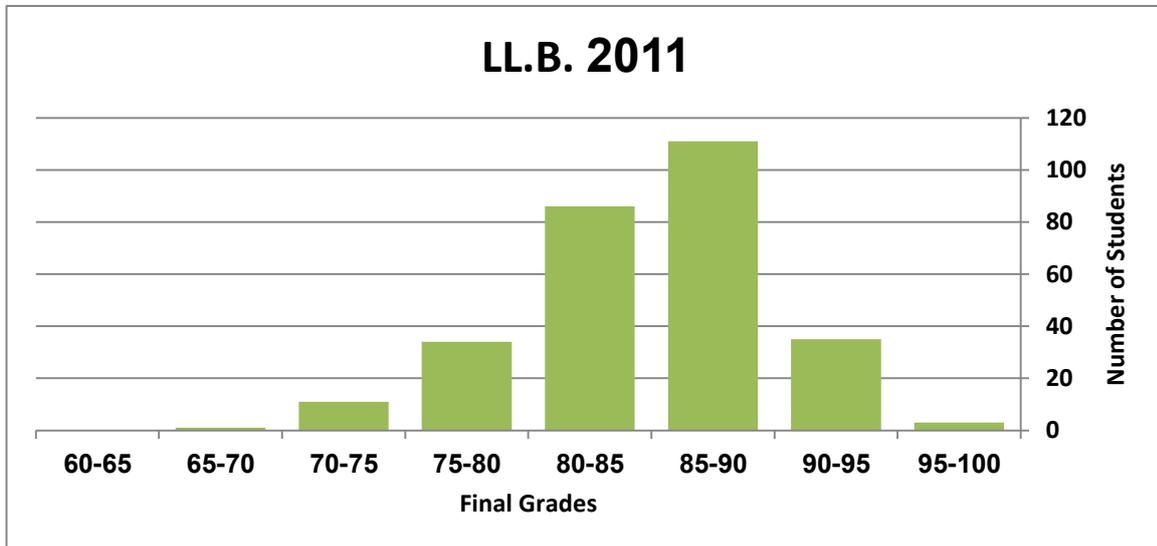
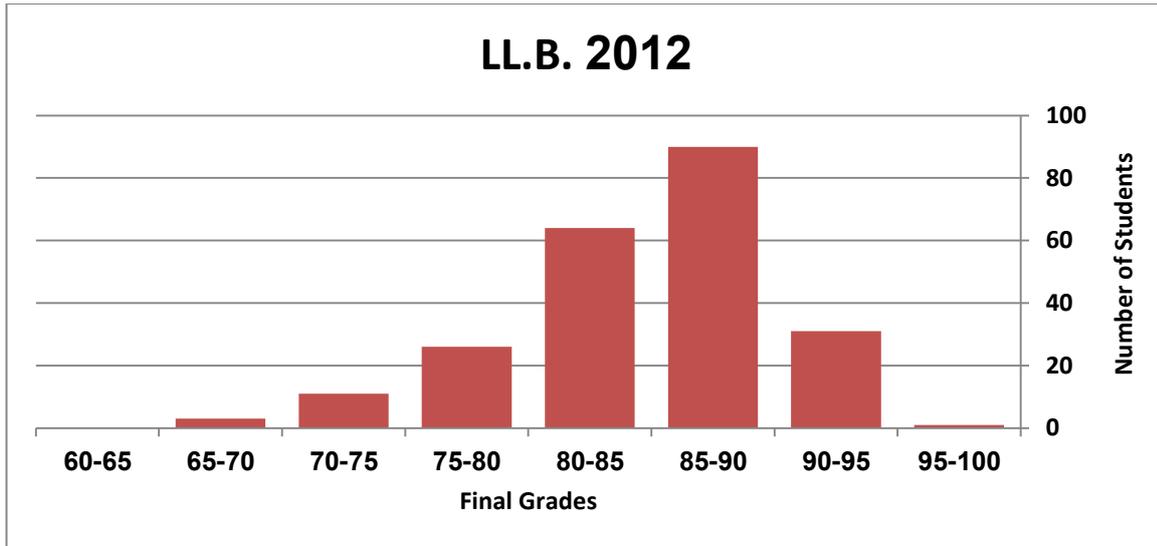
4. Please present the distribution of the final grades over the last three years in the format of a histogram (in all degree levels)

The required data follow:

1. Grade Distribution – all LL.B. Graduates

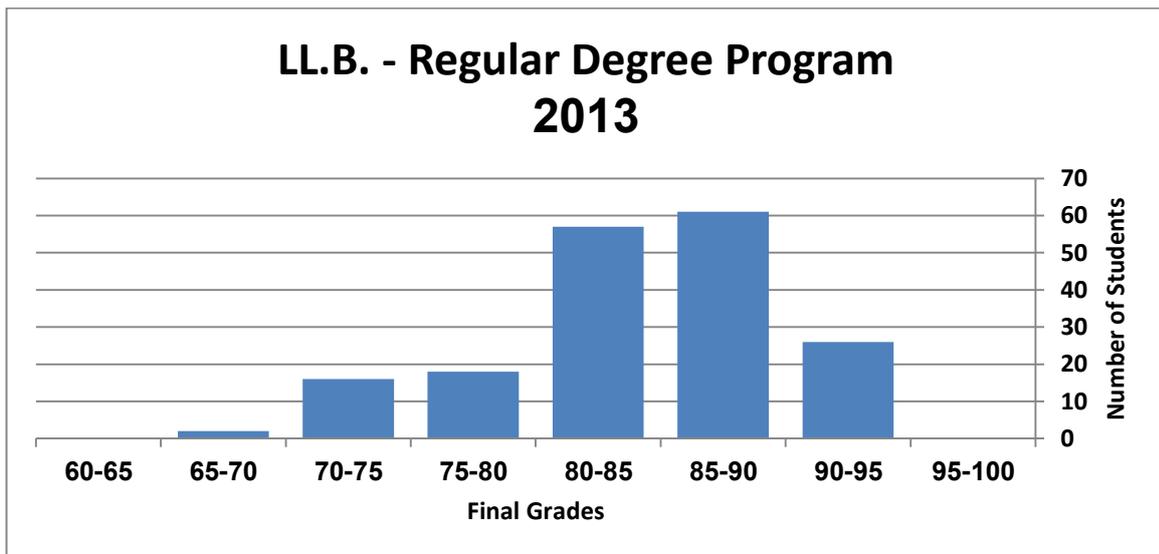
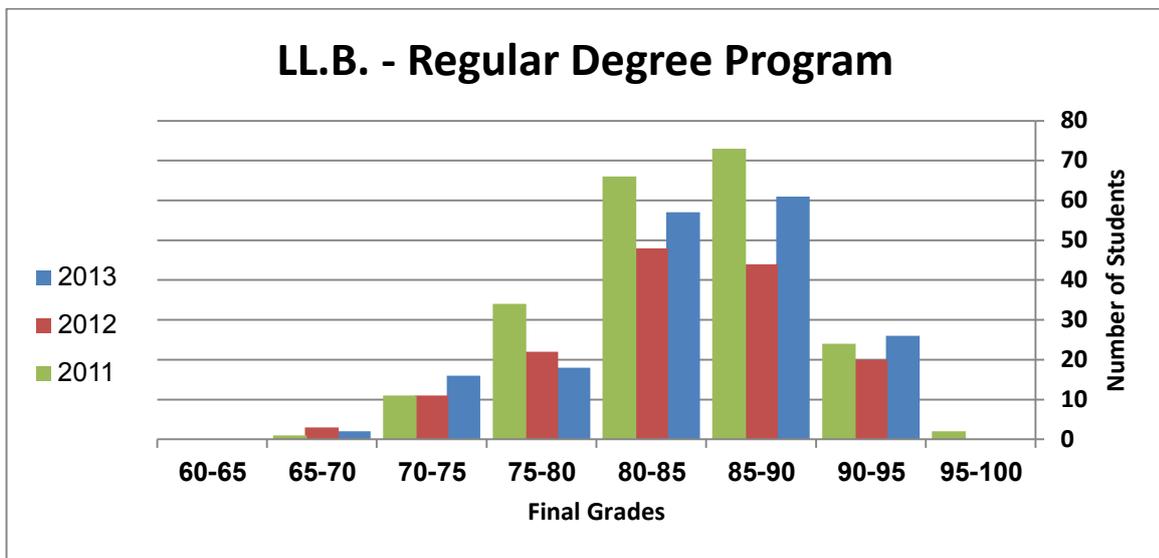
Grade Distribution – all LL.B. Graduates									
Average	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100	
84.44	0	0	8	31	73	78	29	1	2008
84.14	0	2	19	27	99	90	32	2	2009
85.14	0	0	5	29	68	84	35	1	2010
84.70	0	1	11	34	86	111	35	3	2011
84.57	0	3	11	26	64	90	31	1	2012
84.90	0	2	17	21	71	97	40	2	2013

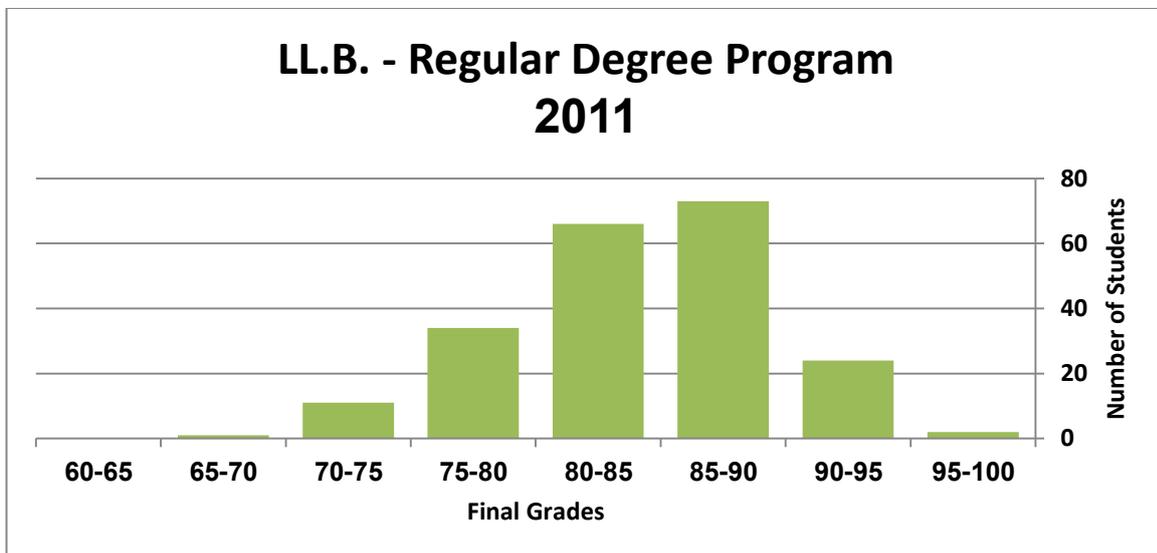
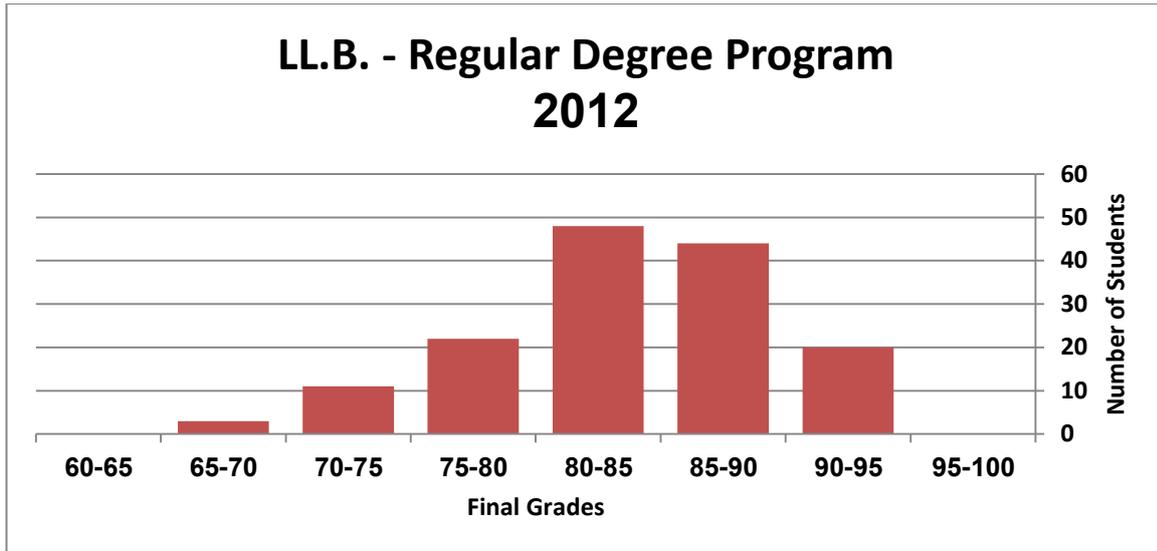




2. Grade Distribution – LL.B. Graduates in the Regular Program

LL.B. Graduates in the Regular Program									
Average	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100	
83.43	0	0	8	31	64	58	12	1	2008
83.32	0	2	19	25	84	64	18	1	2009
84.14	0	0	5	29	57	51	19	1	2010
83.99	0	1	11	34	66	73	24	2	2011
83.49	0	3	11	22	48	44	20	0	2012
84.00	0	2	16	18	57	61	26	0	2013

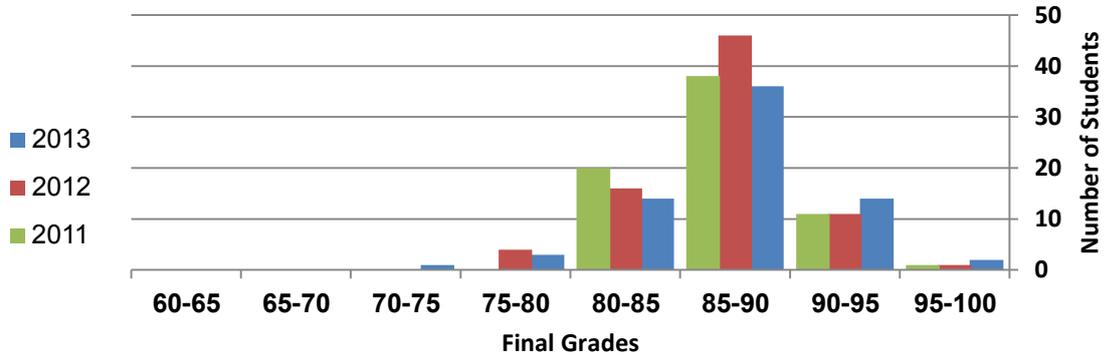




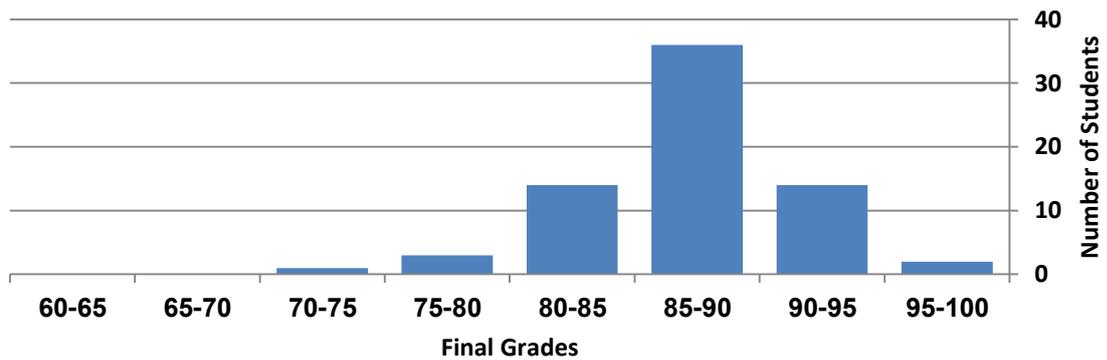
3. Grade Distribution – LL.B. Component of Joint Degree Program Graduates

LL.B. Component of Joint Degree Program Graduates									
Average	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100	
88.28	0	0	0	0	9	20	17	0	2008
87.17	0	0	0	2	15	26	14	1	2009
87.87	0	0	0	0	11	33	16	0	2010
86.86	0	0	0	0	20	38	11	1	2011
86.63	0	0	0	4	16	46	11	1	2012
87.19	0	0	1	3	14	36	14	2	2013

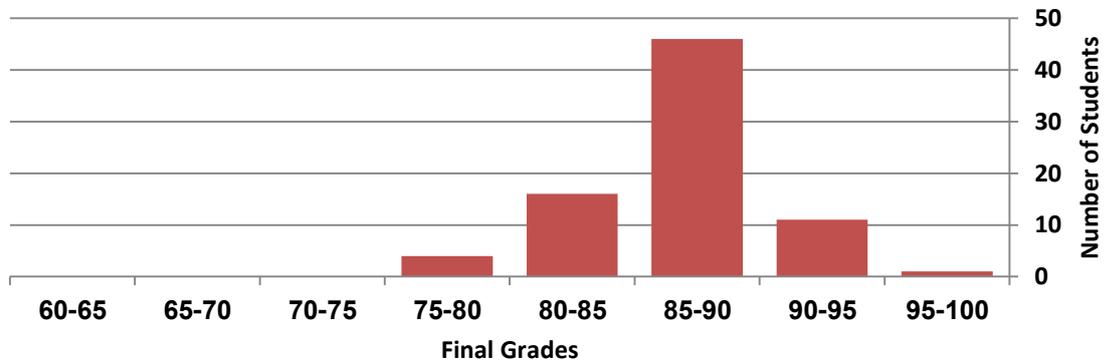
LL.B. Component of Joint Degree Programs 2013 - 2011

