Institute of Criminology, Faculty of Law

Self-Evaluation Report

September 2023

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Executive Summary

1. A summary of the main strengths and weaknesses/challenges that were identified during the self-evaluation process.

With the successful development of a BA program in criminology, the Institute of Criminology (IOC) has gone through a tremendous period of growth. In addition to the development of the BA program, the official higher education program in policing has led to the institute being a large teaching unit as well as a cutting-edge academic program. It now includes almost 400 BA students, 200 MA students, and almost 20 doctoral students. The significant growth of our teaching programs provides an important basis for the growth of our faculty and research programs more generally. We have also significantly increased our research output both in terms of volume but also in terms of quality and broadness. Our faculty members represent a broad spectrum of expertise in terms of topics covered and methodologies used and have been highly productive in research outputs. Overall, we have become an internationally recognized institute of excellence in the field of criminology, and are recognized as the leading institution in Israel.

The most significant challenge for the institute is the small number of faculty relative to our teaching program. This problem must be solved over the next five years because it inhibits the continued development of cutting-edge research, reduces teaching quality, and also places the institute at a disadvantage in regard to program funding. The disadvantage of leading research work is simply that our faculty is burdened by a large number of students. This is especially concerning for MA and Ph.D. supervising. Related to this is that a large number of courses in our program must be taught by external lecturers. While the latter are carefully screened, we believe that tenure-track faculty should be responsible for a larger part of the teaching program. Finally, this situation has problematic budgetary impacts – the cost of external lecturers means that the institute looks financially negative. Whereas faculty costs are not factored into the regular budget, adjunct faculty costs are, leading to the program's perceived cost seeming much greater than it would have been, had we had an adequate number of faculty.

Our deprivation in this area can be illustrated simply by comparing our student-faculty ratios to those of other departments and faculties in the university and other institutions. Clearly, increasing the number of faculty in the institute is our most important strategic goal over the next five years. This is made even more critical by our retirements: Professor Weisburd retired on September 15th, 2022, but has been rehired for five years on a special part-time contract, and two more senior faculty members will reach retirement age in the coming years.

We have set a strategic goal of fifteen full-time equivalents in 2028, and expect thirteen of them to be FTEs. At present, the institute is comprised of six "non-full-time" faculty (David Weisburd and Simon Perry work part-time; Mimi Ajzenstadt, Tali Gal, Nadera Shalhoub-Kevorkian, and Joshua Gueztkow are joint appointments); and 7 full-time faculty – Badi Hasisi, Naomi Kaplan, Michael Wolfowicz, Gali Perry, Tal Jonathan-Zamir, Barak Ariel, and Roni Factor. This means that we will need to hire faculty each year over the next five years, and more than one faculty member in several of them.

The institute seeks to attract a faculty of leading researchers in the field. This presents a more complex task for criminology than for many other disciplines in Israel. Few quality programs produce Ph.D. candidates in this country, and the number of Israelis studying for Ph.D. in criminology abroad remains limited. Bar Ilan University and Haifa University are now beginning to develop stronger academic programs; but, to date, the number of potential faculty produced in these institutions has been small. At the same time, faculty trained in other disciplines are often inappropriate for a criminology program. Criminology is no longer simply an amalgam of scholars trained in other stream disciplines like sociology and economics; it now has a core science with key journals, many elite academic departments, and disciplinary conventions. While many strong criminological scholars still come from other disciplines, there is a necessary involvement in criminological science and questions. In recent years, the institute has recruited faculty members with backgrounds in social sciences, statistics, and law who have demonstrated particular expertise in criminology. However, these individuals represent the minority of scholars of excellence from these related fields, and it is

difficult to consider that future recruitment will be dependent on non-criminological fields.

In view of the institute's direction, a key foreseen issue pertains to infrastructure, including the ability to provide sufficient office space for a secure work environment for graduate students. While it sounds like an easy solution to put six graduate students in one large office, the presence of sensitive data means that students need to be in offices assigned to projects so that data protection requirements are met. We suggest that a group of offices be set aside for research projects to allow the institute to compete for such grants, and provide secure environments for students. It is simply unreasonable to speak about creating a creative and thoughtful environment for students and faculty without creating office space that allows that type of interaction.

We expect to work with the Law Faculty and university to develop a full plan for the institute's long-term growth in terms of faculty, administrative support, and Ph.D. students. Such a plan must include additional research and student support, such as the necessity for increasing MA and Ph.D. fellowships. Currently, external scholarships and fellowships are quite limited to certain sub-topics within the field, with certain sub-fields including greater funding opportunities. For example, there are differential opportunities for those studying the intersection of gender and violence compared to those studying ethnicity and violence. However, a more robust support for research in the institute overall should also be pursued. If the Institute is to achieve its strategic goals, fundraising must be part of the process. The institute has had some success in fundraising over the last decade or more, but the amounts raised do not meet its future needs. While the faculty has been successful in gaining external grant funding, we believe that foundation and donation funding must be a critically important part of the institute's long-term planning.

A short description of the actions that the institution, the parent unit, and the department will take to improve the weaknesses and tackle the challenges that were found.

With respect to recruiting: We continually keep in contact with international institutions and try to identify promising candidates early on. For example, the institute will be visited in 2023 by a scholar from Harvard University who is being trained by Robert Sampson, a leading international criminologist. We are also in contact with Ph.D. candidates from other Israeli institutions, although our experience so far is that they often fail to meet our publication and impact standards. This means that, over the next five years, we would expect some of the best candidates for positions in the institute to be scholars who were trained there at some earlier point.

Regarding foundation and donor funding: The institute will have to work with the Faculty of Law Dean to identify possible fundraising avenues. One simple avenue is to contact American friends and other organizations re-focusing on the institute and its future. We have begun this process with the new dean, including contacting an American Jewish family whose business success was related to security and crime prevention. A second avenue is building relationships with graduates. This process was begun a few years ago but discontinued, in part due to resource support. Two half-time support staff are insufficient for taking on additional functions such as building and maintaining databases on graduates, keeping in contact with them, etc. While the institute, through its *Kriminaton* magazine, has begun this process, more effort in this regard is needed. Ideally, there should be an annual dinner with graduates and faculty, as well as other efforts to increase connections with the institute.

Raising funds like this is a long-term effort, and cannot distract us from gaining external research funds, as the latter play a key role in funding graduate students and advancing research in the institute.

A summary of how the study program has achieved its mission, goals, and learning outcomes. Do the results comply with its mission statement?

The Institute of Criminology (IOC) offers a variety of educational tracks and options, including: a bachelor's degree in criminology (a double-major interdisciplinary track); an MA in criminology in five possible tracks (research, theory, law enforcement, forensics, and forensic research), and a Ph.D. in criminology. The IOC also has an accelerated program combining undergraduate studies (law or social studies) with graduate studies in

criminology. In addition, since 2017, the IOC has been chosen through a competitive program to be the home of the University-based BA- and MA-level degrees for ranking police commanders in the Israel National Police (INP).

The study program has achieved its mission, goals, and learning outcomes by offering comprehensive studies in the different streams of criminology, covering a broad range of the most important topics that are being taught by leading scholars with specific expertise in these fields of study.

1. **The institution and the parent unit**

    A. A summary describing the institution and its development since its establishment; the date of recognition by the Council for Higher Education; details of the campus/es where the institution's teaching activities take place (number and location).

    The Hebrew University of Jerusalem is Israel's premier university and leading research institution. It was founded in 1918 and opened officially in 1925. The Hebrew University stresses excellence and offers a wide array of study opportunities in humanities, social sciences, exact sciences, law, business, and medicine. It serves as a bridge between academic research and its social and industrial applications. The University is among the top winners of the European Research Council's competitive grants, and its scholars are awarded about one-third of all competitive research grants in Israel. Hebrew University faculty members have registered more than 10,000 patents, its faculty and alumni have won 8 Nobel prizes, 1 Fields Medal for Mathematics, 1 Stockholm Prize in Criminology, 290 Israel Prizes, 14 Wolf Prizes, 53 EMET Prizes, and 88 Rothschild Prizes.

    In Jerusalem, the university maintains three campuses: the Mount Scopus campus for humanities and social sciences (Faculty of Humanities, School of Education, Faculty of Social Sciences, School of Business Administration, Faculty of Law, School of Occupational Therapy, Paul Baerwald School of Social Work and

Social Welfare, and the Rothberg International School); the Edmond J. Safra Campus at Givat Ram for exact sciences (Faculty of Mathematics and Natural Sciences, Rachel and Selim Benin School of Engineering and Computer Sciences, and Edmond and Lily Safra Center for Brain Sciences); and the Ein Kerem Campus for medical sciences (Faculty of Medicine, School of Pharmacy, and Faculty of Dental Medicine). It also maintains a campus in Rehovot for the Robert H. Smith Faculty of Agriculture, Food and Environment; a campus in Rishon-LeZion for the veterinary hospital (The Koret School of Veterinary Medicine); and one in Eilat, for the Inter-university Institute for Marine Sciences. The University also operates 3 sports facilities, 11 libraries, 5 computer centers, and about 6,000 dormitory beds.

The Hebrew University consists of more than 1,000 full-time faculty members, about 2,000 full-time administrative staff, and 25,000 students. It is actively engaged in international cooperation for research and teaching. It is also a party to more than 300 agreements for joint projects with other universities, and 120 agreements for student exchange programs with institutions from 25 countries, in addition to numerous faculty-based exchange programs.

The university emphasizes excellence in research and teaching. The Office of Academic Assessment & Evaluation, which reports to the University's Academic Policy Committee (headed by the rector), monitors the implementation of recommendations provided by internal review committees, as well as those appointed by the Council for Higher Education. The Office for Teaching and Studying aims to improve teaching practices through workshops, the development of evaluation tools for effective teaching, and more.

B.   Mission statement, aims, and goals of the institution

The Hebrew University's mission is to conduct cutting-edge research, provide an excellent academic education, ensure equal opportunity for all, and maintain diversity among faculty and students. The Hebrew University is part of the international scientific and scholarly network. It measures itself by international

standards, and strives to be counted among the best research universities worldwide.

The Hebrew University has set as its goals the training of public, scientific, educational, and professional leadership; the preservation of and research into Jewish, cultural, spiritual, and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity. It 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 is the Hebrew University's foremost legacy.

The goal of the Hebrew University is to be a vibrant academic community, committed to a rigorous scientific approach and characterized by intellectual effervescence. It is committed to equality, and contributes to bridging socio-economic inequalities in Israeli society.

C. The name of the parent unit, its mission statement, aims, and goals

The Faculty of Law (FOL) at the Hebrew University of Jerusalem was established in 1949 as the first law school in Israel. Ever since it has aimed 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: it gauges itself by international standards and we strive to be counted among the best law faculties worldwide. In 2022, for example, according to the Academic Ranking of World Universities (otherwise known as the Shanghai Ranking), legal research at the Hebrew University of Jerusalem was ranked 30th in the world, 1st in Israel, and 1st among academic institutions whose language of instruction is not English.

Accordingly, the Faculty facilitates and attracts 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 quest for knowledge - and

members of the community strive to treat all other members with respect and collegiality.

The Faculty of Law, both as a school of law and an institute of criminology, seeks to provide its students with first-class academic 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 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 modem 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.

D. What is the decision-making process for developing and updating the parent unit's mission, aims, and goals? How are they reviewed and monitored?

The parent unit – the Faculty of Law – develops and updates its mission, aims and goals through several institutional processes. It is governed by the Faculty Council, which consists of all tenure track faculty members, and is chaired by the Faculty Dean. The most significant development issues are addressed by three subsidiary committees: (1) Faculty development – the hiring of new members,

whether entry-level or lateral, is determined by the Faculty Development Committee (FDC), chaired by a senior and experienced professor, in consultation with other Faculty of Law members. The FDC includes members from the Institute of Criminology. Each year, it undertakes both pre-selection of candidates for faculty appointment (including to the Institute of Criminology) and final appointment, subject to approval by the University Rector and President, and in some cases (with tenure), by the university appointments committees; (2) The Faculty of Law's Teaching Committee (TC), chaired by the Faculty of Law's Vice Dean for Student Affairs, is comprised of senior academic staff with representatives from the Institute of Criminology As well as the student body. The TC discusses, approves and monitors Faculty of Law teaching programs, with a focus on undergraduate programs, including those of the Institute of Criminology. Needless to say, new programs are submitted for ratification by the university's Standing Academic Committee and – if required – by the Council for Higher Education; (3) The Faculty of Law's Graduate Students' Committee (GSC) addresses acceptance to (mainly research) graduate study programs, and discusses pedagogic programs for research students.

Supporting documents:

I.   A chart of the institution's organizational structure and the names of senior academic and administrative position holders.

Chairman of the Board of Governors

Board of Governors

Executive Committee

President

University Senate

Comptroller

Board of Managers

Rector

Standing Committee

Vice-President and Director-General

Vice-President for R & D

Chancellor

Vice-Rectors

Vice-President for External Relations

Deans of Faculties

Vice-President for International Affairs

Dean of Students

Heads of Schools

Vice-President for Strategy and Diversity

Names of Holders of Senior Academic and Administrative Positions (2022)

- Chairman of the Board of Governors: Mr. Daniel I. Schlessinger
- President: Prof. Asher Cohen
- Rector: Prof. Tamir Shaefer
- Vice President and Director General: Mr. Yishai Fraenkel
- Vice President and Chairman of the Authority for Research and Development: Prof. Aharon Palmon
- Vice President for Advancement and External Relations: Mr. Yossi Gal
- Chancellor: Prof. Menahem Ben-Sasson
- Vice President for International Affairs: Prof. Oron Shagrir
- Vice President for Strategy and Diversity: Prof. Mona Khoury-Kassabri
- Vice Rector: Prof. Lilach Sagiv
- Vice Rector: Prof. Avi-Hai Hovav
- Comptroller: Mr. Zvi Aizenstein

- Prof. Nissim Otmazgin, Faculty of Humanities
- Prof. Gili Drori, Faculty of Social Sciences
- Prof. Tomer Broade, Faculty of Law
- Prof. Assaf Friedler, Faculty of Mathematics and Natural Science
- Prof. Saul Burdman, The Robert H. Smith Faculty of Agriculture, Food and Environment
- Prof. Dina Ben-Yehuda, Faculty of Medicine
- Prof. Avi Zini, Faculty of Dental Medicine
- Prof. Guy Harpaz, Dean of Students
- Prof. Nicole Adler, Jerusalem School of Business Administration
- Prof. Asher Ben-Arieh, The Paul Baerwald School of Social Work and Social Welfare
- Prof. Sarah Cohen, The Selim and Rachel Benin Department of Computer Science and Engineering

Table 1 - Number of students and faculty members in the Institution (Excel appendix).

III. List the committees operating within the parent unit and their composition (representatives of which departments/bodies are members).

FOL Administration

- Dean, Prof. Tomer Broude
- Associate Dean, Prof. Ori Herstein and Prof. Re'em Segev
- Vice Dean, Dr. Efrat Maroz-Fine
- Vice Dean for Teaching Affairs,
- Vice Dean for Research,
- Head, Academic and Student Affairs, Ms. Cecile Sharon
- Faculty Accounting – Comptroller, Ms. Liza Nezlobin

FOL Academics: Departments and Study Programs

- Institute of Criminology, Department Head – Prof. Badi Hasisi

FOL Council

- All tenure-track faculty members sit on the FOL Council. The dean serves as chair. Significant issues are brought before the council after having been discussed and authorized by the Teaching Committee or any other relevant faculty committee.