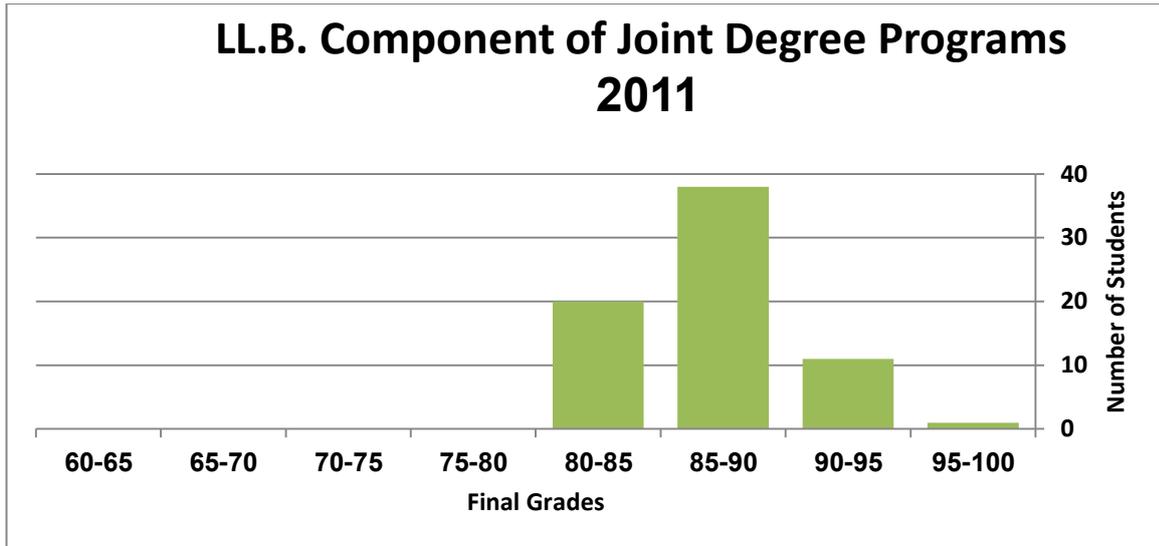


LL.B. Component of Joint Degree Programs 2013



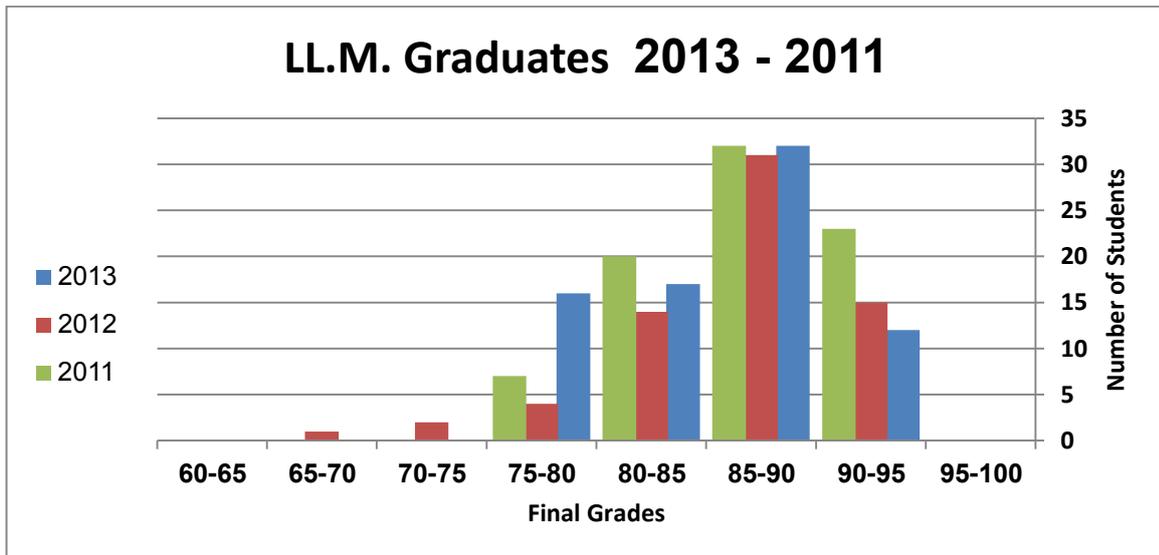
LL.B. Component of Joint Degree Programs 2012

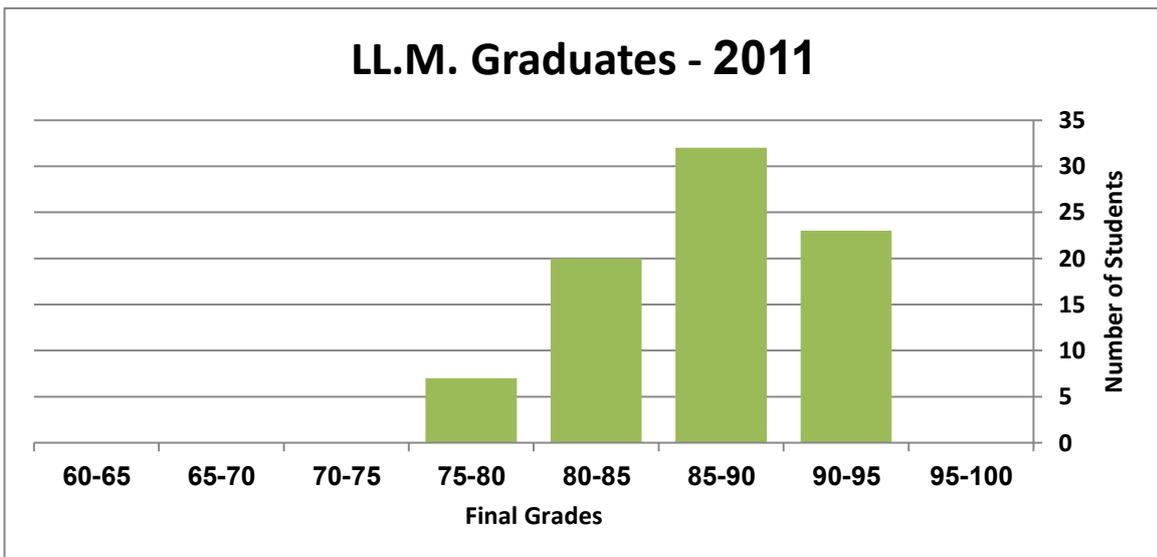
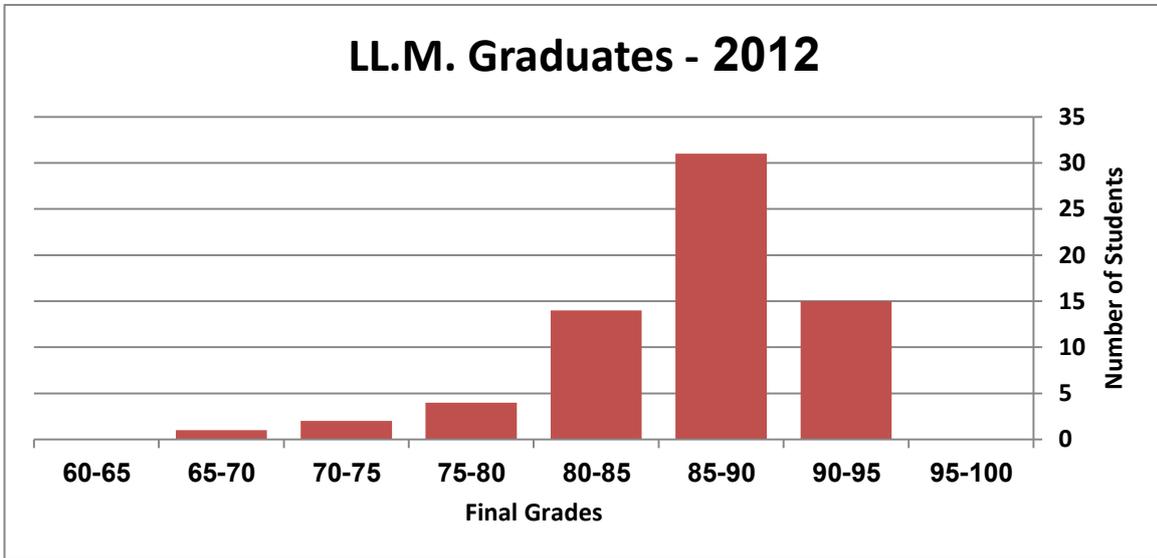
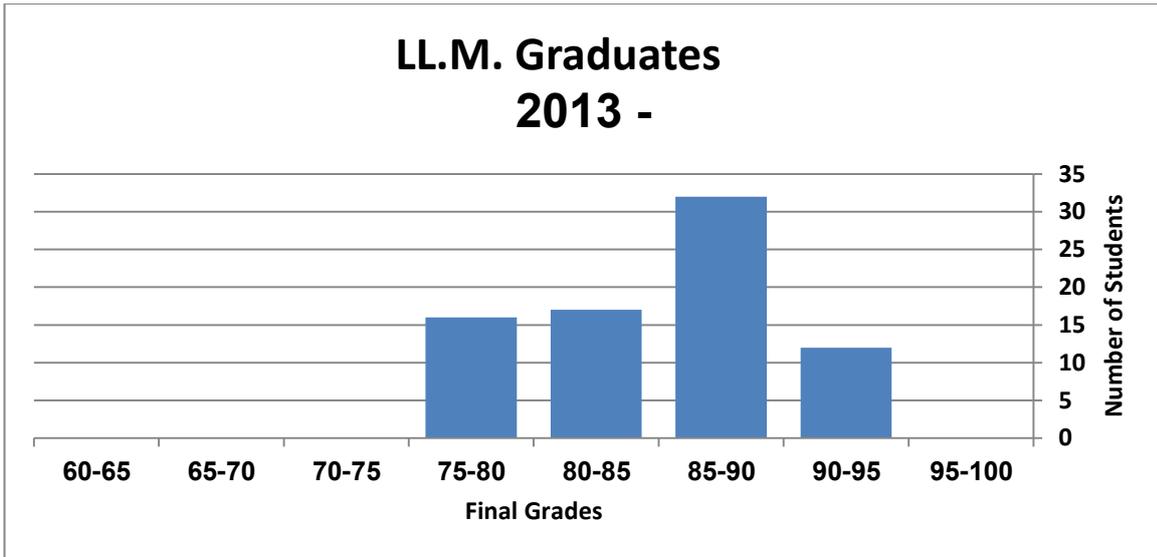




4. Grade Distribution – LL.M. Graduates

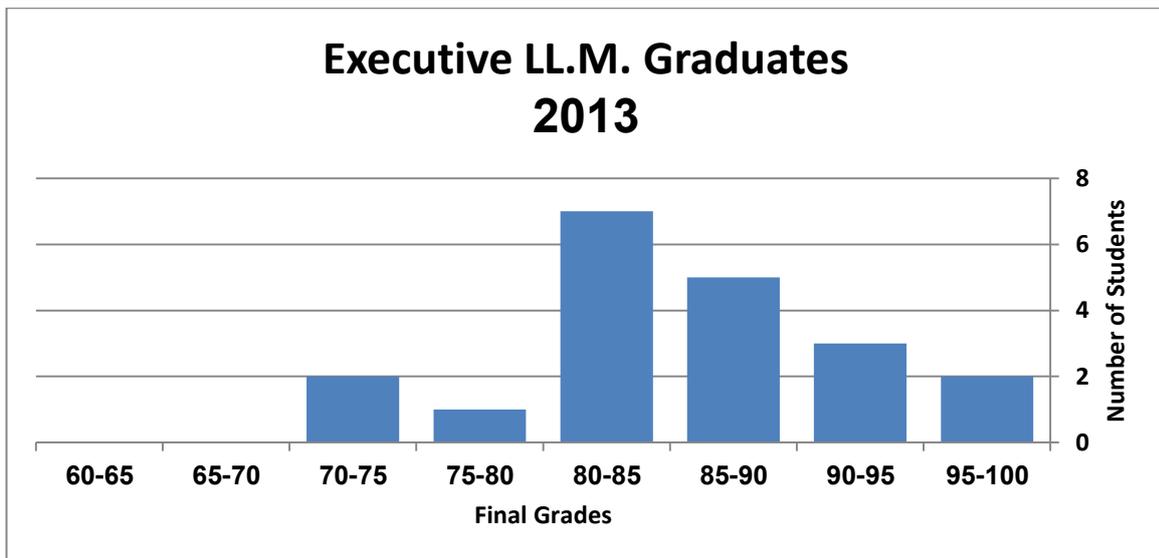
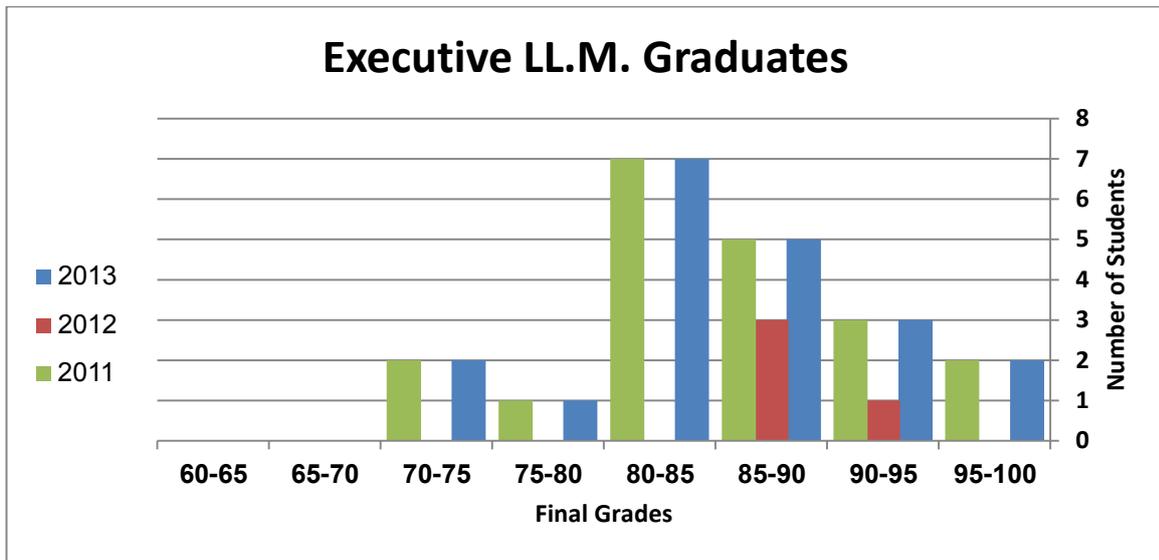
Grade Distribution – LL.M. Graduates									
Average	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100	
85.79	0	0	1	3	13	18	7	0	2008
86.71	0	0	0	5	15	26	16	0	2009
84.61	0	0	1	8	31	31	10	0	2010
86.73	0	0	0	7	20	32	23	0	2011
85.95	0	1	2	4	14	31	15	0	2012
84.97	0	0	0	16	17	32	12	0	2013

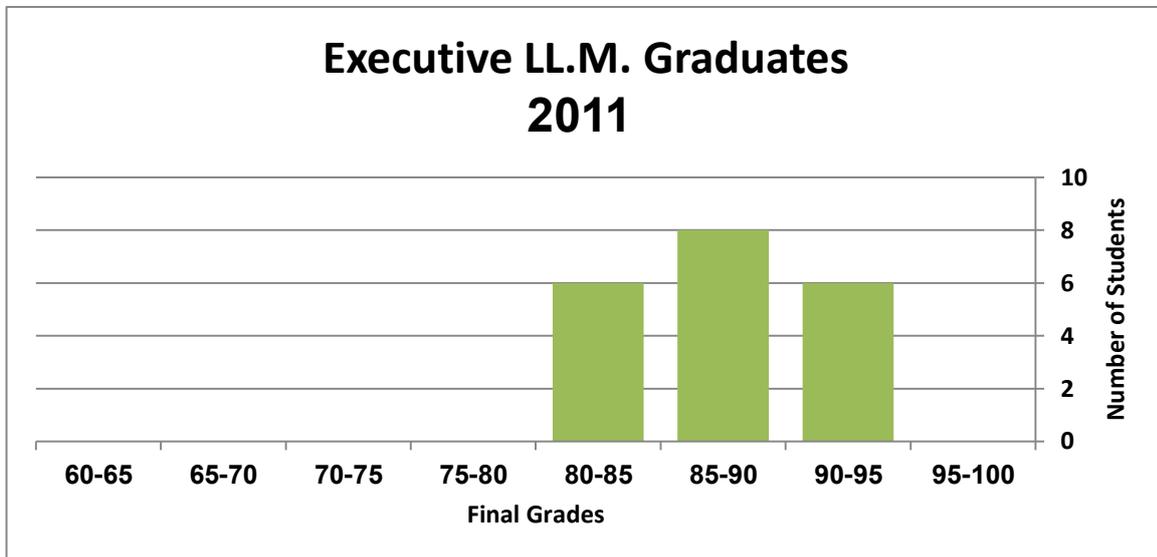
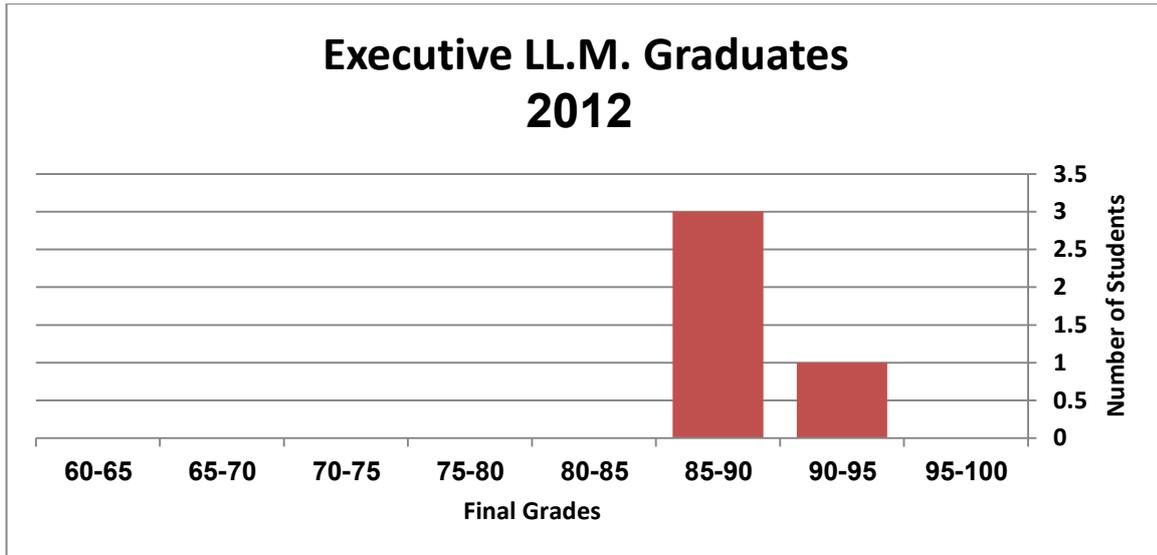