Teaching (Academic Affairs) Committee

- *Chair: Prof. Re'em Segev*
- The Teaching Committee deals with issues related to curricula and teaching. It consists of representatives of all the departments in the FOL. Representative of the FOL student body also participate in committee meetings. The Teaching Committee incorporates a Subcommittee of Student Affairs, which addresses extraordinary student requests that depart from the rules and regulations listed in the FOL's course catalog.

Scholarship Committee

- *Chair: Dr. Ofer Malcai*

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

Committee for Advanced Studies

- *Chair: Prof. Benjamin Porat*

- The Committee for Advanced Studies is in charge of graduate student admission, as well as granting these students scholarships. The committee also determines graduate students' curriculum. Finally, suggesting referees for theses and for doctoral dissertations is also under the authority of this committee.

Building and Community Committee

- *Chair: Dr. Einat Albin*

- The Building and Community Committee at the Faculty of Law is in charge of all issues related to the landscape of the faculty and social activities within it, particularly for academic staff members. The committee consists of 5 faculty members. With regard to faculty landscape, it is especially involved in developing the new faculty building that has been in use since the beginning of this academic year (2022-2023). The committee also works to initiate social events for faculty members, enriching their academic knowledge but also enhancing social ties among them. It aims to further strengthen social ties between academic and administrative staff too.

Faculty Awards Committee

- *Chair: Dr. Ofer Malcai*

- The Faculty Awards Committee is responsible for the nomination and selection process relating to graduate and undergraduate student awards and scholarships. The committee issues an annual call for application for awards and scholarships, seeking and soliciting nominations for awards offered by donors. It reviews the nominations and selects the winners according to the specific guidelines and criteria for each award (academic excellence, economic need, volunteer activity, etc.).

Visiting Professors (VPs) Committee

- *Chair: Dr. Sharon Shakargy*

- The Visiting Professors (VPs) Committee invites various scholars from around the world to teach a short course and engage with faculty and students of all degrees. The committee is composed of a chair, the Teaching Vice Dean, and representative of the international programs. It discusses proposals put forward by faculty members, and elects VPs based on teaching needs, diversity in all aspects, as well as potential faculty collaboration. The chair, together with an assistant, coordinates and manages the visits.

Faculty of Law Appointments/Development Committee

- *Chair: Prof. Michael Karayanni*

- The Faculty of Law Appointments/Development Committee discusses and approves the recruitment and appointment of new faculty members. It also discusses faculty development programs.

Library Committee

- *Chair: Prof. Alon Harel*

- The Library Committee is primarily responsible for expanding the libraries and databases at the disposal of Faculty of Law researchers and students. The

committee oversees the transfer of printed journals to electronic databases, and ensures efficient and effective use of budgetary funds earmarked towards updating available bibliographical resources. It is also responsible for directing the Faculty of Law resources towards procuring quality highly-ranked journals, and updating the map library and legal databases.

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

Associate Dean, Dr. Efrat Fine

- **Institute of Criminology**
  - Administrative Manager, Orit Zarka
  - Secretary, Olga Greenberg
  - Undergraduate Coordinator, Efrat Bruchim
  - Teaching Administrator, Ahlam Ibrahim
  - Police Program Administrator, Einat Seri

- **Accountant, Liza Nezlobin**
  - Assistant Accountant, Ayala Levi

- **Minerva Center for Human Rights - Executive Director, Danny Evron**
  - Administrative Coordinator, Nofit Zecharia
  - Budget Coordinator, Yulia Epshtein

- **Head of Teaching and Students Affairs, Cecile Sharon**
  - Undergraduate Coordinator, Neta Itskovitch
  - Graduate Studies Coordinator, Paula Zemach
  - Teaching and students Administrator, Hila Taiiry
  - Teaching and students Administrator, Noy Ben Shushan
  - Teaching and students Administrator, Miri Gorelik
  - Teaching and students Administrator, Hen Plotnik
  - International Programs Coordinator, Shani Rabinowitz
  - Exam Coordinator, Sara Boaziz

- **Dean's Office**
  - Dean's Assistant, Tomer Hazan
  - Assistant to the Associate Dean, Eti Oved
  - Administrative Assistant, Iris Lamberto
  - Executive Program, Scholarships and Prizes Coordinator, Yafa Eliyahu
  - Human Resources Coordinator, Ortal Ivgi
  - Head of the Legal Internship & Career Unit / Head of the Degree Recognition Unit, Hila Mor Zehavi
  - Computer and Multimedia Coordinator, Javier Ravel
  - Conference and Events Coordinator, Talia Algazi
  - Programmer, webmaster, moodle coordinator, Yael Tzin
  - Administrative Coordinator – Clinics, Smadar Pustilnik
  - Grants and Research Centers Coordinator / Secretary of The Harry and Michael Sacher Institute, Revital Bahat

V.   Table 2 - Number of students and faculty members in the Parent Unit (Excel appendix).

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2. Internal Quality Assurance

Please indicate to what extent the following statements apply

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

A. The current self-evaluation process was conducted according to the institutional QA policy.

1	2	3	4	5
				X

Short explanation:

The IOC has an academic *Advisory Committee* which includes faculty members from the Law Faculty and Institute of Criminology, faculty members from other universities, representative of students and alumni, and eminent practitioners in the field of criminal law. This committee meets every year and discusses the development of the IOC in different areas (teaching programs, faculty recruitments, research, etc.). The IOC also conducted a thorough self-evaluation process over several months, which involved all faculty members. The process started with the Department Chair, who appointed a faculty steering committee and created four working groups, each chaired by a steering committee member. The working groups were asked to address one of the main issues brought up in the report (teaching program and learning, graduate studies, research, and human resources, diversity, etc.). After all working groups had conducted an initial examination of the issue, the entire faculty held a department retreat meeting to report and discuss different aspects of the report. Each working group then continued to work on its designated section, after which they submitted a complete draft to the Department Chair. Next, the latter assembled the full report in consultation with the relevant faculty members, and distributed the full draft to the steering committee members for comments and feedback. After further revisions, the draft was circulated among all IOC faculty members for final comments and approval. Thus, the process was inclusive, detailed, and

comprehensive, reflecting serious engagement with all aspects of the
department's activities.

B. The following stakeholders took part in the self-evaluation process.

	1	2	3	4	5
Institution's management					X
Parent unit				X	
Department faculty					X
Adjunct faculty			X		
Students			X		
Administrative staff					X

Short explanation:

As described above, much of the self-evaluation process was carried out by the
IOC's academic faculty members. The administrative staff was also extensively
involved in the process, especially in collecting and assembling much of the data
for the appendix tables. The university and FOL administration provided
important information on the institution and parent unit policies, structure, etc.
based on annual surveys of student satisfaction rates conducted by the Dean of
Students. Given that the FOL had to produce its own self-evaluation report, and
that the two units share many commonalities, the two department chairs and
coordinators frequently collaborated and consulted with one another on matters of
mutual interest.

Due to the relatively large number of adjunct faculty, it was not feasible to have
all of them involved in the self-evaluation process. Instead, the report was
reviewed by two senior adjunct faculty representatives who also provided their
input. Similarly, with respect to students, the report was reviewed by two student

body representatives, one of whom is a full-time student who has completed an MA-thesis track program.

C. If the department underwent a QA review by the CHE in the past, to what extent were the previous recommendations implemented?