5. Grade Distribution – Executive LL.M. Graduates

Grade Distribution – Executive LL.M. Graduates									
Average	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100	
87.74	0	0	0	0	2	5	2	0	2009
85.52	0	0	0	1	0	0	1	0	2010
85.52	0	0	0	0	6	8	6	0	2011
88.60	0	0	0	0	0	3	1	0	2012
85.16	0	0	2	1	7	5	3	2	2013





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 LL.B. Program

All LL.B. students are required to submit several dozen written assignments over the course of their studies, as part of the requirements of diverse courses. In every mandatory course students are required to submit several written assignments. The number of assignments required in each mandatory course and the nature of these assignments are determined individually by each lecturer. In addition, students registered for “main cluster” courses must also submit written assignments. Here, too, there are significant variations between the number of assignments and their nature

depending on the course and the lecturer (from one extensive essay to 10 short assignments per course). Assignments often require students to demonstrate an understanding of assigned readings and in-class discussion. They can also require the construction of independently formulated arguments, as well as comparative reasoning. LL.B. students are also required to submit comprehensive, well-researched papers in the seminars in which they participate. Every LL.B. student must participate in two seminars over the course of his studies, and submitting a seminar paper is the central requirement in these seminars. Students who take part in clinics offered by the Clinical Legal Education Center also have to submit a number of written assignments as one component of each clinic. Students registered for research workshops are required to submit a number of critical reading reports on the papers presented, between 2-4 pages in length. In some workshops, a more comprehensive final paper is also required.

The LL.M. Programs

LL.M. students submit written assignments in the context of seminars, as well as in the context of research workshops. Master's degree students who participate in clinics are also required to submit written assignments. Every student in the research track must submit a Master's thesis. The contents and scope of such theses are varied, depending on the subject and research method adopted.

The LL.D. Program

Doctoral dissertations submitted at the Hebrew University must make an original and substantive scientific contribution. Their contents and scope vary, as doctoral students at the Faculty of Law address a great variety of subjects and use various research methods, as appropriate.

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

Assignments are usually written by the lecturer responsible for the respective course. Their validity is assessed by way of requiring the lecturer to make an answer sheet available to the students simultaneously with their graded assignments. Students may complain to the Vice-Dean in case of problems.

3. Who grades the written assignments?

Written assignments submitted as part of mandatory and "main cluster" LL.B. courses are generally graded by teaching assistants, under the lecturer's supervision. Seminar papers are graded by the lecturers. M.A. theses are graded by the thesis supervisor and one additional referee. Doctoral dissertations are refereed rather than graded (no grades are awarded), first by the supervisor(s) and two additional referees, and then by the University's Authority for Research Students.

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

The feedback given to students on the assignments they submit during their regular LL.B. coursework includes extensive comments indicating and explaining errors,

omissions and misjudgments, as well as meritorious answers. We insist that all students receive detailed comments, so that they can understand and learn from their errors, omissions and misjudgments. Students may also ask to meet with either the course lecturer or a teaching assistant and receive oral explanations regarding an assignment or the grading thereof. Further, the Faculty requires all lecturers to make available to their students, simultaneously with the handing back of each graded assignment, a full, formal answer sheet. Answer sheets are usually developed during the assignment writing process, and serve as the basis for the actual grading. Answers are normally written by the course lecturer (with possible input from the teaching assistants).

Seminar papers are graded by the lecturer responsible for the seminar, who also provides extensive comments praising or criticizing the arguments made, the depth of the student's original research, the quality of his writing and other aspects of the paper. Workshop reading reports are generally graded by the lecturer moderating the workshop, who also provides comments regarding both substance and style.

M.A. theses and doctoral dissertations are thoroughly evaluated and the students receive detailed referees' reports.

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.*

Our LL.B. program does not include a final project or final seminar. Theses are submitted by the few students who complete an LL.M. in the research track. The average grades given to these students in the last three years are as follows:

Average Grades given to LL.M. Theses in Law, submitted by Students who received their Degrees in the Last 3 Years

Graduation Year	Number of Graduating Students to have Submitted a LL.M. Thesis	Average Grade given to LL.M. Theses submitted
2009-2010	2	95
2010-2011	3	90.33
2011-2012	4	90.5

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.

Our students engage in field work and practical training in several institutional contexts: (i) practical workshops, run and supervised by practitioners; (ii) diverse activities organized by the Minerva Center for Human Rights at the Faculty of Law, (iii) the Clinical Legal Education Center at the Faculty of Law, and (iv) moot courts and other simulation competitions, Israeli and international. While participation in these activities is not *required* for graduation purposes, many of our students engage in field work, and indeed in training for diverse careers in the legal profession, by way of these activities. Descriptions of the training/field work provided in each of the four contexts follow.

Practical Workshops

During the 2012-13 academic year, the Faculty of Law offered seven elective practical workshops, training students in diverse aspects of legal practice and enabling them to acquire pertinent skills. The workshops offered were: (1) Mediation Workshop (22 registered students, restricted to fourth-year students), covering both the theoretical background to the subject and practical simulations of mediation situations; (2) Negotiation Techniques and Skills Workshop (26 registered students, restricted to fourth-year students), covering both theoretical and practical aspects of negotiation; (3) Stock Exchange Practice Workshop (15 registered students), including simulated involvement in practical decision making in public corporation and securities contexts and meetings with market and regulatory actors; (4) The Art of Litigation – Fundamentals of Argument Workshop (26 registered students), including in-class practical training in all components of civil litigation and meetings with judges and attorneys; (5) Class Action Workshop (26 registered students), including theoretical background on the subject, practical in-class simulations and written assignments simulating the pleadings in a class action; (6) Mergers and Acquisitions Workshop (14 registered students), including review of the structure and different phases of transactions leading to corporate mergers and acquisitions, and in-class simulations; and (7) Administrative Law in Practice (17 registered students), including a survey of contexts in which administrative litigation arises, discussion of case studies and in-class simulations.

The Minerva Center for Human Rights

The Minerva Center for Human Rights at the Hebrew University's Faculty of Law, has developed a series of courses and projects that provide formative practical training for our students – many of them in international settings. The Center's key program is the Human Rights Fellows program, currently in its 14th year. Students enrolled in this program participate in a year-long academic course on human rights issues in Israeli society, as well as intern for at least 10 hours a week, throughout the year, at a human rights organization of their choice. Over the years, our students have interned at leading human rights organizations engaged in a very broad spectrum of issues – gender issues, sexual violence, the rights of the disabled, refugees and asylum-seekers, house demolitions, LGBT rights, the rights of ethnic and religious minorities,

freedom of movement issues, rights aspects of urban planning, torture, children's rights, environmental protection, due process and more. Each internship is carried out under the strict academic supervision of the Program Director - ensuring that the host organization is sufficiently qualified and equipped to properly train students; that each student is seriously engaged in a meaningful, substantive project; and that the students share and discuss their training experiences on an ongoing basis with the academic supervisors and in the classroom. Participation in the Human Rights Fellows program is limited to 15 students each year, who are admitted following a lengthy screening and interview process. Competition among students for places in this program is intense – as is competition among the dozens of organizations who seek to participate in the program each year.

The Minerva Center for Human Rights provides our students with further opportunities for practical training and field work by way of the many international internship programs, workshops and competitions in which Faculty of Law students participate under the Center's auspices. For descriptions of these programs, workshops and competitions, see 3.1.5.

The Clinical Legal Education Center

The Clinical Legal Education Center is located in the Faculty of Law, Hebrew University of Jerusalem. There are seven clinics currently operating in the Center, providing free legal services to disadvantaged populations and non-governmental organizations in Jerusalem and its surroundings, as well as in other parts of Israel. Around 120 second and third year undergraduate (LL.B.) students participate, every year, in one of our clinics. All together, the clinics provide support and services to approximately 350 individuals a year. Each clinic includes a weekly class, held at the Faculty of Law, where all students meet to learn and discuss theories relating to the pertinent subject matter. These classes are taught by the clinical staff, composed of leading advocates in various fields of law (hereinafter: "the clinical staff" or "clinical attorneys"), together with a member of the Faculty's academic staff. In addition, the students also perform an average of 4-6 hours of work per week, in pairs, on practical cases, under the close supervision of the clinical attorneys.

This supervision includes weekly meetings by the clinical attorney responsible with each pair of students, to discuss their work. These meetings take place in the Clinical Legal Education Center, located on the fourth floor of the Faculty of Law; in the community centers where legal aid is provided; and in our clients' own premises. Supervision further comprises of ongoing communication (via email, for example) between the students and the clinical attorneys responsible; it also entails supervisors' written review of and comments on documents prepared by the students – letters, petitions and research materials. While we appreciate the importance of students working on their cases and projects in relative independence, we still provide a close working relationship between students and staff, consisting of feedback and amendments. Both students and the clinical staff work on the cases; no paper or document leaves the clinic before we are sure it has attained the highest quality of legal work. We do not believe that poor people deserve poor law.

The Clinical Legal Education Center aims to achieve *three main goals*:

Educating Undergraduate Law Students: Legal clinics aim to teach second and third year law students legal realism. The hands-on experience that students acquire in providing legal aid to disadvantaged populations enables them to gain insights into “law in practice,” the power and limitations of the law, the perceptions certain populations living in Israel have of law makers and the legal profession, the ability to drive social change using legal tools, and so on. Through this process, the students also learn legal ethics and the practicalities of the legal profession. Moreover, they gain knowledge relevant to law and society research, for the interaction with populations most of them have never met before, offers them a deeper comprehension of the social, economic, political and legal disadvantages facing some groups in Israeli society.

Aiding Society: Along with the advantages it offers students, clinical work also aids society. Access to justice becomes available to larger groups within Israel. Public awareness regarding the disadvantaged position of groups within Israeli society is raised, and policy changes that aid our clients, as well as large segments of the population that experience similar difficulties, are promoted. Through our seven clinics we provide legal services to immigrants; asylum seekers and refugees; people with disabilities; individuals facing criminal offences; youth at risk; Palestinians with an Israeli I.D.; people from the LGBT community; and social groups suffering from poverty or low income levels.

Furthering Academic Study and Knowledge: The hands-on experience gained through the practical work conducted by our students and clinical staff offers a variety of insights that can enrich legal study and challenge existing theories. A clinic is a social laboratory, where significant knowledge on law and society is gained. Situated within the University, but operating in fields that many legal theorists do not study, we believe we are obliged to enrich legal study and research with our knowledge and experience.

The following is a description of the seven legal clinics, including the number of students participating in each, the location of training, and details concerning our supervisory staff.

The *Criminal Justice Clinic* aims to provide quality criminal legal assistance to those without means. 19 law students participate in this clinic. They are supervised by two clinical attorneys, Adv. Eric Bukatman and Adv. Meni Salomon. The academic supervisors are Prof. Mordechai Kremnitzer and Adv. David Barhum.

The clinic endeavors to instill in students an understanding of the nature of representation and the relationship between the law “on the books” and the law as it is applied and enforced, as well as an appreciation for the grave threat posed to the democratic nature of the state when individual rights are not properly protected. The students undertake a variety of tasks concerning the legal cases handled in the clinic, all under the supervision of the clinical attorney responsible. Additionally, the clinic is involved in advocacy for policy change, and conducts community projects in order to raise social actors’ awareness of criminal law issues.

Starting in the 2012-13 academic year, the clinic has launched a groundbreaking new initiative, the “Innocence Project,” which aims to achieve exoneration for those who were wrongly convicted of crimes. The first of its kind in Israel, this project is modeled on similar initiatives throughout the world, and aims to bring justice on the individual level, while also illuminating weaknesses in the Israeli criminal justice system and securing policy and procedural changes.

Training takes place at the offices of the Clinical Legal Education Center.

The *Community Lawyering Clinic* seeks to provide legal assistance to disadvantaged groups through a community-based approach. Nine law students participate in this clinic. Their work is supervised, both from the practical and academic standpoints, by Adv. Yuval Elbasha.

The clinic aims to break down barriers denying access to legal services to disadvantaged populations, by way of placing legal representatives directly, physically, in touch with the communities who have greatest need for their services. Work is conducted in community centers or other accessible, welcoming locations, allowing the community lawyer to fill a role similar to that of a family doctor practicing in a neighborhood clinic: a highly qualified professional who builds relationships with community members and is accessible to them on a regular basis. Students participating in the clinic provide assistance at community service centers by responding to community members' requests for aid. The program also works to create awareness within the community of citizens' rights and the courses of action available to citizens.

Training takes place in the Katamonim neighborhood of Jerusalem and in the Talpiot industrial zone in the city.

The *Clinic for the Representation of Marginalized Populations* adopts a multidisciplinary approach in seeking to address disparities between immigrant groups and other parts of Israeli society. 13 law students participate in this clinic. They are supervised by Adv. Vardit Damri Madar, who also teaches the academic component of the clinic, together with Prof. Johnny Gal, Dean of the School of Social Work at the Hebrew University.

The disparities between first and second generation immigrants and other parts of Israeli society have grown significantly in recent years, and include gaps in unemployment rates, lack of access to material and cultural resources, and, of course, lack of access to the legal system and legal services. The clinic provides members of immigrant communities with information and legal counseling, assistance in attaining their rights, litigation services, including advocacy in court, and informational workshops delivered in the community. Our activity is centered at the Community Affairs and Welfare offices in the Neve Yaakov neighborhood of Jerusalem, and we also work at the absorption center for immigrants from Ethiopia, located in the city center.

Training takes place at the offices of the Clinical Legal Education Center and in the abovementioned community centers.

The *Community and Social Economic Development Clinic* works to support small-scale businesses and employ Business Law tools to promote social change. 18 law students participate in this clinic. They are supervised by Adv. Lana Warwar, who also teaches the academic component of the clinic.

The Community and Social Economic Development Clinic provides aid to micro-businesses, both those currently under formation and those already in operation, owned by members of marginalized populations, including ultra-Orthodox Jews, Palestinian women in East Jerusalem, people with disabilities, single parents, students, recent immigrants, etc. In striving to achieve an economic system based on equal opportunities, a just and proper utilization of resources, and a healthy relationship between citizens and the government, we seek to support members of these communities by providing business-related legal support as they work to achieve economic success and self-sufficiency through entrepreneurship. The clinic also endeavors to educate law students in the potential of business-related legal tools to serve as avenues for social change.

Training takes place at the offices of the Clinical Legal Education Center, as well as at the premises of the clients' businesses.

The *International Human Rights Law Clinic*, established in 2011, brings together a diverse group of students in weekly academic seminars. 16 law students participate in this clinic. They are supervised by Adv. Neta Patrick, who also teaches the academic component of the clinic, together with Prof. Tomer Broude of the Faculty of Law. During the 2012-2013 academic year Prof. Broude was on sabbatical, and the weekly classes were taught by Adv. Patrick together with Prof. Frances Raday, a leading academic in the field of Human Rights.

Students explore a variety of critical topics while performing clinical work aimed at strengthening the understanding and practice of international human rights law in Israel. The clinic focuses on four crosscutting thematic areas of concern – housing, land and property rights in East Jerusalem, the right to privacy, transitional justice, and LGBTQ rights. These themes are explored through litigation, research, the development of policy briefs and recommendations for law and policy reform.

Training takes place at the offices of the Clinical Legal Education Center.

The *Rights of People with Disabilities Clinic* utilizes the legal system, economic tools and education to enable people with disabilities to exercise their rights and to integrate them into society. 16 law students participate in this clinic. They are supervised by Adv. Orr Sivan. The academic supervisors are Dr. Einat Albin and Adv. Tamar Harel Ben-Shahar.

The Rights of People with Disabilities Clinic engages in direct litigation on behalf of employees with disabilities, ensuring that Israeli workplaces comply with existing laws. The existing law protects the rights of workers with disabilities and mandates that workplaces accommodate their needs. In addition, the clinic works to improve access to education and promote the universal right to education by bringing together stakeholders to discuss different aspects of higher education for the disabled and create a large-scale plan of future action.

Training takes place at the offices of the Clinical Legal Education Center.

The *Clinic for Child and Youth Rights* opened in the 2012-13 academic year, as a more comprehensive framework building on the long-standing Street Law Project discussed below, with the aim of allowing a holistic view of laws relating to children and minors and the various tools at the disposal of the law and the lawyer in order to empower children and youth in Israel, including education and the provision of legal representation. The theoretical framework of this clinic includes classes on juvenile law and on law as a tool for social change, while the practical component is divided into two fields, as follows:

The *Street Law Project*, a highly innovative program that empowers students to change the lives of at-risk youth from the most marginalized and deprived groups in society. Between 12-14 law students complete an intensive course in which they are exposed to social and human rights law, juvenile law, the Israeli Juvenile Probation Service, the Israeli youth treatment and rehabilitation system, as well as alternatives to existing legal and treatment procedures. Students also acquire tools from the fields of social work, education and psychology. They then conduct weekly workshops on law and justice for an audience of approximately 80 at-risk youth, educating them on their rights and obligations and providing them with tools to better their lives. Finally, the students and youth put on a moot court (mock trial), entirely written and acted out by the participants, before a Faculty of Law court. The program has an excellent reputation among social, educational and rehabilitation agencies; demand for our services greatly exceeds our current capacity.

The *Juvenile Representation Project* deals mainly with the legal representation of children and juvenile crime victims in civil proceedings, in a range of contexts including tort claims, proceedings against the National Insurance Institute, claims on personal accident insurance policies and procedures regarding guardianship, foster care and adoption. Registered students are responsible for all the legal aspects of case management aside from representation itself, while also dealing with the range of additional needs and requirements related to the representation of minors, including mental health care and aid with housing, employment and studies. Students are exposed to the practical aspects of the complex and unique field of juvenile representation, and while gaining experience in case management, they also learn to initiate new projects and contribute to the further development of the field.

20 law students participate in this clinic. They are supervised by two clinical attorneys: Adv. Shiran Reichenberg and Adv. Hagit Borochowitz, who also teach the academic component of the clinic, together with Adv. Nurit Zimmermann. Training takes place at the offices of the Clinical Legal Education Center.

Moot Courts and Other Simulation Competitions

The Faculty of Law provides students with further practical training by way of encouraging their participation in numerous moot courts and other competitions simulating legal practice of different types. Most of the moot courts and other simulation competitions in which our students participate are held internationally, outside Israel. These courts and competitions are described at 3.1.5 above, including the number of students who have so far participated in each. Other moot courts are held internally. The key internal moot court held each academic year is held as part of the Clinical Legal Education Center's Street Law Project, described above. An Israeli law moot court is annually held as part of an elective course in professional ethics and is dedicated to the memory of the late Adv. Yonah Blattman.

2. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?

The methods applied to evaluating training and fieldwork and the kind of feedback given the students vary, depending on the type of training or field experience concerned. As for the methods of evaluation applied and the feedback given in the *moot courts* and *simulation competitions* we offer our students, see 3.1.5. Such feedback is often far richer than in a conventional course, given both by the supervising faculty member or other responsible trainer and by other experienced professionals in the pertinent field, who are brought in as competition and court referees or as rehearsal audience. In *practical workshops*, evaluation is often composite, based on both written assignments the students submit and in-class simulations they conduct. The feedback given in such workshops is typically rich and multi-layered, responding to all aspects of each student's workshop performance.

In the *Clinical Legal Education Center*, each student's work is assessed based on both the academic and the practical components of each clinic. In regard to the former, students are assessed according to their preparation for class, participation, and the quality of the academic work that they hand in throughout the year. In regard to the latter, assessment takes into consideration four main parameters: the quality of each student's practical work, their ability to work as part of a team, the extent of their motivation and the extent of their care for clients. Students are informed of these assessment parameters in advance, at the beginning of the academic year. In addition to the feedback students receive as a consequence of being subjected to ongoing

supervision, clinical attorneys also give them a formal evaluation of their performance at the end of the first (Fall) semester, before commencing work in the second (Spring) semester.

3. Please specify the number and percentage of graduates who graduated with honors.

20% of each LL.B. class and 25% of each LL.M. class graduate with honors every year:

	2008			2009			2010			2011			2012			2013		
	Non-honors	Cum Laude	Summa C.L.															
LL.B	220	40	4	271	49	5	222	40	4	281	51	6	226	40	4	250	45	5
LL.M.	42	11	0	71	19	1	84	18	1	102	28	0	71	14	2	97	19	3
LL.D	3			8			6			6			3			8		

D. Other - any other methods applied to measure the achievements of the students.

None.

3.2.3. In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

Because of our insistence on excellent teaching, and on giving students, from the LL.B to the LL.D., extremely detailed feedback on their work, we believe that the methods applied to measure the quality of teaching and learning outcomes have overall been successful in achieving their goals. Our teaching staff is dedicated, professional and well aware that teaching at the Hebrew University, Faculty of Law is a privilege, and is to be treated as such. As our students continue to see great success in the job market, including the legal profession, academia, judicial positions, prosecutorial positions, other legal civil service positions, positions at non-governmental organizations and positions at various foreign organizations, we believe that the LO of the various degree programs we offer are, in large part, being achieved. While we have every intention to continue to improve the educational experience we offer our wonderful students, we are very much aware that the Hebrew University, Faculty of Law already offers a superior legal education experience.

3.3.1 What are the entry requirements/criteria for the program (first degree and advanced degrees), including the "on probation" status.

Admission requirements for the Bachelor's degree in law (LL.B.): the following requirements apply to candidates for the first year of all Bachelor's degree programs in the University and were shaped so as to identify and admit the candidates most likely to succeed in their studies: eligibility for a secondary school matriculation

certificate; a psychometric exam; knowledge of English – the minimum requirement of the University (level 2); knowledge of Hebrew - satisfying the minimal requirement (grade of 120 in the Ya'al exam) for candidates whose language of instruction in secondary school was not Hebrew.

The regular admission procedure is based on a weighted average of the matriculation exams (30%) and the psychometric exam (70%). Candidates with the highest average are admitted, according to the number of places available. This formula has a number of exceptions:

The final grade of students from the Preparatory Year of Pre-Academic Studies of the Hebrew University or the Tel Aviv University can replace the matriculation examinations average in determining the weighted average grade (the higher of the two grades is used). The final grade of an academic degree (Bachelor's or Master's) in another field from an accredited university can replace the matriculation exam average or the pre-academic year's grade (having a weight of 30% as indicated – the higher of the two grades is used). For holders of doctoral degrees from a recognized academic institution, admission is automatic (they do not require a psychometric exam grade).

Admission requirements for students from abroad: We require a high school diploma equivalent to the Israeli counterpart, or studies in a pre-academic year for new immigrants, or academic studies in the country of origin. These candidates are admitted on the basis of their grade in the psychometric exam; the final grade of the pre-academic year for new immigrants is weighted along with the psychometric exam. The process of weighing a diploma from abroad is carried out by a team of counselors who are familiar with high school studies in various countries. The pre-academic courses for new immigrants at the universities are recognized by the Hebrew University in lieu of a secondary school matriculation certificate. The final grade of the pre-academic year at the Hebrew University is weighed together with the score of the psychometric exam. Pre-academic studies for new immigrants at other universities do not figure in the weighing; in those cases, the grade for admissions purposes is solely a function of the psychometric exam. The university does not evaluate academic degrees from abroad, and admission is based on the grade from the psychometric exam alone. With regard to proficiency in Hebrew, there is a difference in the requirements for different fields of study. The Faculty of Law requires completion of level 4 Hebrew, while the minimum university requirement is level 3.

Admission requirements for transferring from other law schools: The Faculty of Law admits a small number of students (about 10 in recent years) to the second year of studies based on their grades in law studies at other Israeli law schools, depending on the number of places which become available at the end of the first year due to several first year students dropping out. Applicants who wish to be admitted in this manner must have a minimal psychometric score of 600 and unusually high grades in their first year of studies at the institution where they began law school.

Students with special needs: Applicants with special needs or with disabilities and various learning difficulties (limited eyesight, blind, impaired hearing) can take the psychometric exam under special conditions as required. If they do not meet the regular admission requirements, their requests are dealt with by an appeals committee of the Office of Student Affairs. An evaluation by the appeals committee is not automatic and takes place only if requested by the candidate. In the case of students with special needs, the committee's policy is to be as lenient as possible.

Admission requirements for the Master's degree in law (LL.M.): The minimum requirements for admission to the LL.M. program are a grade average of 80 in the LL.B. studies at the Hebrew University (or an equivalent grade from another institution), and a high proficiency in English (as evidenced by a high score in the English part of the psychometric exam or an alternative exam conducted at the University).

Students who completed their studies before 2004 are given a “factor” of half a point per year, up to a maximum of 10 points, to compensate for the fact that the average grade was somewhat lower, until 2004, than what is common today.

In rare occasions we accept applicants on probation (for example, this is sometimes done with graduates of our LL.B. program with a grade average between 78 and 80 or practicing lawyers with significant field experience). In such cases they are allowed to take only eight credits, which must include a seminar and at least one of the compulsory courses, which are unique for LLM students, and maintain an average of 80, before they can continue in the program.

Admission requirements for the Doctorate degree in law (LL.D.): The minimum requirements for admission to the LL.D. program are a grade average of 85 in the LL.M. studies and a grade of 85 on the LL.M. thesis. Candidates who completed an LL.M. without a thesis can apply to the “preparation for research” track; the minimum requirement is a grade average of 85, but such applicants are admitted on condition that they maintain an average of 85 in the LL.D. courses (and not less than 80 in each course) as well as a grade of 85 on a research paper equivalent to a thesis (which can later become part of their LL.D. dissertation).

For the direct track LL.D. program, the minimum requirement is completion of the LL.B. studies at the Hebrew University with distinction (*magna cum laude*), with a grade average within the top 20% of the class (or an equivalent distinction from another institution).

In addition, students who completed their first-degree studies *cum laude* in a manner that suggests that they can proceed on an accelerated track to the doctorate program are also eligible for admission to doctoral studies in the direct program, without having to first complete the Master's degree. The terms of admission to the doctoral program are described in detail in chapter 18 of the Faculty catalogue ([Appendix 1](#)) and in the regulations of the Authority for Research Students ([Appendix 2](#)).

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

Group	Admittance Criteria	Statistics	Academic Year				
			2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Accepted	Bagrut Examinations Scores	Average	10.67	10.78	10.75	10.69	10.71
		standard deviation	0.47	0.48	0.45	0.46	0.47
		Number of Students	332	241	245	241	229
	Psychometric Examination Scores	Average	708.9	709.4	700.4	696.0	697.4
		standard deviation	30.1	30.7	29.0	39.8	36.3
		Number of Students	350	270	274	260	257
Realized (Students)	Bagrut Examinations Scores	average	10.63	10.67	10.67	10.6	10.66
		standard deviation	0.51	0.47	0.43	0.43	0.44
		Number of Students	180	135	138	140	110
	Psychometric Examination Scores	average	706.2	707.9	697.2	691.2	692.3
		standard deviation	31.6	20.1	29.6	42.3	35.5
		Number of Students	195	153	161	155	130

Law - Joint Program

Group	Admittance Criteria	Statistics	Academic Year				
			2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Accepted	Bagrut Examination Scores	average	10.93	11.02	10.96	10.94	10.93
		standard deviation	0.42	0.36	0.41	0.36	0.39
		Number of Students	220	189	200	199	221
	Psychometric Examination Scores	average	721.9	721.2	723.1	723.7	716.9
		standard deviation	28.1	26.6	25.6	24.8	25.5
		Number of Students	237	200	211	214	235
Realized (Students)	Bagrut Examination Scores	average	10.92	11.02	10.86	10.92	10.91
		standard deviation	0.45	0.34	0.4	0.37	0.39
		Number of Students	90	84	98	108	125
	Psychometric Examination Scores	average	721.7	721.3	724.5	719.1	713.2
		standard deviation	28.5	25.3	25.4	23.8	24.1
		Number of Students	95	87	108	116	134

3.3.3 Please submit data concerning the number of students in a format of a table in the last five years (divided by degree) as follows: a. Numbers of applicants; b. number of admitted students and students admitted on probation; c. number of students who started studying in the program; d. number of students that completed their studies, including those admitted "on probation".

Number of students (candidates, accepted, and registered for courses)

		2012/13	2011/12	2010/11	2009/10	2008/09
B.A.	Candidates	873	765	804	846	1027
	Accepted*	260	262	279	278	356
	Registered	133	158	163	158	201
B.A. – Dual Degree Programs	Candidates	513	550	525	522	558
	Accepted*	237	215	211	202	239
	Registered	136	115	108	85	98
M.A.	Candidates	104	139	125	139	88
	Accepted	83	93	84	86	50
	Registered	70	75	64	70	34
M.A. – English	Candidates	12	9			
	Accepted	9	8			
	Registered	9	7			
M.A. – Executive	Candidates	46	37	53		
	Accepted	38	32	44		
	Registered	25	26	28		

* Includes candidates who were accepted to the program and then canceled after being accepted to another Department that ranked higher on their list of priorities

3.3.4 Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) for the program?

The admission process to the program differs significantly between the LL.B. program, on the one hand, and the LL.M. and LL.D., on the other. Whereas admissions to the former are managed with minimal discretion on the level of the individual candidate, admissions to the latter two degrees reflect an individualized process that closely examines the unique qualities of each candidate.

LL.B. Program

Registration Process: Applicants are allowed to list four departments in order of preference. The selection process is made according to these priorities. If the applicant lists law as his first priority and is accepted, his other requests are not looked into unless he lists law along with another department in the dual department track. If the applicant is not accepted to his first-priority program, his second-priority program is considered, and so on. If a decision regarding an applicant's first priority is not yet available, admission to his second-priority program is explored. If he is accepted to his second priority and later on accepted to his first-priority program as well, his second priority is cancelled, and so on. Thus some applicants may be admitted to law at an early stage, but their admission may be cancelled later if they are admitted to a program they listed with higher priority.

An applicant whose qualifications are not adequate by the regular admission standards but has additional relevant qualifications may request reconsideration of his application. The request is then brought before an appeals committee. The committee is not automatically convened, and its meetings take place only at the behest of the applicant (whether the special reasons have to do with a handicap or difficulty of some kind, or with other academic qualifications which are not taken into consideration in the regular admission procedure).

Since the beginning of the 2002-3 school year, and following the initiative of the Faculty of Law, the University has been employing an affirmative-action policy in all departments and programs, including law. Candidates deemed eligible for preferential treatment by the Society for the Promotion of Education can be admitted if their weighted average is slightly lower than the level required for acceptance, depending on the number of places allocated to this category. In the Faculty of Law, 12 places are set-aside annually for these applicants, and since 2002-3 twelve applicants in this group candidates are admitted each year.

The admission cut-off is determined according to the number of places in the program and the demand for it. Due to the large demand for law studies at the Hebrew University, students need a high admissions grade in order to be accepted each year. The high quality of the student body allows the Faculty to strive for academic excellence, including excellence in research in Israel and internationally, and to concentrate on providing superior academic and professional training to students who are destined to be the legal elite of Israel both as practitioners and as researchers, as well as to contribute to Israeli society.

For the conditions of advancing from one year to the next, see the regulations listed in section 7 of the Faculty catalogue (**Appendix 1**).

For graduation requirements, see the established regulations in section 14 in the catalogue (**Appendix 1**).

LL.M. Program

Admittance to the LL.M. program requires acceptance by the Graduate Studies Committee, which considers grades in the LL.B. degree, academic references, a research paper (usually a seminar paper written in the LL.B. studies) and the candidate's CV. In practice, the Chair of the Committee reviews the application files and arrives at a decision in the clear cases, and consults with the rest of the Committee with respect to the exceptional cases.

The basic requirements have been decided by the Faculty Council and detailed in the Faculty Regulations. They are implemented by the Committee so as to ensure a high level of students and a high level of studies at the Master's level.

There is no policy of affirmative action for the LL.M. program.

To receive the LL.M. degree, students must complete 32 credits with a grade average of at least 75. In the research track they must also write a thesis, and receive a grade of at least 75 for it. The thesis is graded by the supervisor as well as an additional Faculty member (or an external referee). After each of them evaluates the thesis independently, they also administer (together) an oral exam, before deciding on the grade.

LL.D. Program

In all three tracks, acceptance to the LL.D. program is very limited and competitive. In recent years the Faculty has further tightened the acceptance criteria, to ensure that only a small group of excellent candidates is admitted to the LL.D. program.

The Graduate Studies Committee meets twice a year to discuss applications to this program, based on the following considerations: excellence in the LL.B. and LL.M. studies; references; an agreement of a senior Faculty member to supervise the candidate; a sample research work (usually the LL.M. thesis), evaluated by the potential supervisor as well as another Faculty member; and a "letter of intent" written by the candidate that includes a preliminary research proposal, also evaluated by the potential supervisor as well as another Faculty member. The Committee discusses each application in light of these factors and admits only those applicants who show promise of writing a high-level dissertation.

The basic requirements have been decided by the Faculty Council and detailed in the Faculty Regulations. They are implemented by the Committee so as to ensure that our LL.D. program is at the highest level.

There is no policy of affirmative action for the LL.D. program.

To receive the LL.D. degree, students must complete 12 credits and write a dissertation. According to the University rules, the dissertation is read by three referees (including the supervisor), and the final decision of whether to approve it is made by the Authority for Research Students.

3.3.5 What is the drop-out rate of students from the program in each of the study years over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it?

Drop-out rates from the LL.B. program vary in time and across study years. As can be expected, the largest drop occurs between first and second year of the program, in which about 30 students (circa 12%) drop each year out of their law studies. This drop is partly compensated for by transfer students, who have completed their first year

studies in other law schools around the country with high grades, and apply for admission to the second year of our LL.B. (15-20 students are admitted through this track every year).