	1	2	3	4	5

Short explanation:

The IOC has not previously undergone a QA review by the CHE.

D. Was a concrete action plan set in place to address the challenges that were highlighted by the Self-Evaluation process?

Not relevant as the IOC has not previously undergone a self-evaluation.

E. If answered yes in 2.4 – the following stakeholders are involved or support the action plan:

Please indicate to what extent the following statements apply

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

Short explanation:

Not relevant as the IOC has not previously undergone a self-evaluation.

F. Describe your conclusions regarding the Self-Evaluation process and its results. (up to 500 words)

The self-evaluation process indicated that there is broad consensus in the IOC about the department's main strengths, weaknesses, and challenges. Whilst IOC faculty certainly have various perspectives on a range of issues, there were no serious disagreements concerning the department vision or the general direction that would be most appropriate for realizing it. Moreover, there was a broad consensus that overall, the institution is operating and progressing well. However, there was also a

broad consensus that the key impediment currently facing the department is a severe shortage of faculty members.

The self-evaluation process has helped us to clarify and elucidate some of the current department realities and future challenges, such as underrepresented groups, the impact of COVID-19, and student dropout rates. That being said, none of the results were especially surprising, as the IOC is engaged in continuous self-examination of its various objectives, policies, and outcomes.

G. Is the full Self-Evaluation Report accessible? If so, to whom is it accessible and to what extent?

The full Self-Evaluation Report was shared and is accessible to all IOC faculty members, as well as to FOL and university administration.

H. List strengths, weaknesses, and challenges: 300-500 words

The self-evaluation process was smooth overall. As described above, it involved the entire academic faculty of the IOC, including the administrative staff. Thus, an important strength was the preparedness of faculty members to positively contribute to the self-evaluation process, and make their opinion heard. One challenge was to assemble all the needed information during a very busy semester, a time in which faculty members and administrative staff were under a great deal of pressure to meet their myriad obligations. Beyond the department, the IOC received the needed information and support from the FOL and Office of Assessment and Evaluation. That said, some important pieces of information, e.g., with respect to the number and diversity of students, admission criteria, and physical infrastructure, were difficult to obtain, and were not always provided. The self-evaluation questionnaire itself was not always clear enough about the information needed, and there is some repetition in terms of the information required. The relevant unit in the Authority of Higher Education (AHE) was responsive to questions, and helped to clarify the intention behind ambiguous questions.

I. Describe the strategy for development and improvement: 300-500 words

The Hebrew University's Office of Assessment & Evaluation is responsible for internal quality assessment, supervised by the Vice-Rector. To improve the evaluation process, the Vice Rector meets the academic unit at the beginning of the procedure, and explains the various stages of the process. At this meeting, important topics regarding the self-evaluation report are highlighted, and questions from the representatives of the evaluated academic unit are answered. The Office of Assessment & Evaluation also informs the relevant administrative units of the university (e.g., the Authority of Research and Development, Student Administration Division, and Finance Department) about the identity of the evaluated academic units, sends the administrative units the evaluation guidelines, and asks them to provide the information necessary to fill out the self-evaluation report as well as to be available for questions that may be posed later by the academic units. Throughout the evaluation process, the Office of Assessment & Evaluation supports the evaluated units, handles questions that arise during the writing of the report, and is in direct contact with the AHE. The office also follows the process schedule, and reminds the units about the various dates related to the evaluation process.

J. Overall, in this section (Internal Quality Assurance), the department's performance is:

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5
				X	

Supporting documents:

I. The institutional Quality Assurance policy (including processes and responsible bodies)

The Hebrew University has developed an internal quality assessment mechanism.

The Office of Assessment & Evaluation, a division within the Rector's Office, headed by the Vice-Rector, Prof. Avi-Hai Hovav, is responsible for the academic internal quality assessment.

The Office of Assessment & Evaluation initiates timely international reviews of the academic units, and assists them in preparing the self-evaluation reports.

Once a review is received, the relevant unit is requested to respond to the issues presented. The report and response are then discussed by the university's Academic Policy Committee. Members of the committee include the President, Rector and Vice Rectors, as well as faculty members and independent, non-faculty members. The Head of the Office of Assessment & Evaluation leads the discussion, including presentation and Q&A, with the heads of the relevant academic units. The discussion is concluded with a set of recommendations for implementation. The Head of the Office of Assessment & Evaluation is then responsible for cooperatively working with the academic units on implementing the recommendations, including required changes in the school/faculty policies or the university's in general.

II.   If the unit was evaluated in the past: table of the previous evaluation committee recommendation, their implementation, and the follow-up process (address each recommendation separately)

3. The Department and the Study Program

3.1. Study Programs

Outline:

1. The study program/s

2. Training and fieldwork

3. Internationalization

3.1.1. The Study program/s

A. The department's name, study program/s, and a summary describing its development since its establishment.

The Institute of Criminology within the Faculty of Law at the Hebrew University of Jerusalem is the most distinguished institute of its kind in Israel. It offers several programs and study tracks in the fields of criminology and law enforcement: (1) BA in Criminology; (2) BA for Police Officers (3) MA in Criminology (thesis track); (4) MA in Criminology (non-thesis track); (5) MA in Criminology, Specialization in Forensic Science (thesis track); (6) MA in Criminology, Specialization in Forensic Science (non-thesis track); (7) MA in Criminology, Specialization in Criminal Justice System; (8) Ph.D. in Criminology. In addition, there is an accelerated program combining undergraduate studies (law or social studies) with graduate studies in criminology.

Established in 1959, the IOC was one of the three earliest institutions in the world to study and teach criminology. It was one of the first institutions in Israel to award degrees in criminology, starting as a graduate program in 1985. It is part of the Faculty of Law, the oldest and most prestigious law school in Israel. The Institute operates in full collaboration with the Law Faculty, offering research workshops and academic meetings in collaboration with jurists dealing with criminal and public law.

Faculty members at the institute have extensive research connections with criminology departments and law enforcement programs in the world's leading universities. They serve as members of international conference academic committees, such as the American Society of Criminology, The Stockholm Symposium, and the Israeli Society of Criminology, and take an active role in presenting their research at their meetings. IOC faculty have made major contributions to research in a wide range of fields including issues related to violence, juvenile delinquency, women's crime, incarceration, penology, crime

and internet, diversion programs, policing terrorism, policing multicultural societies, and forensic science.

Among the faculty of the institute are leading researchers in the field of criminology in Israel and in the world, some of whom have won the field's top awards and gained world recognition. Professor David Weisburd, former Chair of the Institute, received the Stockholm Prize (2010), the most prestigious prize in criminology, as well as the Israel Prize (2015), for his groundbreaking research in the field of policing and law enforcement policy, and for his scientific contribution to the study of criminology in Israel and around the world. He is also the recipient of the Sutherland and Vollmer Awards from the American Society of Criminology, and the Rothschild Prize in Social Sciences. These awards have established his status as one of the most prominent researchers in the world.

Prof. Nadera Shalhoub-Kevorkian has received the 2020 Impact Award from the International Network for Genocide Scholars (INoGS), the 2017 Radzinowicz Prize for the Best Article Published in The British Journal of Criminology (2014 and 2016), the Claire Goldberg Moses Prize for the Most Theoretically Innovative Article Published in Feminist Studies over the Past Year (2015), Honoree of the Harvard Law School's Second Annual International Women's Day Celebrations (2014), 2011 International Scholarship Prize for Distinguished Work in the Field of Law and Society, Law and Society Association, International Women's Rights Prize, The Peter and Patricia Gruber Foundation, and the Golda Meir Fellowship.