The following table presents drop-out rates for the previous five years:

	2009	2010	2011	2012	2013	2014
Year 1	303	247	273	276	274	260
Dropout 1-2		29	14	5	20	19
Year 2	233	274	233	268	256	255
Dropout 2-3		5	7	7	7	6
Year 3	279	228	267	226	261	250
Dropout 3-4		7	4	-3	-3	7
Year 4	236	272	224	270	229	254
Total	1051	1,021	997	1,040	1,020	1,019

The Faculty monitors on a periodic basis the reasons for students dropping out, and has engaged in 2009, and again in 2012, in comprehensive personal interviews with all dropouts. About a third of the students dropping out cited an excessive academic workload as the principal reason for their decision to quit their law studies. (Most students falling in this category were enrolled in dual degree programs and continued to study in other university departments). About a fifth of students dropping out cited a lack of interest in the law. (Some of these students are also pursuing studies in other university departments). About a third of students dropping out cite personal reasons for their decision to quit (in many cases reasons related to life in Jerusalem). Finally, about 10% of students dropping out opt for a gap year, and return to their law studies afterwards. All in all, about a third of students dropping out continue to study in other Hebrew University departments, while two-thirds leave the university altogether.

The Faculty has undertaken a number of steps to mitigate its drop-out rates, including (a) a mentoring program, in which senior students assist struggling junior students (with a faculty member coordinating the program), (b) an orientation program, lasting a full academic year, for first year students, (c) the appointment of a junior faculty advisor on drop-outs, (d) the meting out of financial aid to students in need, (e)utilization of the university's psychological help services and (f) different privileges afforded to students with disabilities.

The Faculty does not systematically monitor drop-out rates in the LL.M and LL.D. programs. It does monitor, however, compliance with the timelines for completing these programs specified in the Faculty Regulations.

3.3.6 To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

Many students, particularly during the advanced years of their studies, are employed as research assistants by faculty members, and some participate in the research as co-authors. Between October 2012 and May 2013 the Faculty employed each month an average of 24 research assistants, each one worked an average of 31 hours, and was paid an hourly students' rate.

The Faculty encourages students to carry out independent research in a number of ways. Already in their first year, students are required to write an extensive paper in their legal writing class, and later on they are required to conduct numerous independent research assignments, culminating with seminar papers which they write during their third and fourth years. Master's degree students write at least two additional seminar papers. Furthermore, an independent piece of research of sizeable scope is a major component of the research track for the Master's degree, and the principal one of doctoral studies.

3.3.7 Counselling Systems

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

Counseling: Students are offered counseling and guidance in structuring their program through a multi-layered system.

Detailed guidance regarding the planning of a personal program of studies is provided on the Faculty website. This information allows the bulk of the students to schedule their classes in accordance with the study program.

Students who need additional assistance (due to unique study programs, personal circumstances, or any other reason) receive personalized guidance from the staff of the Secretariat for Student Affairs. This staff devotes a great deal of time at the beginning of each year to advising students on the program of studies (as a rule, counseling is done face-to-face, but in some cases it is also done via e-mail through a link on the Faculty website).

Finally, students can receive guidance from one of the student advisors. The two LLB advisors and the LLM advisor support students who need assistance in planning their program (especially those enrolled in joint programs with other faculties).

Students with Special Needs: As part of its commitment to equality and diversity the law school (as well as the Hebrew University) dedicates significant resources to support students with special needs.

The Faculty created a special framework for students whose native tongue is not Hebrew and appointed a full-time faculty member to spearhead the efforts on this front. Three carefully-selected teaching assistants give the Arab students in each

entering class a two-day introductory guidance session before the beginning of the academic year. In the course of this session, the assistants guide the students with respect to issues such as dealing with reading assignments and course registration, as well as introducing them to key concepts which the students are about to encounter in their studies. Later, during the course of each academic year, each student whose native tongue is not Hebrew (both Arab students and recent immigrants) is offered the services of a student advisor. The advisors help the students they advise overcome the actual problems that arise over the course of their studies.

In the 2012-2013 academic year, the Faculty held a successful pilot of offering additional tutoring classes for students whose native tongue is not Hebrew in one of the major first year courses (Contract Law) to students by one of the course's assistant lecturers. The Faculty plans to continue offering such additional tutoring classes and to gradually expand them to other first year classes.

Students with learning disabilities are assisted by the Hebrew University Center for the Advancement of Students with Learning Disabilities. Staff members of this center advise students on various subjects (such as their special privileges in writing exams and submitting written assignments). Wherever necessary, the center's staff members assign a personal tutor to help the student cope with the technical and formal aspects of university studies (extensive bibliographies in various languages, time management, understanding needs, etc.). The assignment of a specific advisor to a specific student is done on the basis of the advisor's familiarity with the academic fields, which the student is studying, and sometimes also on the basis of the learning skills the student has to acquire and improve. For more details, see the website: http://studean.huji.ac.il/?cmd=about_english.190.

Students in the program with eyesight impairment (including total blindness) are assisted by the University's Learning Center for the Blind. The center provides technical help and personal counseling in various areas. The center has private study-rooms and appropriate technical equipment, where students can also receive help in having material read aloud to them. For a complete review of the unit and its services see: http://studean.huji.ac.il/?cmd=about_english.204.

3.3.7.2 Are counselling 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.

The Faculty views the success of its graduates in the job market as an important goal. The Faculty maintains Placement Department that consists of an administrative director who is supervised by a senior faculty member (Prof. Yoav Dotan, the Pro-Dean for Faculty-Community relationships). The Faculty conducts an annual *placement fair* to enable legal employers to meet and interview third year students. The placement fair is conducted on campus and the employers send representatives to interview the students. Almost all major law firms in Israel are represented in this placement fair, which last year hosted around 80 employers, of which around 80% were private law firms and the rest were employers in the public law sector (such as representatives of District Attorney Offices, Israel Anti-Trust Authority and the Public Defender Office) as well as some prominent NGO's. During the fair a computerized platform enables students to choose and rank (by the order of *their* preferences) those employers with whom they would like to have an interview. The same platform provides the students with ample information about all the employers.

In addition, information about the interviewees is sent to each employer beforehand. During the 2013 fair employers conducted around 2,000 job interviews on campus (thus, on average each student attended eight interviews with different employers).

In addition to the placement fair, the Placement Department organizes professional panels, presentations by potential employers on campus, and welcome trips to law firms. The department also organizes an annual cocktail event to enable students to meet informally with interns from different parts of the practice and complement the information they receive on employers through formal channels. The department also provides counseling services to students who seek employment in small firms or other employers that do not participate in the placement fair.

3.3.8 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.

The Faculty of Law offers several formal and informal avenues for dealing with student complaints. Students can initiate a complaint by directly contacting any of the functions listed below. If their complaint addresses an issue that concerns other students as well, or if they wish to file an anonymous complaint, students can act through their class representatives or the Law Student Association's VP for Academic Affairs.

Complaints may be made in one of several ways:

Student Advisors: Two doctoral students serve as advisors. The most important functions of the advisors are to provide a sympathetic ear and listen to student complaints and to serve as an informal channel of communication between the student body and the Faculty administration and members. In many cases, the advisors deal with the student's problem directly with the relevant teacher or administrative staff. When necessary, the advisors involve the Vice-Dean or the Dean. When the advisors find their issue to be beyond their authority, they can refer it to the Vice Dean. Students can also contact the Vice Dean if they are unsatisfied with the advisors' response.

Vice-Dean for Student Affairs: A considerable number of students turn to the Vice-Dean for Student Affairs (some directly and others after being referred by the staff of the Office of Students Affairs). Students can contact the Vice Dean via email or schedule a meeting during his office hours. The Vice-Dean for Student Affairs also meets regularly with the student representatives in order to address issues that are of a broad nature.

The Dean: Students may also contact the Dean. Some students contact the Dean directly (in which case they are often referred to the Vice Dean for Student Affairs). Also, students who are dissatisfied with the Vice-Dean's response to their complaint may turn to the Dean. The Dean handles these cases together with the aforementioned officials. The Dean meets regularly with representatives of the law students' organization to discuss problems and grievances raised by the representatives. In addition, the Dean holds a meeting every year (usually in the middle of the academic year) with all the first-year students, and takes the opportunity to invite complaints and requests from the students.

Teachers: In routine matters, students turn directly to the lecturers (usually with regard to the specific course taught but the relevant member of faculty), who address the relevant problem (either alone, or together with the Faculty administration).

Staff of the Office of Student Affairs: In some cases students turn to members of the staff of the office of student affairs, who then either deal with the matter by themselves or refer it to the Dean or Vice-Dean.

The University Dean for Student Affairs is also available for students of the Faculty of Law.

We do not keep track of student complaints and thus cannot provide numbers. However, the following is a sample of the complaints that the Vice Dean dealt with this year (needless to say, not all of them were found to be justified):

- Students' inability to register to the courses of their choice;
- Delays in grading exams and other assignments;
- Exams for the same class that were held on different dates varied in their level of difficulty, thereby creating inequality concerns;
- Issues relating to students' "justified" class absence (e.g., reserve duty, child birth) and the required adjustments;
- Issues relating to the "appeal process" (whereby students can ask the teacher to have their exams reevaluated);
- Complaints about unfairness in teachers' grading of seminar papers (all were found to be without merit).

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

Financial aid and academic prizes are managed jointly by the Faculty and the University.

The University Level

Every year the top students (according to their grades) of each faculty receive the rector's prize and the dean's prize. Generally, two students of the Faculty receive the first prize (around NIS 10,000 each), and 13 students receive the second prize (around NIS 5,000 each).

Another university prize that is granted to outstanding students who study in a joint program (mainly that of social work), is part of the *Keren Hashefa* program. This year 18 students from our faculty were granted this award. Each one was granted the sum of \$7,000.

The financial aid office of the University gives every year need-based scholarships to students who have financial difficulties. The main criteria for these scholarships are the student's financial situation and his or her grades. In addition to scholarships, the financial aid office also gives loans for needy students.

The Faculty Level

Every year the Faculty awards students prizes and awards, in a ceremony. In addition, in this ceremony the students on the Dean's list receive a special diploma. The amount of money of the prizes awarded in the ceremony is between NIS 1,000 and 10,000 per prize. The criteria for receiving a prize vary from prize to prize. Some are based on scholarly achievements generally or in a special area of law, others are based on a combination of financial needs and scholarly achievements, and still others on combination of activity contributing to society and scholarly achievements. A complete description of the prizes is available on the Faculty website: <http://law.huji.ac.il/talimidim.asp?cat=588&in=458>.

In this academic year the total amount of money that was awarded at the ceremony was approximately NIS 150,000. Similar amounts of money were awarded in the last previous years.

In addition, students can apply for funding from external sources. Information about such sources is published, when the submission to such prizes is possible, in the Faculty website: <http://law.huji.ac.il/mess.asp?cat=509&in=0>.

3.3.10 Alumni: do the institution and/or the department maintain contact with their alumni, employers, and employment market? Please specify the extent of integration of alumni into the labour market (especially relevant when the study program is "professional"): where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Relevant surveys would be appreciated.

The Faculty views its ongoing connections with its alumni as a topic of major importance. A deep and meaningful relationship with alumni is a key to issues such as feedback from the field, student placement in the job market, continuing legal education, and fundraising. As described below, in the past few years the Faculty has greatly developed its alumni relations. That said, however, we acknowledge that more work should be done in the area in order to reach the standards in similar institutions abroad (especially in the United States).

Continuing Legal Education: Many of our students continue to pursue advanced and graduate studies. More than 20% of the students proceed to enroll in the Faculty's Master's degree program (some of them enroll in the program leading directly to the Doctorate). We estimate that between 10 to 20 graduates each year are admitted to leading universities abroad for programs leading to higher degrees in law, especially to top universities in the United States (for the LL.M. degree). We do not have precise figures on this group of graduates, but quite a few remain in regular contact with Faculty members during the course of their studies abroad. Every year, the Faculty (with the support of the University Rector's office) awards about \$30,000 in scholarships to several outstanding alumni who were accepted to institutions abroad. Given the strong credentials of our alumni they also often manage to secure independent funding for this purpose. For example, in the year of this report three Faculty alumni were awarded Fulbright post-doctoral fellowships (out of three such fellowships awarded to legal scholars in total).

Job Market: The Faculty views the success of its graduates in the job market as an important goal (for a description of the resources dedicated to this see section 3.3.7.2). The Faculty does not collect systematic data documenting job market performance. Nevertheless, anecdotal evidence suggests that graduates of the Faculty perform well in the Israeli market. Alumni of the Faculty routinely secure lucrative internship positions. For example, 12 out of 33 clerks at the Supreme Court in 2013 (36%) are graduates of the Faculty (more than any of the other 13 law schools in the country). Furthermore, year-after-year the Faculty's graduates excel in the Israeli Bar exam. For instance, in the year of this report 99% of the graduates who took the bar exam passed it (top school in Israel) with an average grade of 81 (again, the best results of any Israeli law school). These achievements are mirrored in the senior level of the legal world as well. The majority of Supreme Court justices are graduates of the Faculty and dozens of graduates serve as judges in district and magistrate's courts and other

judiciary positions. The Faculty is also very well represented in the private sector. Many of the senior partners in the leading law firms in Israel are graduates of the Faculty.

Alumni Relations: The Faculty maintains strong ties with its graduates. The Faculty of Law's Alumni Association is in charge of the relations between the Faculty and its graduates. The association holds periodic get-togethers and events, and alumni are invited to attend. In addition the Faculty organizes various activities aimed to preserve the relationships with alumni such as the Legal Club that organizes lectures and conferences on legal and public issues. A senior member of the Faculty (Prof. Yoav Dotan) serves as Pro-Dean for Faculty Community relationships, and is in charge of the connection between the Faculty and the professional legal community. Among the activities that relate to this field are the Faculty's Placement Fair (see section 3.3.7.2), the Board of Friends of the Faculty Law Firms and the Annual Legal Dinner.

The Board of Friends of the Faculty Law Firms (see section 3.1.11).

The Annual Legal Dinner is a new project initiated in 2013 by Dean Yuval Shany. In this event the Faculty grants a special award to one of its distinguished graduates for her or his professional achievements and contribution to the legal community. This year the award was bestowed on Adv. Ruth Oren from S. Horowitz and Co. More than 250 people from the elite of the legal community in Israel participated in the ceremony, and their contributions will be dedicated to fund fellowships for post-graduate students in the Faculty.

3.3.11 In summary, what are the strengths and weakness of the issues specified above?

Generally, the Faculty is very pleased with the quality of its students, the interaction between students and faculty members, and the nature of the contact between the students and the Faculty as a whole. Despite a competitive environment we have managed to sustain extraordinary high admission requirements for the LL.B. program. Furthermore, the LL.D. program went through a comprehensive reform and now offers its participants training that enables them to conduct cutting-edge modern legal research.

The central points where we see room for substantial improvement is in the standards for admission to the LL.M. program, which are not as demanding as they should be, and in the loose relations between the Faculty and its alumni. In recent years much progress has been made on these fronts. Nevertheless, we realize that there is room for further development and improvement.

3.4.1.1 Describe the profile of the program's teaching staff in the format of the tables 7.2A through 7.2D (pages 15-17).

General: The teaching staff of the Faculty is made up of 34 Faculty members in tenured and tenure-track positions (hereinafter: internal faculty) and 94 lecturers and adjuncts (hereinafter: external faculty).

Internal Faculty: The internal teaching staff include jurists of the first order – in Israel as well as internationally – in their areas of expertise. All internal faculty members hold a Ph.D. degree (or its equivalent) – in most cases in law, and in other cases in various areas (economics, philosophy, etc.). The specializations of the internal faculty members cover all major areas of public and private law. In addition, many of the internal faculty members have interdisciplinary specialties and often hold joint appointments with other university departments (International Relations, School of

Public Policy, Philosophy etc.). We are also fortunate to have seven of our emeritus professors continue to teach in the Faculty (Prof. Ruth Gavison, Prof. Hanina Ben Menachem, Prof. Mordechai Kremnitzer, Prof. David Kretzmer, Prof. Claude Klein, Prof. Gideon Libson, Prof. Frances Raday).

External Faculty: comprises a mixed population of experts with special knowledge and experience, including: judges (both active and retired); leading figures from academic institutions in Israel and abroad; persons holding legal positions in government (from the state prosecutor's office, ministries and other offices); lawyers from the private sector; lawyers dealing with clinical legal education; and social activists. These faculty members enable the Faculty to offer classes in highly specific legal fields that are beyond the regular expertise of the internal faculty members.

Teaching Assistants: Both the internal and external faculty use, at times, the services of teaching assistants mostly for grading of papers and exams in large classes. Teaching assistants are outstanding students in the Faculty who are either working towards an advanced degree or nearing the end of their first degree.

The combination of excellent legal researchers as part of our internal faculty, together with the unique profile of its external faculty provides a superb balance between intellectual depth and practical relevance. The diversity of the internal and external faculties enables students to gain exposure to a variety of opinions and views in many areas of jurisprudence. In our view, this diversity is an important part of the legal and general education imparted to the students.

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

Given the scope of teaching and research activity conducted in the Faculty much of it is organized around centers or forums. Below are listed the centers and forums that are currently active in the law school. Many of the centers organize workshops in which both faculty members and students are exposed to cutting-edge research in the field. The centers and forums also help facilitate collaborations between the Faculty and other departments on campus such as the business school, the economics department and the philosophy department. Additional information on each can be found in the relevant section of the Faculty website: <http://law.huji.ac.il/eng/merkazim.asp>.