Prof. Badi Hasisi has received the Hebrew University Research and Development Award (2008), The Berk Prize (2012), The Best Article Prize of the Israeli Organization of Law and History (2016), the Fattal Prize for Excellence in Legal Research & Criminology (2018), and The Hebrew University Rector's Prize for Excellence in Research, Teaching and Active Participation in the Academic Community (2020).

Young faculty members, such as Prof. Barak Ariel, Prof. Tal Jonathan-Zamir, and Dr. Gali Perry have received several international and local recognitions for their contributions as well. For example, the European Society of Criminology Young Criminologist Award, Early Career Award from the Division of Policing of the American Society of Criminology, and the Israeli Society of Criminology's Young Scholar's Award.

In addition, IOC faculty members have been the recipients of various prestigious fellowships, including Fullbright and Rothschild Foundation fellowships. The IOC was also previously the home of one of the world's leading journals in criminology, *The Journal of Quantitative Criminology* (between 2014 and 2020), which reflects the institute's extensive influence in the field.

The institute's faculty have been at the forefront of academic research and publications in Israel and abroad, and have been awarded domestic and international competitive research funds. Research at the institute has been funded by the Israel Science Foundation (ISF), the European Union (EU), the Israel-USA Binational Foundation (BSF), and other prestigious research funds.
The institute has been successful in establishing international relations with the criminological community in the world. An international conference named after the founder of the Institute, Dr. Israel Drapkin, is being held at the institute annually, to which leading criminologists from around the world are invited to present groundbreaking work in the field. In addition, the institute has an exchange program with various universities, and is a focal point for visits by academics from around the world. Some notable figures who have visited it include: Anthony Braga, Richard Tremblay, Tammy Moffit, David Farrington, Lawrence Sherman, Daniel Nagan, Gary LaFree, Alex Piquero, and John MacDonald.

Over the years, IOC graduates have joined the faculty of other higher-education institutions in Israel (e.g., Bar-Ilan University, University of Haifa, Hebrew

University of Jerusalem, Ashkelon College) and around the world (e.g., Temple University, and Cambridge University). Others have been appointed to various positions in law enforcement systems, such as the Interpol, Israel's Public Defender's Office, Anti-Drug Authority, National Road Safety Authority, the research unit of Israel's Supreme Court, educational units, research institutes, city and municipal authorities. The institute has an extensive network of alumni in organizations related to research, legislation, adjudication, and law enforcement. The Institute of Criminology is a leader in its relations with the law enforcement system in Israel. This finds expression in the institute's active involvement in academic consulting for the heads of law enforcement organizations in Israel. Faculty members have participated in the academic committees that advise the Commissioner of the Israel Police, the Commissioner of the Prison Service, the Prisoner Rehabilitation Authority, the Central Bureau of Statistics, human rights organizations, and other committees.

In recent years, the Institute of Criminology has identified a lack of knowledge in the field of forensic science from a criminological perspective. An MA program specializing in forensic science (with thesis and non-thesis tracks) was founded in 2014 in collaboration with the Hebrew University's School of Pharmacy to fill this void. Dr. Naomi Kaplan was hired to commence in 2021 as a tenure track faculty member, and selected specifically to lead this new specialization. As part of the program, former heads of the Forensics Department in the Israel Police give courses in relevant subjects.

In 2016, the Institute of Criminology opened a BA program in criminology, which addresses the high demand for higher education in criminology, and meets the highest academic standards.

B. The mission statement, aims, and goals of the department and the study programs. What is the strategic plan of the department and its study programs? (Address the decision-making process, revision, and monitoring).

The Institute of Criminology's mission is to facilitate the production and publication of robust, groundbreaking, and innovative research while providing its undergraduate, graduate, and research students with an excellent academic education in the field of criminology. To achieve this mission, its faculty members will mobilize the support of competitive research grants, publish their research in leading journals in the field, and strive to maintain the highest standards of teaching. In addition, the institute strives to continue to establish international relations with the global criminological community, and engage in academic consultation and research collaborations with law enforcement authorities around the world. Another of its aims is to ensure equal opportunity for all, and diversity among its faculty members and students.

At the undergraduate level, IOC programs are designed to provide a broad spectrum of theoretical and empirical areas in criminology. As such, they seek to provide a broad education that students will find valuable during their advanced studies or employment in different fields. At the graduate level, the programs offer a high level of academic training in criminology, thereby preparing students for a successful career in academia, as well as in many other positions within the law enforcement systems, educational units, research institutes, and elsewhere. The Ph.D. program in criminology is designed to train excellent students to conduct cutting-edge research in a wide range of criminological topics, and develop their teaching skills.

The Institute of Criminology's mission and its study program objectives are determined by its faculty members, led by the Director of the IOC. Its study programs are managed and monitored by the Deputy Chair. All changes are discussed and approved by the entire faculty.

The decision-making process includes:

1. Institute faculty meetings (once or twice a semester as necessary)

2. An academic advisory committee that includes faculty members from the Law Faculty and Institute of Criminology, faculty members from other universities,

representatives of students and alumni, and eminent practitioners in the field of criminal law.

3. The Faculty of Law teaching committee

4. Routine joint meetings of the management team, IOC Chair and Deputy Chair

5. Meetings with student union representatives (once a semester)

6. An academic advisory committee for the police program

Please indicate to what extent the following statements apply
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

1) The department's mission, aims, and goals, as defined, contribute to the department's performance and advancement:

	1	2	3	4	5
					X

Short explanation:

The institute's mission, aims, and goals serve as the guidelines for the institute's day-to-day management, research, and teaching. The teaching programs were designed and later modified according to the institute's mission and goals. For example, when the public need for excellent academic education at the undergraduate level was identified, which also impacted the level of graduate students, the decision to open the BA program was made. As noted, the BA programs provide knowledge on a broad spectrum of theoretical and empirical areas in criminology. As such, they offer excellent academic education in the field of criminology, as well as knowledge for working in different fields. Similarly, the different MA programs deepen the students' understanding of criminology in general, alongside the development of specialization in different subfields of criminology. In the MA programs that require a thesis, students are required to write research papers to demonstrate their newly-acquired theoretical and methodological knowledge and skills in their specific areas of interest. Advisors

to research students in their theses and Ph.D. dissertations are guided by the aspiration to facilitate excellent research and publish it on leading platforms.

C. To what extent do the following reflect the mission and goals of the study program (table per each program/degree level)

BA	1	2	3	4	5
Content					X
Structure					X
Scope					X

Short explanation:

In line with the institute's mission, the content of the BA programs provides cutting-edge knowledge and the best academic education in the field of criminology available. The classes are taught by the institute's researchers and practitioners who promote collaboration and knowledge transfer between the students and the field. With this aim in mind, the structure of the BA programs provides basic as well as advanced classes and seminars based on up-to-date information and research. In addition, the programs include two practical electives, as part of which students work for about 4 hours per week at the Attorney General's Office or with youth at risk. During the three-year program, students are exposed to an array of criminological issues, ranging from sociology, psychology, law, criminal law system, and criminology and human rights, to forensic science and correction, as well as methodology classes.

MA	1	2	3	4	5
Content					X
Structure					X
Scope				X	

Short explanation:

The content of the MA programs provides cutting-edge knowledge and excellent academic education in the field of criminology. The classes are taught by the institute's researchers and practitioners who promote collaboration and knowledge transfer between the students and the field. The structure of the MA programs provides supplementary classes for students who do not have a background in criminology, and advanced classes and seminars based on up-to-date knowledge and research. During their graduate studies, students are exposed to a range of criminological issues, including classes that are taught to all of the specializations, unique classes for each specialization, and methodology classes. Due to the time constraints associated with the requirements that need to be fulfilled as part of the various degrees offered, as well as the need to balance them with students' ability to undertake the required courses, the study program must be carefully constructed so that at least 50% of the classes scheduled can be taken by students in all the different degree program offerings and study tracks. This inherently leads to constraints on the study program and curriculum.