- Criminal Law Forum and Crime Group
- Institute of Jewish Law
- Tax Law and Policy Forum
- Intellectual Property, Law and Technology Forum
- International Law Forum
- Labor Law and Social Security Forum
- Law and Philosophy Forum
- Law and Economics Forum
- Legal History Forum
- Public Law Forum

3.4.1.3 What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training.

Core Courses: As a rule, the teaching of mandatory and main-cluster courses is done by academics with the rank of lecturer and above. Most are internal faculty members and a few come from other academic institutions. In unique circumstance that do not enable fulfilling this policy these courses are taught by advanced doctoral students or by external teachers of high academic standing.

Seminars: The qualifications required for teaching a seminar are a doctoral degree and an orientation towards research. Accordingly, most seminars are led by internal faculty members. Additionally, some seminars are led by faculty members of other legal higher education institutions, by lawyers or by judges (in the case of judge the doctoral requirement may be waived given the focus of their work on legal research).

Elective Courses: Teaching elective courses requires an appropriate academic standing or a suitable professional position. An appropriate academic standing means a doctoral degree or being in the very final stages of writing a thesis. An appropriate professional standing means extensive practical experience and proven expertise in special areas (though not necessarily accompanied by formal graduate academic education). The curriculum committee – which in recent years serves also as the “staff committee” and is headed by the Vice-Dean for the teaching program – examines and verifies the fulfillment of these conditions.

In contrast to the practice in most law faculties and schools in Israel and in several countries abroad, the policy in our Faculty is not to grant the teaching of mandatory courses (and certainly not elective courses and seminars) to persons who do not deal with the subject matter in their research. This policy is based on the belief that teaching on a high level requires deep familiarity with the subject being taught. Courses of a practical nature, including workshops and law clinics, are given by experts who have experience in the relevant field. Elective courses and seminars are given by lecturers whose research activity or practical experience are related to the topic of the course.

3.4.1.4 What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program?

As far as regular faculty members are concerned, the very fact that they are all leading experts in their fields is a guarantee that they are professionally and academically up-to-date, for they are first and foremost researchers in the fields which they teach (as explained above, we do not impose teaching responsibilities on Faculty members in areas unrelated to their field of expertise). When the teaching of a course is entrusted to a young doctorate or a doctoral student in advanced stages of his studies on topics related to their areas of research, they are also, naturally, up-to-date in those areas. In cases of promotion of regular faculty members, it is expected that their publications reflect cutting-edge research in their respective fields.

The same is true of external teachers, whose teaching is based on their day-to-day involvement with the topics which they teach. When some doubt arises regarding an external teacher’s ability to meet the Faculty’s expectations (whether from the impression of a faculty member’s visit to a class lesson or from formal or informal student feedback), this is a clear consideration in weighing whether to renew the teacher’s contract.

3.4.1.5 What are the rules, criteria and procedures for appointing the head of the study program and the academic staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? What steps are taken to ensure that the faculty are informed of these policies and procedures? Are you satisfied with these procedures?

Head of the Program: the head of the study program is the Dean of the law school (see also 3.4.1.6). The position of Dean requires management skills as well as international academic stature. In most cases, persons who are chosen to fill this position have previously served at other administrative-academic posts, such as Vice-Dean, head of the committee on advanced studies or head of a university-wide committee.

The appointment of the Dean is governed by the University bylaws on the matter. Generally, according to the procedure the Faculty appoints a search committee that is elected by the general assembly of the Faculty and is headed by the Rector of the University. Final approval of the nominee is subject to a faculty vote.

The procedures for appointments and promotions in the Faculty of Law, including granting tenure, are stipulated in the university-wide regulations for appointments and promotions. They involve the work of internal committees as well as university committees. All appointments and promotion are subject to the final approval of the Rector and President of the Hebrew University. The guidelines and procedures for promotions are all available on the Hebrew University website: <http://academic-secretary.huji.ac.il/?cmd=mini.317>.

Internal Faculty: In the regular academic track, there are four ranks: lecturer, senior lecturer, associate professor and full professor. The Faculty also appoints lecturers, senior lecturers and associate professors of the practice – an appointment track without tenure offered to senior practitioners, who have also engaged in valuable academic work.

Appointments - A lecturer must have a doctorate degree and is generally appointed after a period of post-doctoral training or research. Appointment as a lecturer is conditioned upon the initiation of the establishment of an international publication record as well as solid evidence of potential excellence in research. Aside from entry level candidates the Faculty also hires established researchers from other institutions. Generally, such lateral appointments are governed by the rules relevant to the rank in which the candidate is appointed.

Promotions – Promotions are granted on the basis of research productivity (with special emphasis on quality), excellence in teaching and good university “citizenship.” It is customary to confer tenure at the time of promotion to senior lecturer, usually after the candidate has completed six years as a lecturer. Some faculty members in the Faculty of Law are promoted to senior lectureship with tenure before the lapse of the aforementioned trial period, and some faculty members have been appointed directly as senior lecturers, in which case tenure may be granted in an expedited manner after two years or at the time of promotion to associate professor. The promotion to the rank of associate professor is made on the basis of continuing scholarly creativity and productivity. At the Hebrew University of Jerusalem, the customary period of time between appointment to senior lecturer and associate professor is six years, and in the Faculty of Law over the last decade, slightly less than that. The rank of full professor is bestowed upon someone who has made a mark in his field and established an

international professional reputation. The average period of time at the Hebrew University until the promotion to full professorship is seven years; the figure for the Faculty of Law over the last decade is less than that.

The regular procedure for appointments and promotions involve not only reading the research articles of the candidates by members of a committee of experts in the field from the Faculty, but also soliciting opinions of experts from other institutions (including from abroad), and subsequent deliberations in the University's Appointments and Promotions Committee. The procedure is quite complicated and generally takes a year. Given this complication the Hebrew University has somewhat reformed its promotion procedures, and allowed for a more swift promotion of tenured Faculty members from the rank of senior lecturer to the rank of associate professor (by eliminating the need for external reviews of the Faculty member).

External Faculty: Adjunct teachers are academics from other institutions, judges and senior jurists or persons with particular expertise from public service or the private sector. The appointment of external teachers is contingent upon the approval of the Faculty's Staff Committee (currently subsumed into the Curriculum Committee), on the basis of recommendations of Faculty members regarding the candidates and courses they propose to teach, and at times also recommendations of experts from other institutions.

3.4.1.6 What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

In line with university regulations, the Dean of the Faculty of Law is an internal faculty member with the rank of full professor (aside from exceptional cases in which an associate professor can be elected to this position). The Dean stands at the head of the Faculty both academically and administratively. Academically the dean focuses on strategic planning and faculty recruitment (alongside with the Strategic Planning Committee). Administratively the dean sets budgetary priorities and determines the way in which the Faculty is run. In recent years, Deans have also engaged in active fundraising (both in Israel and abroad) as part of the effort the Faculty has made to increase its financial resources.

3.4.1.7 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?

- Tenure-track faculty members in the Hebrew University teach 12 annual credits, i.e., six teaching hours a week per semester.
- Adjunct teaching staff may teach one or two courses per semester (two to four credits) and up to eight credits per academic year.
- Teaching assistants (LL.D. students) may tutor up to 22 weekly hours or give classroom lectures up to eight weekly hours (full-time position).
- Teaching assistants may tutor up to 18 weekly hours (half-time position).

3.4.1.8 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?

Faculty members' obligation to serve as thesis advisors is based primarily on their sense of commitment and professional scientific ethics (though this issue can factor into promotion decisions). The Faculty does not customarily interfere with the decisions of its members concerning advising candidates for the doctoral degree or the master's degree in the research track. Nevertheless, when necessary, the Faculty leadership (i.e., Dean, Chair of the Graduate Studies Committee) will intervene to help a candidate find an advisor. In practice, Faculty members' commitment to serve as thesis and dissertation advisors is high; the vast majority of members are advising several graduate students.

University rules limit the number of doctoral students for a single advisor to five. There is no maximum of graduate students per Faculty; however the general policy in recent years (in the University as a whole and also in the Faculty specifically) has been to reduce the number of doctoral students and ensure that all accepted candidates meet the high standards of the Hebrew University in general and the Faculty of Law in particular.

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

The recruiting procedure for tenure-track positions consists of three processes: setting of needs and goals by the Development Committee; screening of candidates by the Screening Committee; and appointment by the Appointments Committee, the Dean, and the University's management. Since the Faculty of Law is relatively small, the personal composition of the Development, Screening, and Appointments committees is the same, but the processes are distinct.

The Development/Screening/Appointments Committee includes nine to 11 senior faculty members, including a member from outside the Faculty of Law. It reflects the diversity of legal spheres and research methodologies in the Faculty. The Dean is not a member of the Committee (appointments' decisions are made by the Dean following the Committee's recommendations), but he or she participates in its deliberations.

In accordance with the general rules of the Hebrew University, the University's Committee of Academic Policy approved the Faculty's development plan in 2001. Among other things, the approved development plan sets the long-term goals and needs of the Faculty in terms of tenure track faculty members, taking into account both teaching and research activities. The development plan is updated periodically (in recent years – annually) by the Faculty's Development Committee to reflect changes in the Faculty's personal composition due to retirements and recruitments, as well as new trends in legal education and research. Thus, for example, the rise of research and demand for teaching in the field of intellectual property led to a large increase in the slots allocated to this field compared to others.

A standing call for candidates is posted in the Faculty's website, and an active outreach for potential candidates, both entry-level and lateral, is conducted by the Faculty's management. Candidates for tenure-track position should generally hold a doctoral degree (LL.D., Ph.D. or S.J.D.) and should have already published their research in international law journals. At times, these requirements are relaxed in order

not to miss exceptionally promising candidates who get competing offers elsewhere (however, the actual appointments does not start before the candidate has a doctoral degree). In the screening stage, each candidate's scholarship is reviewed by internal (and often also external) experts in the field. If the initial review indicates that the candidate stands a good chance to be appointed, he or she are invited to present their work in the Faculty Seminar, ordinarily during the Fall semester (for appointments that will start in the next academic year or later). A decision to invite a candidate to present his or her work, based on the reviews of his or her work, is made by the Dean and the chair of the Screening Committee, and is made known to the Committee. A decision not to invite a candidate to present his or her work is always made by the entire Screening Committee. Candidates who do not pass the screening stage may be, and often are, considered again after making some progress in their academic career.

Following candidates' presentation at the faculty seminar, all Faculty members are invited by the dean to share their impression of the paper presented and the presentation with the Appointments Committee. At the same time, experts from around the world are asked to review the candidate's scholarship. The entire material, including CV and list of publications, writing samples, letters of recommendation, teaching evaluations (if available), research agenda, and internal and external review letters, is then submitted to the Appointments Committee, which makes its recommendation to the dean based on the candidate's excellence and the Faculty's needs.

Positive recommendations of the Development Committee regarding the recruitment of new faculty members are communicated to all tenured faculty members, who may request to hold a further discussion in the "tenured-members forum." In practice, this is a very rare occurrence because the committee reflects the spectrum of views and specialties in the Faculty, because prior to discussions in the development committee the Dean regularly elicits the impressions of colleagues regarding the candidate's research presented in the faculty colloquium, and because the standards demanded for recruitment are very high.

Based on the committee's recommendation, the Dean makes the appointment decision, which is subject to the President and Rector's approval. In practice, there has been no case in which the Appointments Committee's recommendation was not accepted by the Dean, and no case in which the Dean's decision has not been approved by the President and Rector (in rare cases, the beginning of a new appointment is postponed due to budgetary constraints).

Given the sometimes-fierce competition over excellent candidates, the Faculty's Appointments Committee can be convened at very short notice, and the entire process can be conducted relatively quickly.

The sub-disciplines in which recruitment efforts are to be made are determined in the approved development plan of the Faculty, but this plan allows for flexibility. In recent years, most of the candidates are interested in research and teaching in more than one traditional sub-discipline (for example, a candidate may be interested in contract law as well as feminist approaches to law, or in a variety of tangential subjects between property law and corporate law, including securities and bankruptcy). The key criterion is academic excellence in both research and teaching (though the teaching needs of the Faculty are not as important in the recruitment process). Excellence in research is judged by the quality of the candidate's publications and their potential for achieving excellent professional standards in their work, which will promote the existing state of knowledge in the field and contribute to the international reputation of the Faculty. In recent years, about half of the recruited

members of faculty hold doctoral degrees from abroad. Persons with a doctoral degree from an Israeli institution have almost always spent at least one year at a leading university abroad for advanced training and post-doctoral research. Excellence in teaching is judged by feedback from students and a report of a class visit by a faculty member (if the candidate taught or is teaching in the Faculty). The Faculty manages to combine its recruitment policy with its emphasis on academic and pedagogic excellence (as opposed to recruitment according to teaching needs), with the policy by which every lecturer in the Faculty teaches courses and seminars only in his area of specialization.

As described above, in the case of appointment to the ranks of lecturer or senior lecturer, the Dean's decision must be approved by the Rector and by the President. In cases of higher-rank appointments, a rather complicated academic procedure is required, which usually involves external referrals and evaluations and discussions in university-wide committees in addition to that in the Faculty committee. In special cases, it is possible to carry out an accelerated appointment procedure in promotions above the rank of senior lecturer as well; in such cases, the full academic procedure is mandatory at the stage of conferring tenure, even if no promotion of rank is involved. A senior Faculty member is appointed as a mentor for each new appointee. The mentor guides and advises the appointee in fulfilling his or her research and teaching tasks, with a view to ensuring his smooth integration into the Faculty's life and success in research and teaching.

3.4.2 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 is composed of 24 workers. The main functions within the administrative staff are:

Dean's Office: is responsible for the management of the Faculty (on the Dean's roles see section 3.4.1.6). To achieve this goal the Dean is assisted by the Associate Dean who is in charge of all of the administrative staff in the faculty. In addition the Dean's office includes the Academic Personnel coordinator and a secretary who both manage the day-to-day operation of the office.

Student Secretarial Office: is responsible for all of the matters related with student affairs including: the creation and the implementation of the curriculum (in coordination with the Vice Dean); enrolment to classes, exams, and student supervision and counseling. This body is headed by the Academic Secretary who manages all of the activities of this office. In addition, the office includes: the LLB Program Coordinator, who is assisted by two LLB Students Secretaries; the LLM Program Coordinator, and the Coordinator of the Doctorate Program (who also coordinates the Executive LLM program). In light of the growing work associated with the new international LLM programs and the special needs of these students (both before enrolment and after) the Faculty added an additional program coordinator who is in charge of them.

Website and IT: two staff members are responsible for the technological aspects of the faculty. The Computer Coordinator is responsible for all matters associated with the computer infrastructure in the Faculty (computers, networks, computerized classrooms, etc.). The Internet and Website Coordinator is responsible for all matters associated with interaction between the Faculty and the Internet (management of the Faculty website, e-learning platforms, etc.).

Additional administrative staff workers include:

Administrative Personnel Coordinator – responsible for all administrative aspects of the personal in the faculty.

Faculty Accountant – responsible for budgeting activity in the Faculty (both the budget of the Faculty and research budgets of faculty members). Given the scope of this role the accountant has an assistant.

Event Coordinator Student Exchange Coordinator – is responsible for the technical aspects related to academic events in the Faculty such as conferences and workshops (reimbursement of guests, food and beverage services, etc.). In addition, the same worker is in charge of the administrative aspects of assisting students in the exchange programs.

Placement Coordinator – is responsible for the all matters related to job placements for students. In addition, this worker assists the dean with tasks related to the ongoing relationship between the Faculty and the law firms.

Administrative Workers of the Different Centers in the Faculty – The academic centers of the Faculty are staffed with workers that enable them to fulfill their missions. More specifically, these include: The Executive Director and the Secretary of the Minerva Center for Human Rights; the secretary of the Sacher Institute; the secretary of the Clinical Legal Education Center; and the Executive Director of the newly established Center for Empirical Legal Studies.

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

The key strength of our teaching staff is its high academic level. Our regular staff includes researchers of the first rank, whose excellence is manifested in their achievements. The research projects of our Faculty members are the most frequently cited of all Israeli academics in Israeli court decisions. The major textbooks and articles in many legal areas in Israel – including constitutional law, criminal law, the law of torts, property law, Jewish law, and others – were authored by members of our Faculty. In addition, faculty members excel in research on the international level, publish their work in the most prestigious journals, and are routinely invited to present their research in international workshops and conferences. This high quality has also led Faculty members to win highly-competitive national and international research grants. For example, several Faculty members were recently awarded a large long-term grant that will fund the activities of a Center for Empirical Studies of Decision Making and the Law (as part of the I-Core project). In addition, Faculty members won half of the ISF grants awarded in 2013 in the field of law. Finally, the first and so far only ERC starting research grant awarded to an Israeli researcher in the field of law was won by a member of the Faculty.

The main areas of law in which the Faculty excels are philosophy of law, international law, economic and behavioral analysis of law (including empirical and experimental studies), public law, tax law, intellectual property and criminal law and criminology.

The primary weakness of the academic staff of the Faculty in recent years is the shortage of staff members in some legal areas, especially in commercial and private law. This situation is the result of strict adherence to our high academic, research and pedagogic standards for candidates; we would rather cope with temporary hardships in teaching and administration due to a shortage of academic staff than accept candidates who do not meet the high standards which we have set. Fortunately, in recent years we have succeeded in attracting new Faculty members in the areas of

corporate law and tax law, considerably narrowing the gap between our goals and abilities. That said, we recognize that there is more work to be done in this regard.