PH.D.	1	2	3	4	5
Content					X
Structure				X	
Scope				X	

Short Explanation:

All Ph.D. theses conducted at the IOC involve empirical research, and most involve quantitative work. There is a low doctoral student-to-faculty ratio, enabling all doctoral students to receive ongoing support, mentoring, and supervision. Our Ph.D. program follows the university's Authority for Research Students' regulations. Students are required to take 12 credits (between 4 to 6 classes) defined by the individual student's Ph.D. committee. According to the institute's regulations, one of these classes must be a Ph.D. workshop. The workshop is conducted weekly throughout the second semester

of each year. IOC faculty members also provide guest lectures on specific topics pertaining to different research methods.

The workshop is primarily focused on professionalization, and ensuring that Ph.D. students are progressing at an appropriate pace in order to meet institutional deadlines, whilst maintaining a high standard of work. As part of the seminar, each student must present some aspect of their work, depending on the stage at which their Ph.D. is at that time. When a student gives a presentation, their advisor(s) is also present, to ensure that the latter is aware of current developments, and any areas requiring attention.

In addition, the seminar teaches students about various research methods and considerations, as well as industry norms. This includes seminars on topics like statistical power and power analysis, as well as study design, matters pertaining to publication in journals, and future career considerations.

D. Specify any fundamental changes in the study program/s during the last five years and planned (upcoming year) changes in the study program/s.

The BA and MA programs intended for police officers were established in 2018. The BA program offers a double-major program in criminology and general studies in humanities and social sciences, and is coordinated by the Institute of Criminology. The MA program with a specialization in criminal law is a dedicated program for police officers taught in parallel with the regular MA program. About 30% of classes in the program are shared with the regular program, and students in both attend these classes together.

The IOC is currently developing a new MA program in rehabilitation and correction that will be offered jointly by the Institute of Criminology and the School of Social Work. The rehabilitation process for offenders includes interaction with law enforcement and correctional agencies; therefore, criminological knowledge contributes theoretical and practical insights. These insights may be used by professionals from various fields, whose work has a

direct or indirect interface with offender rehabilitation. Furthermore, a significant layer of knowledge in the rehabilitation process focuses on the individual offender, his/her personal needs, and family relationships. Such correctional knowledge is an essential part of the discipline of social work. The aim of this joint master's program is to combine knowledge from criminology and social work. It will be completed in one year (three semesters), and is designed for professionals who wish to engage in the fields of correction and offender rehabilitation.

E. The following statements refer to the responsible bodies and the departmental decision-making processes regarding the study program/s:

	1	2	3	4	5
There is a correlation between the outlined process and its implementation.					X
The process is structured.					X
The process is transparent.					X
The process meets the department's needs					X
The frequency of program review by the institution					X

Short explanation:

The implementation of the study program is fully based on the outlined process. The study program is discussed at the institute faculty meetings. The Institute Secretariat identifies courses in which changes should be discussed, due, for example, to a low number of students. The IOC Chair and Deputy Chair examine the teaching evaluations of all those teaching at the institute every semester, and approach the ones who need to revise or improve their classes. The management team prepares the following year's study program, which is approved by the IOC's faculty members as well as the Faculty of Law Council. Faculty members approve new teachers and their course syllabi. In addition, every few years, the Academic Secretariat conducts a review that includes an inspection process to ensure that the rules set by the Council for Higher Education are being followed.

Supporting documents:

I.   A chart of the department's academic and administrative organizational structure and its study program/s (including relevant committees and names of senior position holders).
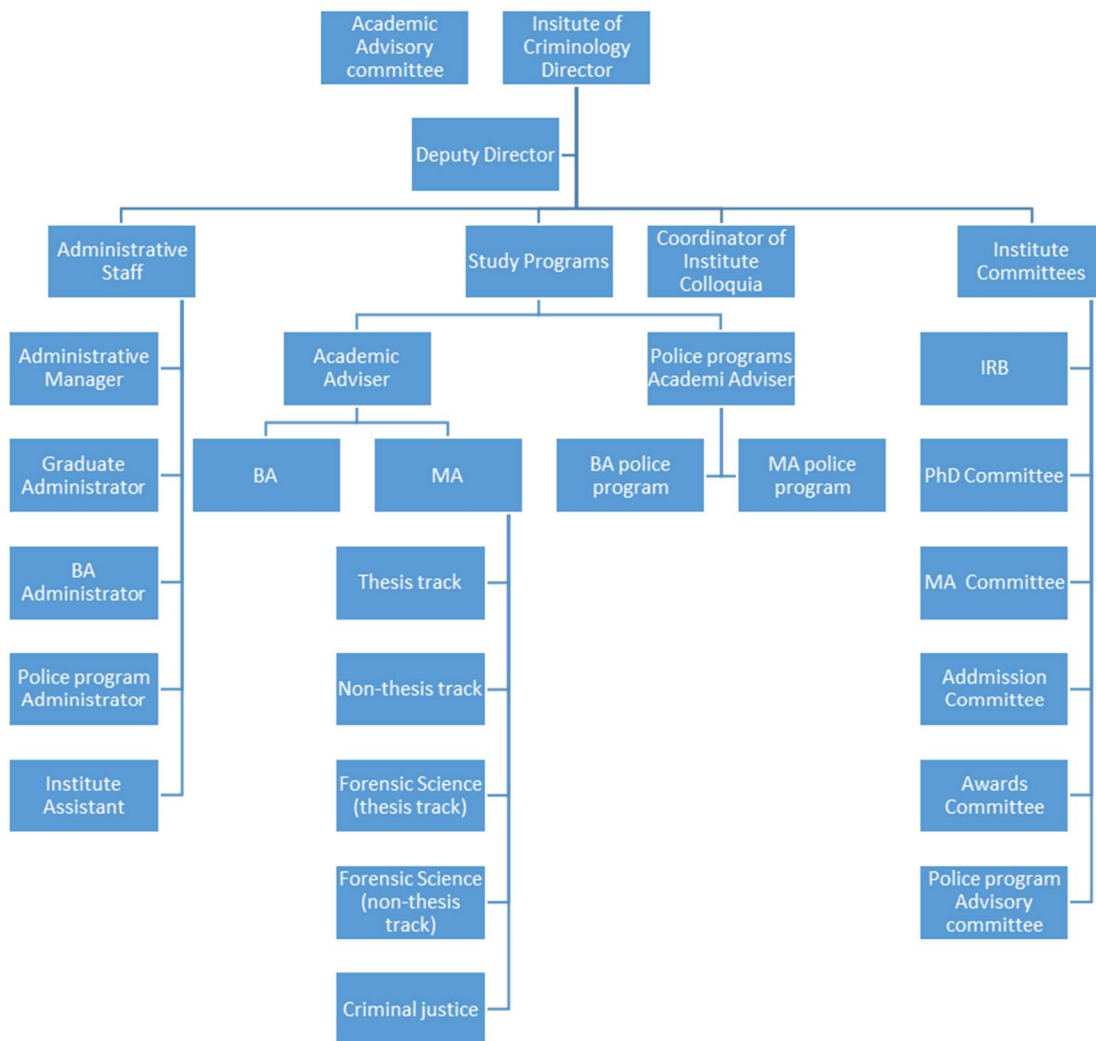
II.   A flow chart of the program presenting the program from 1st year to graduation. The chart should show the "program at a glance" at all degree levels.