With respect to the administrative personal, given the existing resources the Faculty maximizes the outputs that can be generated on this front. A clear strength in this regard is the quality of the staff of workers in the Student Secretarial Office. This staff has repeatedly received extraordinarily high student evaluations relative to all the other parallel secretarial offices in the Hebrew University. The primary weaknesses of the administrative staff are twofold. First, the Faculty is understaffed when compared to similar institutions. For example, Faculty members do not receive significant assistance regarding the administrative aspects of their job as is usually the case in equivalent institutions abroad. Second, of the total of 24 administrative workers in the faculty, only 16 are actually budgeted by the University. In other words, one third of the administrative staff is funded from the operating budget of the faculty. This mismatch between the needs of the Faculty and the personal assigned to it by the University comes at the expense of allocating additional resources to teaching and research.

3.5.1 Where the unit is physically located in the institution, in which building, and where does the study program under evaluation operate? Do other study programs share the building?

The Faculty of Law is located in one of the old buildings of the original Mt. Scopus campus. While it enjoys external beauty, it suffers from some drawbacks that are associated with its age. In the following subsections we describe the current state of the facility, and the efforts made towards improving it.

The Faculty of Law is based in a structure of three neighboring and attached buildings on the Mount Scopus campus. The Baron de-Hirsh Mayer Faculty of Law Building is home to the Dean's office, conference rooms, the secretariat, lecturers' offices, the Center for Legal Clinical Education, the Harry and Michael Sacher Institute for Legislative Research and Comparative law, the offices of the two legal publications (the Hebrew-language *Mishpatim* and the English-language *Israel Law Review*), the Minerva Center for Human Rights, and other offices. The Shlomo Rosenblum Building is home to the lecture halls and seminar rooms, and the offices of the legal clinics. The David Wolfson Building houses the Faculty of Law library, the Institute for Jewish Law and the Institute for Criminology. As a general rule, all of the teaching is conducted in the Rosenblum building, but due to different considerations, there are occasionally some courses which are taught in the neighboring buildings of other faculties. Sometimes, in accordance with the Faculty's needs, other academic units can hold their courses in the Faculty of Law's facilities, when they are not in use by our students.

3.5.2 Please describe the overall physical infrastructure that serves the unit and the study program under evaluation. Please refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

Class Rooms: In total, there are 12 halls and lecture rooms, of which 11 are equipped with multimedia systems. When needed, the teachers' conference room is also used for seminars and workshops.

Lecture hall 302 comprises 214 seats in the lecture hall and balcony, and is equipped with a multimedia system that includes: a computer attached to the Internet and to the faculty's computer databases and a digital projector.

Lecture hall 315 comprises 158 seats and a multimedia system similar to that in lecture hall 302. Lecture halls 306 and 402 each seat 110, and are equipped with "smart" multimedia systems similar to those described above.

Four medium-size classrooms (halls 307, 310, 403, 406) each provide 56 seats. Of these, three are fully equipped with multimedia systems; one (406) is not.

Four seminar rooms (308, 309, 404, 405) each seat 25 students around a square table. All of these are fully equipped with multimedia systems

Regarding the physical condition of the classrooms, all classes on the third floor and room 402 were renovated recently and offer a modern student-friendly learning environment. On the other hand, rooms 403, 404, 405 and 406 have not been renovated in decades, and do not offer our students the conditions that can be expected in the 21st century. We are continuously trying to improve this situation (these classes are scheduled for the installation of an air conditioning system in the summer of 2013), yet significant resources need to be allocated in order to bring them to an appropriate level.

Computerization: Students have access to 32 computers in the law library building. These computers allow access to all legal data bases to which the Faculty holds a license, and are equipped with basic software such as Microsoft Office. In addition, there are two large computer labs on campus with hundreds of computers that all students may use. A Wi-Fi network is available for the Faculty and students throughout the building.

Staff Offices: Most of the staff offices are located in the Baron de-Hirsh Mayer building, and offer staff members all of the conditions necessary to fulfill their duties. In an effort to improve the quality of the working environment, the Faculty has invested significant resources in recent years in renovating the facilities available to the staff. The key project in this regard was the complete renovation of the Law Registrar's office, which functions as a focal point for students to receive service. Other projects included the renovation of the hallways and restrooms in the Baron de-Hirsh Mayer and the creation of a new staff lounge within the Dean's suite.

Faculty Offices: Most of the staff offices are located in the Baron de-Hirsh Mayer building, and offer staff members all of the conditions necessary to fulfill their duties. Each room has a computer, and some are equipped with personal printers. There is one network printer that services all the faculty members on the network. The common furniture in each office room is a desk, a computer table, chairs, shelves and/or a bookcase.

Doctoral Students: Full-time doctoral students are allocated office space within the Faculty. Last year the Faculty opened two new working spaces designed especially for the needs of these students. They are composed of an open-space work area that is divided into individual workstations equipped with a computer. In total these rooms provide 12 workstations.

3.5.3 What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

Currently there are no laboratories in the program. In the coming year, however, the program will build a decision-making lab that is geared towards empirical legal studies. This lab was funded by a large grant from the Israeli Government as part of the I-Core project.

3.5.4.1 Describe the library including computerized databases, which serves the students and the teaching staff of the study program, its strengths and weaknesses.

Until 2003, the Faculty of Law library was part of the Faculty, both in terms of administration and organization. In that year, an organizational reform removed the libraries out of the different academic units and incorporated them as part of a new Library Authority including libraries from all sectors of the University. Simultaneously, however, the Faculty's library committee continues its work in the professional realm, headed by a senior faculty member and comprising the Head Librarian and other faculty members, who discuss the library's academic policy.

The law library building, established in 1925, was the original building of the National Library. Due to its historical significance, the primary challenge is preserving the original structure while adapting its facilities to meet the needs of the Faculty of Law in the 21st century.

The library building spans 2,015 square meters over four floors. It holds 1,500 square meters of reading rooms, computer stations and open stacks accessible to readers, and a basement (350 square meters) that has stacks and collections that are not open to the public. The library staff has 147 square meters of office and workspace. The library has seating capacity for 370 people.

The library also features 32 computer stations for student use.

Library hours:

From the start of the school year until the end of July:

- Sunday-Wednesday 9 a.m. – 8 p.m.
- Thursday 9 a.m. – 7 p.m.

Summer hours:

- Sunday – Thursday 9 a.m. – 5 p.m.

The library collection comprises approximately 300,000 volumes, 1,500 publications, and numerous computer databases. The library webpage is: <http://lawlib.huji.ac.il/>

The library offers the following guidance:

At the beginning of each academic year, the librarians participate in getting new students acclimated. Students are taught how to use the library's Internet catalogue and Moodle, how to use the main legal databases (Takdinet, Nevo, Faxdin, PadOr, etc), and are given a guided tour of the library.

Our most important training program is the legal research course that all students are required to take during their studies. The course includes 6 meetings – all together 12 academic hours – which cover the following: basic library skills – using the catalogue and periodical indexes in Hebrew and English, basic research in Israeli Law, American Law, English Law and Comparative Law. The course teaches the use of core legal databases such as Takdin, IHP, Legal Trac, Lexis, etc. It also teaches basic citation rules, as accepted in Israel. The course is taught in a computer lab and is accompanied by hands-on practice.

Doctoral students are offered an optional two-hour refresher course on searching LexisNexis and Westlaw databases. Librarians also provide one-on-one sessions with faculty members and graduate students on how to frame research strategies, search databases efficiently, and evaluate the information they retrieve.

Aside from the service it provides to the law school community, the library also offers its services to other communities in the Hebrew University, and to some extent, also to lawyers, judges, courts, and the general public.

The library catalogue can be accessed from any online computer. One can order books already on loan from any online computer.

The library provides its readers with a broad selection of electronic databases. These include legal databases published in Hebrew and in other languages. The students also have access to all the general databases that the University holds subscriptions to. These databases include legal materials and non-legal materials that are relevant to legal research.

International legal databases to which we have access include: LexisNexis, Westlaw International, Criminal Justice Abstracts, Criminology, Halsbury's Laws of England, Hein Online, Index to Foreign Legal Periodicals, Index to Legal Periodicals in Israel – LPR, Legal Trac, Justis, Max Planck Encyclopedia of Public International Law, Oxford Reports on International Law, Oxford Scholarship Online (partial collection), United Nations Treaty Series

Hebrew legal databases to which we have access include: Dinim Chok uMishpat, , Dinim veOd, Mishpateah – Index to Israeli Legal Journals, Index to Hebrew Articles IHP, Index to Legal Journals – Bar Ilan, Nevo – The Israeli Law Index, PadOr, Fax-Din, Takdin, Avoda veOd, Shu"t (Shealot uTshuvot).

For a detailed description of each database see the library web site: <http://micro5.msc.huji.ac.il/~lawlib/databases.htm>

These databases can be accessed from any computer throughout the campus as well as off-campus computers that log into the Internet via the university servers (which includes the administering of individual passwords to instructors and graduate students).

The Library staff consists of eight professional librarians working in 6.50 permanent positions and 0.90 temporary staff positions, as well as a 1/3-time position for a temporary secretary. In addition two retired volunteer librarians volunteer a total of approximately 40 hours a month. All the librarians have a B.A. and a postgraduate degree in library science (seven have Master's degrees in library science and one has a diploma in the field, which is a course of study granted after completing a B.A.).

In the past few years, we have sustained a serious cutback in library positions due to cuts at the university. As a result, we were compelled to reduce the availability of librarians for faculty and student assistance. Additionally, the library staff is struggling to meet the technical assignments that are part of library upkeep.

The library staff and the Faculty of Law hope that the process of quality evaluation will expose and emphasize these difficulties and challenges, and serve as a first step in dealing with them properly.

Decisions on collection development are made by the Library Committee, which is composed of three Faculty members and the chief librarian. The Committee discusses collection development, cancellations and changes in library policy. Decisions regarding acquiring books in English and other foreign languages are made primarily by the chief librarian and Faculty members. Most of the Hebrew-language legal texts are purchased as a matter of course.

Purchases are designed to meet the research and study needs of the law school's students, and to support the teaching and research interests of the faculty. Multiple copies for courses are purchased where warranted. Cost is a factor to some extent in every selection decision, even though some materials are purchased almost regardless of cost. A few titles are purchased following recommendations by students. Faculty members are encouraged to request materials and are occasionally consulted about possible purchases (and cancellations) in their respective subject areas. Faculty

requests for acquisitions are generally honored. An acquisitions request is rejected in certain cases: if a copy of the book is available in another library on campus (in which case the book is purchased only if it is critical for the library's collection), or if the price is prohibitively expensive.

The library acquires two to four copies of books assigned as required reading for courses. In recent years, the number of books acquired by the library for this purpose was reduced for budgetary reasons, and thanks to the availability of the Moodle system. The library scans a great deal of material for use through the Moodle system – the maximum amount allowed, taking into account copyright law. Students can log on to the computer system using a password.

Periodicals and standing orders (series and loose-leaf services) are recommended by Faculty members. The titles are then brought before the Library Committee for discussion. The decisions are based upon subject and cost. Internet format is preferred, when available. The library continues to acquire and maintain quality loose-leaf services from respected publishers. However, due to their high cost and the library's budgetary constraints, these purchases are closely scrutinized before purchase. Factors the library considers in selection decisions include the current research and teaching activity and expected activity in a given field, the existence of parallel material in the collection, the availability of competing services, and so forth. The professional librarians routinely review the periodicals collection to determine what serials can be cancelled due to budgetary constrictions. Canceling a subscription is usually subject to approval by the Library Committee, and when necessary, in consultation with the particular staff member or general Faculty members. Decisions to cancel a subscription take into consideration price, language, availability of its electronic version, and how critical it is for teaching and research.

In recent years, we have been compelled to cancel subscriptions to journals, serials, and standing orders, and significantly minimize the range of our acquiring books. A continued increase in cost of about 10 percent per year makes it extremely challenging for the library staff and the Library Committee. (Fortunately the exchange rate of the shekel has been stable). Undoubtedly, this situation undermines the research quality of the library. Access to Internet databases softens the blow, but only to a certain extent.

Finally, the library is currently engaged in three development projects:

The Rosenne Collection – We are in the end stage of the Rosenne project. The family of Shabtai Rosenne donated his international law library (some 20,000 volumes) to the Law Library. We hired students and were provided with overtime hours for librarians to handle it. We only cataloged books that were needed in our collection. The rest of the books were donated to other law libraries. The books that were not taken by other libraries are currently being packed up and will be offered to book dealers.

Fletcher Collection and Reading Room – We are in the early stages of preparing for the receipt of approximately 10,000 books on criminal law that will be donated to the library by Prof. George Fletcher. In addition to the donation of books, he is providing funds for the additional purchase of books and journals in the field of international criminal law (print and e-versions). He is also sharing in the cost of renovation reading room #1 on the first level of the library to provide space for all our books in criminal law. His books will be merged into our collection. The renovation includes carpeting, new furniture and new shelves.

Blattman Reading Room – We are negotiating with the Blattman family to renovate the room that is named after their son. The room currently holds the latest issues of law periodicals. As most of the material is now online the room is not used much anymore. We thus wish to transform it to a lounge setting that will offer students a comfortable study environment.

3.5.4.2 Do the institution and the study program take steps to enable the convenient access of the students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

Despite the substantial resources put into enabling access to the Faculty's building for people with special needs, this goal has yet to be fully achieved. Many of the difficulties associated with this issue stem from the old infrastructure of the building and its unique topography. The Faculty and the University view this as a matter of great importance that should be addressed as quickly as possible.

The Mount Scopus campus in general, and two of the Faculty buildings in particular (the library building and the lecture halls building), were renovated in recent years to facilitate accessibility to lecture halls, the library, and the lavatories. We also plan to improve access to administrative areas and teachers' offices (the offices of the Student Secretariat are situated on the ground floor and present no accessibility problem). Progress with this plan is dependent on the University's financial situation.

The third-floor entrance is wheelchair accessible (from the direction of the administration building). From there, the library and most of the lecture halls are likewise wheelchair accessible. Unfortunately, the lecture halls and offices on the fourth floor are not wheelchair accessible at this time. Until the elevator to the fourth floor is installed (see below), the Faculty will ensure that all of a disabled student's classes are held in the lecture halls on the third, accessible, floor. The library is equipped with a mini-elevator, which permits access to the library and also an elevator enabling access to all floors of the library. In addition, a special ramp was installed in the library on the ground floor, enabling students with disabilities to reach the periodical room and from there to gain access to the "debating room."

The two major challenges that remain on the accessibility front are the installation of an elevator connecting the third floor with the fourth floor and an elevator connecting the ground floor with the first and second floors. With respect to the first project, concrete plans have already been approved and the installation is expected to be executed in the immediate future. The second project is still in the planning stage and the timeline for its execution remains unclear.

3.5.4.3 In summary, what are the points of strength and weakness of the physical infrastructure?

The strengths of the Faculty of Law's infrastructure are: the concentration of all the Faculty of Law's activities in three adjacent and interconnected buildings; the relatively adequate conditions of lecture halls, seminar rooms, reading rooms, storage rooms for books, etc., and the flexibility resulting from the Faculty's ability to use on demand halls in buildings of other units across campus (while also allowing them to use our halls in return). Another asset is the fact that the library and the building housing the lecture halls and seminar rooms were built in the 1930s in a special architectural design that is impressive and inspiring. An additional advantage is that the four largest lecture halls were renovated considerably in recent years, resulting in

excellent conditions for teaching and studying. Finally, the reading room of the library was recently renewed and currently offers students an excellent work and study environment.

The central drawback of the physical infrastructure is inherent in the fact that, as noted earlier, two of the three buildings used by the Faculty of Law (the Lecture Hall building and the library) were constructed in the 1930s. Some of the classrooms and much of the library were last renovated some 40 years ago, when the Faculty moved back to Mount Scopus from Givat Ram. Study conditions in these lecture halls and rooms are not optimal (especially during the summer, and in particular on the top floor) and do not meet 21st century standards (i.e. no air-conditioning, problematic acoustics, a lack of outlets for plugging in laptops, a lack of infrastructure for multimedia systems, and the like). The expansion of academic activities in the Faculty – in particular, the sharp rise in the number of research and practical workshops, the creation of international programs and new research centers and the growth in the number of LL.D. and post-doc scholarships students – are putting an increased pressure on the additional facility. In the long run, more teaching and workspace will be needed to sustain the activities of the Faculty. Unfortunately, due to the University's delicate financial condition, even approved renovations are not progressing at an adequate speed.

Chapter 4 - Research

4.1 What is the department's perception of research, and what are the expected outcomes?

The Faculty perceives legal research as entailing numerous distinct strands of work that each reflect an important topic of study that should be encouraged. In general, the research in the Faculty aims to achieve a balance between the basic science of law – i.e. studies that promote a general understanding of law; and the applied science of law – i.e. studies that examine specific legal rules and policies. Below we outline the main types of research conducted by Faculty members:

- Legal theory – a large body of research is dedicated to theoretical studies of law. Many of these studies employ an interdisciplinary approach that incorporates insights from areas such as economics, history, philosophy, political science, and psychology.
- Empirical legal studies – a second body of work is dedicated to documenting the law in action. These studies employ both observational and experimental methodologies.
- The Israeli legal system – given the unique nature of the Faculty that mostly trains its students to function as lawyers in the local jurisdiction, Faculty members conduct research into specific aspects of the Israeli legal system. This line of research offers strong synergies with the teaching in the department.
- Jewish Law – given the role of Jewish law in the State of Israel (both formally and informally), the Faculty views contemporary research of Jewish law as an integral part of its research agenda.
- Comparative and international law – an increasing number of Faculty members are focusing in their work on law beyond the Israeli legal system, at times alongside the study of Israeli law. They apply theoretical and empirical methods of analysis to these legal systems in the hope of generating valuable insights about the law in general, and the unique problems and challenges confronted by particular legal systems.