III.   Table 3 - The Study Program (Excel appendix).

IV.   The departmental decision-making process for opening/updating study programs.

Each year, the IOC holds a faculty meeting to discuss the study programs. During this meeting, new courses are considered and suggested by the individual faculty members. A review of the current syllabus is conducted, as well as of the current courses taught by each faculty member (including adjunct faculty members). When a new course is considered, the chair requests the most appropriate faculty member to put together a course proposal. The chair and deputy chair subsequently review the proposal, and, once it meets the requirements, it is then sent on to the faculty for final approval. When a course is proposed by an adjunct faculty member, the same process is followed; however, in addition, the chair appoints a faculty member to serve as a mentor for the first year during which the course is conducted, until it is fully established.

Students or student representatives are not directly involved in this process. However, students do regularly turn to faculty members with their concerns and suggestions which, in turn, are raised at the faculty meetings.

As stated above, one of the main functions of the IOC's Advisory Committee is to conduct regular reviews of the study program and discuss possible additions or updates to them. The nature of the Advisory Committee's work in this area pertains more to the strategic level, and serves to ensure that, at all time, the study programs are geared towards meeting the institute's strategic goals and vision.

3.1.2. Training and Fieldwork

Describe the training/fieldwork/internship required in the program/s, including its content and scope (up to 500 words)

The Institute of Criminology offers two BA workshops consisting of 140 hours of practical fieldwork. The first is the **Workshop in Criminal Justice: Theory meets practice – 61322**.

The purpose of this workshop is to examine the application of theoretical principles in the field, through learning that combines practical experience. It focuses on the interrelationships, gaps and starting points between theory and the field. The workshop seeks to enable students to have close contact with action in the field while understanding the factors that influence the implementation of law enforcement policies.

As part of the workshop program, the students take part in a meeting with the law enforcement system within the State Attorney's Office (Criminal Division) and the Jerusalem District Attorney's Office (Criminal Division). In this framework, among other things, the students must meet the following requirements:

1) Carry out research work of an applied nature on policy issues in law enforcement related to the work of the State/District Attorney's office (for example, preparing position papers and conducting research on arrests, decision making by the prosecution, treatment of crime victims, prosecution policy, punishment, rehabilitation, youth, etc.).

2) Accompany a lawyer to observe hearings in court.

3) Submit a final assignment.

All of the above allow students to examine the relationship between theory and practice, and apply theoretical principles for the purpose of understanding and improving their work in the field.

Up to 12 students are enrolled in this workshop each year.

The second workshop is the **Workshop on Rehabilitation and Field Work: Theory Meets Practice – 61314**. This workshop aims to integrate rehabilitation theory and policy. Students participate in rehabilitative fieldwork, and gain theoretical and practical correctional experience. Fieldwork is mostly conducted with juveniles supervised by the Israeli Probation Service. Students are supervised by the NGO Yedidim that specializes in at-risk youth.

The workshop focuses on the interrelationships, gaps, and starting points between rehabilitative theory and the field. The workshop seeks to enable students to have close contact with practice in the rehabilitative and youth justice field. In addition, it aims to help them understand the factors that influence the implementation of correctional policies.

As part of the workshop program, among other things, the students must meet the following requirements:

1) Work closely with youth at risk (twice a week), provide them with a positive role model, and discuss their challenges and opportunities.

2) Submit a final assignment.

The above allows students to examine the relationship between practice and the field, and apply theoretical principles for the purpose of understanding and improving work in the field.

15 students are enrolled in this workshop.

In the coming year, the IOC will also host interns from the U.S. Orthodox Union (OU), who will spend six weeks over the summer working on projects hosted by the IOC. All prospective interns are currently studying for undergraduate degrees in criminology, criminal justice, or related fields at American higher-education facilities. As interns, they will participate in research projects, primarily systematic reviews, on topics pertaining directly to their own fields of study. One of the program goals is to provide interns

with training in systematic review methodology. The program will be overseen by faculty members, while the interns' day-to-day management will be carried out by a full-time doctoral student.

A. The following questions refer to the practical training component/s of the program:

	1	2	3	4	5
Scope of training					X
Process, mechanisms, and criteria for selecting places for training by the institution/department					X
Guidance/follow-up process.			X		
Methods applied to evaluate student performance				X	

Short explanation:

Students receive a unique understanding of criminal justice and correction through these workshops. However, we need more mechanisms for guidance and follow-up during fieldwork, since the fieldwork is conducted by third parties, and varies among students. This is especially true with regard to clinical support in the rehabilitation workshop that requires emotional support for the students.

B. If the department offers specific courses with a practical training component, please list and describe briefly the courses.

I.   Table TF1: List of places of training (including the number of students in each).

Course	Number of enrolled IOC students
61322	8 (2022/23)
61314	12 (2021/22)

II.   The placement processes procedure.

For the Workshop on Rehabilitation and Field Work (61314) and Workshop in Criminal Justice (61322), the placement procedure involves students applying and passing the relevant security and background screening checks.

For the OU program, students are referred to the IOC from either the OU or Rothberg International School's Internship Department, and interviewed by the principal faculty member, usually via Zoom.

III.   Community Engagement: Describe the conducted activities and engagement with the community in the program/s, including its content and scope. (Up to 500 words).

The Institute of Criminology offers three programs that contribute to its engagement with the community: the BA and MA Police Programs, and the MA in Criminology with specialization in the criminal justice system. These programs are designed to give police cadets and criminal justice system personnel a deeper understanding of the world of crime and law enforcement from a broad research perspective, while providing them with a profound understanding of criminology. The multidisciplinary studies comprising them are designed to enrich such students, giving them an understanding and perception of social, cultural, and political processes in human society, while focusing on the unique characteristics of Israeli society, as well as the geopolitical and media space of our region. Ideally, a student graduating from one of

these programs would have a deep understanding of the causes of crime, as well as the different possibilities of improving the practice to reduce it through researching knowledge in a variety of approaches. Special emphasis is placed on understanding the conditions required for enforcement system programs (evidence-based policy) to succeed, based on the findings of empirical studies, from which one can discern what "works" and what "doesn't work". In addition, the workshops described in the previous section are also examples of engagement with the community. In the Workshop in Criminal Justice: Theory Meets Practice (61322), students are in close contact with action in the field, encountering law enforcement within the State Attorney's Office (Criminal Division) and the Jerusalem District Attorney's Office (Criminal Division). In the Workshop on Rehabilitation and Field Work: Theory Meets Practice (61314), students participate in rehabilitative fieldwork, and assist with youth at risk (twice a week).

In addition, the IOC has been involved in community engagement as a bi-product of some of its research. This includes research programs focused primarily on violence reduction among the Arab minority in Israel in general, and in East Jerusalem in particular. The IOC has helped to encourage and facilitate cooperation between community leaders and members with a variety of stakeholders, including several government ministries (e.g., The Ministry of Education, and the Ministry of Welfare), the Israel Police, the Prosecutor's Office, and social workers.

In some cases, this engagement has led to the successful co-development of evidence-based interventions that have been subsequently implemented and evaluated. For example: a multi-stakeholder led intervention to reduce the involvement of at-risk youth in political violence in East Jerusalem, as well as minority-group involvement in traffic offenses and violent offenses, and improve police-community relationships, inter alia by making improvements in procedural justice.

Please indicate to what extent you find the following indicators satisfactory

(1=not at all   2=mildly   3=to some extent   4=to great extent
5=fully)

	1	2	3	4	5
Scope of community engagement				X	
Involvement of students				X	
Involvement of faculty and staff				X	
Measurable impact of community engagement				X	

Short explanation:

The BA and MA police programs include integration with the preparatory academy (*mechina*) in order to enable serving officers to meet the admission threshold. The study program is designed to improve their work abilities as well as the relationship between the police and the community. The faculty members are very involved with these programs as most of them teach courses in them. Due to the nature of the program, in which graduates are already acting members within the police force and thereby are engaged in various areas of community engagement, the program results in a high degree of involvement and impact with respect to community engagement. In addition, the two workshops contribute greatly to the engagement as noted above. Specifically, in the Workshop on Rehabilitation and Field Work: Theory Meets Practice (61314), 15 students each year work with youth at risk twice a week. This expands the number of youths at risk who receive support in rehabilitation. In addition, many of the faculty contribute their knowledge to advance community resilience through lectures, participation in think tanks, public committees and other public activities on a voluntary basis.