Despite this diversity of both topics and methodologies, the expected outcomes from Faculty members are mostly those associated with rigorous academic work. More specifically, Faculty members are expected to produce books published by leading academic publications and articles published either in peer reviewed venues or in the law review system – in particular, law journals ranked A or B under the Jerusalem Index for Legal Periodicals. In addition, the Faculty emphasizes the presentation of the research conducted by its members in local and international conferences.

A special issue regarding legal academic output is the balance between publications in Hebrew and English. Unlike some other fields, legal research by its very nature relates to the local jurisdiction within which the scholar operates. Furthermore, as noted above, since the Faculty trains legal professionals, it must sustain its qualitative edge

with respect to Israeli law as well. As a result, the Faculty views quality research outcomes in Hebrew as a valuable part of its research activities.

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

There are several areas of study that the Faculty has identified as those in which it has special advantage.

- Empirical legal studies – a relatively large group of Faculty members are actively engaged in this type of work (e.g., Prof. Dotan; Dr. Givati; Prof. Gliksberg; Prof. Hamdani; Prof. Lewinsohn-Zamir; Dr. Teichman and Prof. Zamir). The Faculty has also created significant synergies with additional units in the Hebrew University, including the Institute of Criminology (which is a subsidiary unit within the Faculty), the Center for the Study of Rationality, and the Business School. During the current academic year the Higher Education Council announced that it would fund an excellence research center (I-Core) focusing on empirical legal studies, which will be situated in the Faculty (the center includes members from the Faculty as well as from other departments in the Hebrew University and from the Technion).
- Law and philosophy – this is another area of research in which the Faculty has amassed a critical mass of researchers (e.g., Prof. Enoch; Prof. Gavison; Prof. Harel and Prof. Segev) and succeeded in creating cooperation with other units in the University. Much of this cooperation is due to the work of Prof. Enoch who holds a joint appointment in the Faculty of Law and in the Department of Philosophy and who currently chairs the latter.
- International law – a final area which the Faculty has identified as one in which it holds a unique strength is international law. There is a large group of faculty members engaged in research on this body of law (e.g., Prof. Broude; Prof. Harpaz; Prof. Hirsch; Prof. Lapidot; Prof. Sabel and Prof. Shany). Many of these Faculty members hold joint appointments with other departments on campus, which facilitates cooperation between the law school and other departments.
- Other fields of comparative strength include public law, intellectual property law, and Jewish Law.

4.3 Please list the leading journals in the field (including ranking, if possible).

As part of its ongoing commitment to excellence in research, the Faculty adopted a ranking of legal journals in the year preceding this review. The ranking is part of the Hebrew University's Jerusalem Index system that divides journals into four quality groups. The ranking was approved by the Faculty after a long process. This process included the work an internal committee that relied on existing rankings as well as input from top legal scholars from Israel and abroad.

Enclosed as Appendix 2 is the ranking alongside with the committee's report (the report itself is in Hebrew).

4.4 What are the research funds (in \$) of the institution, faculty/school, evaluated unit/study program in each of the last five years according to the source of funding: competitive sources (government/non-government), non-competitive public funds,

*other non-competitive funds (non-government), internal funds, donations.*³ Please refer also to the research infrastructure: research laboratories, specialized equipment and budget for maintenance (level and sources of funding).

	2011-12	2010-11	2009-10	2008-09	2007-08
Competitive – CHE	519,814	595,392	726,078	724,035	407,449
Government	309,158	338,458	467,069	365,110	375,154
Non-Profit	8,678	40,693	20,341	17,951	13,463
Other External	61,590	66,052	132,709	180,041	127,704
Total External	899,240	1,040,595	1,346,197	1,287,138	923,771
Internal	588,189	370,888	374,504	346,099	312,411
Total	1,487,429	1,411,484	1,720,701	1,633,237	1,236,182

In addition to these past figures, during the year of this report the Faculty won two significant competitive grants that are expected to bring about a strategic change in the Faculty in the coming years:

I-Core Grant: awarded to fund the creation of Center for Empirical Studies of Decision Making and the Law. This is a five-year grant in the sum of NIS 19 million. Five researchers from the Faculty are members of the center, alongside with six researchers from other schools in the Hebrew University and the Technion.

DFG and Einstein Grant – awarded to fund a joint Ph.D. program with the Freie Universität Berlin that will focus on human rights. This is a five-year grant in the sum of 4.5 million euro. The program will enable the two schools to fund 40 LL.D./Ph.D. students (20 from each) for the full course of their studies.

4.5 Please list grants, honors, fellowships/scholarships, etc received by faculty (senior and junior), list of Chairs, research institutes, research centers and research facilities established in the last five years, including specialized laboratories.

Please see appendices.

4.6 Please provide data on research students (master degree with thesis, doctoral degree): overall number (internal/external), sources of funding, level of funding, number of graduates (of the university, faculty/school, parent unit/study program) in each of the last five years. Write now; new data necessary (obtain from secretariat)

As for funding, in order to enable doctoral degree students to concentrate on their academic work, the Faculty funds every year scholarships to outstanding doctoral degree students who are called “research fellows.” This year 11 students received a

³ When converting currencies, please note the exchange rate used.

total of NIS 725,000 within this program. Generally a student in this program receives around NIS 72,000 per year, for three years. The selection process of research fellows is highly competitive – an official call for proposal is publicized by the faculty, and the graduate studies committee examines all of the submissions before making its decisions.

4.7 Please provide a list of publications in the last five years (only by the teaching staff of the evaluated study program) according to refereed journals, books (originals or editions), professional journals, conference proceedings, professional reports, prizes etc. Please include data on impact factor.

A list of publications is attached to this report and marked as **appendix 4**.

4.8 Is there a commercialization unit in the institution? Briefly describe its function: number of patents registered and where have they been registered.

This point is inapplicable to the Faculty.

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

Faculty members routinely cooperate with other researchers in Israel and abroad. Listed below are the main types of such activities with numerous concrete examples. Given the vast volume of such activities a complete list will exceed the scope of this report:

Research: faculty members conduct much of their research with scholars from other institutions. These institutions include: other law schools in Israel (e.g. Tel Aviv University, Bar Ilan, etc.); law schools abroad (e.g. University of Southern California, University of Michigan, etc.) and other departments (Business School, Philosophy, School of Education, etc.).

Research Grants: many of the grant proposals of the Faculty include domestic and international collaborations. Some of the Israel Science Foundation grants won by faculty member included researchers from other Israeli institutions (e.g. Tel Aviv, Bar Ilan). In addition, numerous grants entail cooperation with researchers from abroad (e.g. GIF grant won with German researchers, Institute of Advanced Studies Grant won with researchers from several institutions, etc.). During the year of this report the Faculty won two very large grants that were built on institutional cooperation—the I-Core and the DFG and Einstein Grant (see section 4.4). In addition, a faculty member has won last year, in collaboration with other University researchers and researchers from overseas institutions an FP7 grant.

Workshops: Cutting-edge legal scholarship is presented in the Faculty on a regular basis in the 10 different workshops that are part of the curriculum (law and philosophy, international law, criminal law, law and economics, legal history, tax policy, labor law and social policy, legal history, public law and private and commercial law). Much like conferences, these workshops invite cooperation with other institutions in Israel and abroad. Alongside with the activity at the Faculty, our

faculty members are often invited to present their work in similar workshops in Israel and abroad.

Teaching: every year the Faculty hosts approximately 20 visiting professors as part of its exchange program. These scholars broaden the substantive scope of the curriculum and give students a comparative perspective on the topics they teach. In addition, these visits facilitate academic cooperation with the visitors. Visitors to the Faculty in the past few years included: Reuven Avi-Yona (Michigan); Mitch Berman (Texas); Anthony Duff (University of British Columbia); Yair Listokin (Yale); Joseph Raz (Oxford/Columbia); Ed Rock (Penn); Catharine Zeiler (Georgetown); Malcolm Shaw (Leicester); Albin Eser (Max Planck, Freiburg). Alongside these visits to the Faculty, our faculty members are often invited to serve as visiting professors around the globe. Recent visits included institutions such as: Sydney, Peking, Berkeley, Columbia, Georgetown, NYU, Virginia and Texas.

Center for Transnational Legal Studies (CTLS): The Faculty is one of the founding institutions in this unique program. The CTLS brings together faculty and students from 10 top law schools around the world to spend a semester or a year together in its London campus. The center offers both faculty and students a truly trans-national environment that fosters an exceptional learning experience and cutting-edge new ideas. Every year 10 students and one or two faculty members take part in the center. For additional details on CTLS see: <http://ctls.georgetown.edu/>.

4.10 Please list the major consulting activities done by faculty.

Faculty members provide consulting services to the legal and academic communities. Listed below are the main types of such activities with numerous concrete examples. Given the vast volume of such activities a complete list would exceed the scope of this report:

Legal Consulting: Some Faculty members are engaged in legal consulting in their respective areas of expertise. Such work includes the preparation of legal briefs in areas such as security law, trust law, and tax law. Occasionally, such consulting projects may include involvement in litigation (e.g., assisting the public defender's office with a high-profile appeal to the Supreme Court).

Involvement in Legislation: Given their expertise, Faculty members are often invited to assist the government with legislation. Examples from the recent years of this type of activity include: consulting on the legislation that changed the level of taxation levied on the extraction of natural gas; consulting on the enactment of a new civil code; consulting on the role of institutional investors.

Academic Consulting: As members of the academic community faculty members are often asked to render their professional opinion on academic projects. The four main types of such consulting are: (1) Journal refereeing – faculty members prepare reports for the top legal journals both in Israel (e.g., *Mishpatim*, *Iyunei Mishpat*) and abroad (*Journal of Legal Studies*, *Journal of Empirical Legal Studies*, etc.); (2) Membership on academic boards – faculty members sit on the academic boards of numerous law journals and book series in and outside Israel, as well as on advisory boards of many research centers; (3) Grant refereeing – Faculty members evaluate grant proposals and sit on committees for bodies such as the Israel Science Foundation; (4) Academic

programs – Faculty members participate in the examination of proposed new law programs for the Council of Higher Education.

4.11 What is the level of synergy between research strengths and teaching needs at the various degree levels?

Research and teaching in the Faculty go hand-in-hand. As a rule of thumb, Faculty members teach in their area of research expertise. This policy both assures high-level teaching, as teachers are up-to-date with recent developments in the relevant legal field. This policy is also helpful for innovating research, as the interaction between students and faculty naturally nourishes innovative ideas.

4.12 In summary, what are the points of strength and weakness of the research, and are you satisfied with the research outcomes of your department?

The general picture arising from this evaluation is that the research outcomes of the Faculty excel both qualitatively and quantitatively. Faculty members are intellectual leaders in their respective fields. They publish their work in leading academic platforms in Israel and abroad.

Two issues come out of this evaluation as topics that merit additional development in the coming years:

- Commercial law: As explained in greater detail in chapter 3, the area of commercial law is an area that the Faculty has targeted for further development. While the quality of research conducted in the Faculty in this area is excellent, amassing a larger amount of researchers in the field is of great importance.
- Research grants: As part of its efforts to enhance the amount of resources available to it the Faculty has decided to strive to increase the amount of competitive research grants won by its members. In this regard, numerous measures have been taken to ease the process of submitting grant proposals, including the use of external assistance. In this regard, during the year of this report (2012-13) faculty members submitted 14.5 grant proposals, whereas the average in the three previous years was approximately 11 such proposals per year. As a result, in the last Israel Science Foundation funding round the Faculty reaped great success: faculty members are part of five out of a total of 10 grants in the area of law. We find this to be a strong objective measure of the relative strength of the faculty.

Chapter 5 - The Self-Evaluation Process, Summary and Conclusions

5.1. Please describe the way that the current Self-Evaluation process was conducted, including methods used by the parent unit and the department/study programs in its self-evaluation process, direct and indirect participants in the process etc. What are your conclusions regarding the process and its results?

The Hebrew University has adopted a monitoring and review process as a deliberate and systematic policy of proper administration. This process is regarded as an integral part of the functioning of all academic units. Review and evaluation at regular intervals are essential in order to prevent stagnation, and to allow for improvement, rectification of problems, adequate use of available resources and growth.

The review process is initiated in one of two forms. In the first, together with the Council for Higher Education (CHE), most of the academic units at the Hebrew University are reviewed once every seven years. Each of the review committees visits all the higher-education institutions (universities and colleges) in which a particular academic area is being taught. The monitoring and review process includes self-evaluation done by the to-be-reviewed unit, a visit by the reviewing committee, a phase of learning of the committee report, followed by a decision about implementation of the recommendations. In order to ensure a professional and objective approach, the review committees consist of internationally renowned experts in the reviewed field, mostly from leading universities abroad. For this reason, their reports are written in English.

The second form of review involves academic units that are not monitored by CHE, because they are unique to the Hebrew University. These units undergo a similar monitoring and review process by ad-hoc committees consisting of international as well as local renowned experts. Naturally, because of the fewer constraints, the committees are able to devote more time and cover a broader set of issues than the CHE committees.

The Committees are asked to examine all aspects of the reviewed unit: infrastructure, administrative personnel, curricula, students' level and the activity of faculty members in both research and teaching. The research activity of the reviewed unit forms an important part of the review. The underlying assumption being that in a research university, teaching and research are interconnected and mutually enriching. Even introductory courses taught in a research-oriented environment gain an added dimension, let alone advanced seminars. At the same time, the interaction with students in general and graduate students in particular, is a vital ingredient in stimulating scientific research.

The Committee's report is submitted to the Rector, and its recommendations are carefully studied by the reviewed units and the deans. The report is then discussed by the University's Committee for Academic Policy, which decides on steps to be taken both in the long and short term.

A description of the internal mechanisms employed by the Faculty during this process are detailed in section 5.2.

5.2. *Describe the consolidation process of the Self-Evaluation Report, including its preparation and final approval (including a description of the contributions of staff members to the process).*

The Faculty of Law formed a steering committee, headed by Prof. Yuval Shany, the Dean of the Faculty, to perform the evaluation and write the report. Other members of the committee included: Ms. Hila Ganor (Faculty of Law Registrar); Dr. Adam Hofri Winogradov (internal faculty); Ms. Irit Magora-Levi (Assistant Dean) and Dr. Doron Teichman (internal faculty). The committee met regularly throughout the review process and coordinated between all parties involved in it.

The review process was launched at a Faculty meeting in which it was introduced to all faculty members. In addition, a draft of the new strategic plan was presented by the Dean. After a comprehensive discussion the plan was approved, and the evaluation moved forward.

The data relevant to the report was collected from several sources:

Much of the information arrived from the academic staff of the Faculty. Emails were sent out to the different groups of teachers in the Faculty, which specified the different pieces of information they were asked to supply the committee with. Special attention was given to the issue of the course syllabi and reading list. The faculty decided to utilize the report as an opportunity to re-examine its practices in this regard and adopt the new syllabi platform that was developed by the Hebrew University. To this end, staff members were introduced to the university online system that enabled them to produce a syllabi and reading lists that include all relevant information.

The effort to collect the statistical information regarding admissions, grades, graduation rates, etc. was coordinated by Ms. Hila Ganor and Ms. Irit Magora-Levi. Although some of this information could be collected within the Faculty, much of it required work with the relevant people in the university administration.

Finally, the general concept throughout the preparation of the report was to include all relevant people to assure that it reflects as accurately as possible the existing policies and practices. Thus, people such as: the chair of the Higher Degrees Committee (Prof. Davidov), the chair of the Development and Planning Committee (Prof. Zamir), the director of the library (Ms. Epan), the coordinator of alumni relations (Prof. Dotan) and the director of the clinics (Dr. Albin) all played an active role in drafting the relevant parts of the report.

Preparing the report served as an incentive for the Faculty to gather a great deal of information about courses, teaching programs, student supervision, grants, faculty members' publications, etc., which will undoubtedly be useful in the future. The self-evaluation provided the Faculty with the opportunity to critically examine its programs and its research activities. Although these issues are carefully considered on a regular basis by the Dean and various committees, the evaluation processes motivated us to re-discuss some of the issue from a longer-term perspective. Moreover, we anticipate that the evaluation will provide us with feedback from external observers concerning our relative standing vis-à-vis other law faculties in Israel and abroad.

5.3. If a mechanism/structure has been decided upon for the future treatment of weaknesses that were highlighted by the self-evaluation activity, please specify it while referring to those within the institution who would be responsible to follow up on this activity. Please refer to the question: how do the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

Upon completion of the self-evaluation process the Faculty will discuss and decide on the mechanisms to deal with issues raised by it. The Faculty intends to appoint an ongoing committee that will study the conclusions of the international review, and develop a concrete work plan to implement them. The faculty views the evaluation process as an ongoing project aimed at bettering itself, and not as an isolated event that takes place once every 6-7 years.

5.4. Is the full Self-Evaluation Report accessible? If 'yes' - to whom it is accessible and to what extent?

The Hebrew University regards the transparency and accessibility of evaluation reports as essential to the usefulness of the self-evaluation. The reports of external review committees established by the Council for Higher Education and the University are first studied by the unit reviewed and the University's administration, and discussed by the University's Committee on Academic Policy. The reports are then made public and posted on the University's website.

On completion of the full report, it will be available to all interested persons (academic and administrative as well as student representatives) at the Dean's office. The ensuing feedback we receive as a result of the internal review by the University and the review by the Council for Higher Education will also be available to all interested persons in the Faculty.