3.1.3. Internationalization

Please indicate to what extent the following statements apply

(1=not at all   2=mildly 3=to some extent   4=to great extent   5=fully)

A. The following questions refer to the international policy and features of the department:

	1	2	3	4	5
Implementation of the institutional policy by the department				X	
Connection and cooperation with the institutional international office				X	
International research cooperation of faculty members					X
International teaching cooperation				X	

Short explanation:

The IOC adheres to the university's strategy of increasing student mobility, internationalizing its degree programs, and developing international research cooperation. First, the IOC encourages student exchange programs. However, at this stage, this is done primarily through direct connections between faculty members with colleagues at other institutions, and more formal arrangements need to be developed. Second, the IOC develops international research cooperation through multiple channels: international conferences (e.g., the annual Drapkin International conference; the experimental criminology conference); department seminars; inviting international scholars to serve on dissertation committees; research collaborations between faculty members and international scholars; and international grants. Third, the institute offers several courses in English taught by its own faculty members (according to the Council for Higher Education requirements). Finally, the institute invites international scholars to teach a short course (1 credit hour) at the graduate level.

In the past, the IOC has had an informal but ongoing exchange program with the NSCR in Amsterdam, Netherlands, John Jay College, Cambridge University, and Rutgers University. Unfortunately, this program was interrupted by Covid. The IOC

has renewed international exchanges, but has done so by identifying international scholars directly rather than through established exchanges.

The IOC also participates in international research consortiums to apply for large multi-partner, multi-year research grants, such as those offered by the European Commission's HORIZON programs. The IOC has previously been a member of successful applications in both the FP7 and Horizon-2020 programs.

B. The following questions refer to the existence and operation of supporting mechanisms of international features:

please indicate to what extent the following mechanisms exist and operate
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Quality assurance of international courses					X
Support mechanism for faculty to teach in English					X
Mechanism/system for credit transfer					X
Support for international faculty at the department				X	
Support for international students in the department				X	

Short explanation:

The institute is working toward developing support mechanisms as part of its internationalization efforts. All courses, including international ones, are approved by the teaching committee. Teaching evaluation surveys are conducted, and faculty meet with students to receive feedback on these courses. All faculty members who teach in English are native speakers and, as such, do not require any support. In addition, many teachers have spent extensive time in the US and other countries as part of a postdoctoral scholarship, and have gained experience in researching, presenting, and teaching in English according to the norms and standards of prominent international schools. Hebrew University course credits are easily transferred using the ECTS credit system (used primarily in Europe). The institute

does not currently have international faculty members, in the sense that no current faculty member was directly recruited from institutions overseas; however, it does have three faculty members who have moved to Israel from overseas, and had studied for either or both their postgraduate and doctoral degrees overseas. The IOC remains actively interested in recruiting excellent international candidates. The IOC regularly advertises our position in international job listings (e.g., ASC) and includes international job candidates on our shortlists. In terms of support for international students, there is a tutoring program for students who are not native Hebrew speakers. In addition, support is provided to all international students through the Rothberg International School, which offers social and cultural activities for international students, as well as services for personal needs and emergencies.

The IOC currently boasts two full faculty members of American origin, as well as one new recruit from overseas (Australia). There are also other faculty members whose English proficiency levels are adequate for teaching in English. These faculty members offer a source of additional support for international students.

The IOC also enables students for whom Hebrew is not their first language to submit coursework in English, and, where needed, take exams in English. In addition to being provided with additional faculty support, the IOC offers student assistants, tutors, and mentors.

Each year, the FOL provides the IOC with resources to host at least one foreign scholar to conduct a 'mini-course'. These courses, which are equivalent to 1 credit point, are usually conducted by well-known scholars and are considered to offer high-level education and training in various topics within the discipline of criminology. All such courses are carried out in English.

Supporting documents:

I. Institutional vision and strategy for Internationalization

The Hebrew University has set internationalization as a strategic institutional priority. It provides an opportunity for students to participate

in a semester-long exchange program, and hosts international students in exchange programs. The body of students also consists of about 8.5% of international students (not including students in exchange programs) each year. As part of the Hebrew University's ongoing efforts to internationalize, it has developed a portfolio of joint degree programs designed to offer students a joint degree with our international partner universities worldwide.

The Committee for the Development of an International Strategy has released its 5 key goals: 1. Increase the number of outgoing HUJI students for international study experiences during their studies. 2. Increase and expand international degree programs at HUJI for international students, especially at the graduate level. 3. Increase the number of international doctoral and postdoctoral students. 4. Expand short-term summer and winter programs for international students. 5. Build strategic partnerships with leading universities worldwide, in North America, Europe, and East Asia.

II. Institutional/departmental policy regarding the language of instruction

At the BA level, the primary language of instruction is Hebrew. Until the 2022/23 academic year, the Hebrew University required all students to take a 2-credit hour course in English. Since the 2022/23 academic year, students have been expected to take two such courses, i.e., 4 credit hours in English. At the graduate level, the primary language of instruction at the University is Hebrew, with no foreign language requirement. The IOC requires its BA students to take at least one of these courses within the IOC, with the IOC offering several course options in English. In addition, the IOC requires students in the Ph.D. program to take a doctoral student workshop which is conducted each year during the second semester in English. The possibility of increasing the number of EMI courses for MA/Ph.D. levels is currently being discussed, with at least one new course planned for the coming year.

For many courses taught in Hebrew, instructors offer students the option of submitting course-work, and, in some cases, final exams, in English.

Both MA and Ph.D. dissertations may be submitted in English.

III. Number of EMI courses

Academic Year	BA Program	MA/Ph.D. Program
2020/21	2	1
2021/22	2	1
2022/23	3	1

IV. Table 4 - Inbound and outbound students (Excel appendix).

V. International features of the study program/s

The IOC has always prided itself on its relations with leading scholars and institutions from outside Israel. We present more on international research collaborations in the 'Research' section below. Here, we outline some of the international features of the IOC's study program. At the BA level, the IOC offers several courses in English, thereby preparing its students for study-abroad programs. In the context of the MA thesis seminar, students are encouraged to engage with English-based research more intensively. As noted above, the Ph.D. seminar is also taught in English, and is specifically oriented to preparing students for further studies, or a career abroad.

The IOC regularly hosts international scholars, especially from the US and Europe, for lectures, seminars, as well as mini-courses (see below). It also hosts and supports various international workshops, conferences, and events attended by international visitors and IOC students.

The institute regularly hosts visiting scholars. These visits allow students to take classes with internationally renowned scholars, as well as engage with such scholars both professionally and socially. In the context of this program, they conduct a "mini-course" in English worth 1 credit point. Among the leading international scholars who have conducted seminars

and mini-courses at the IOC are: Michael Borenstein (Comprehensive Meta-Analysis); Daniel Nagin (Carnegie Mellon University); Richard Rosenfeld (University of Missouri–St. Louis); David Maimon (Georgia State University); Tom Tyler (Yale University); and John Braithwaite (Australian National University).

Furthermore, the IOC, in collaboration with the Federmann Cyber Security Center, was able to host various workshops and conferences attended by dozens of representatives from international institutions.

It is also of note that the IOC has hosted two postdoctoral students from the Palestinian Authority (PA) in recent years via a collaboration between Al-Quds University and HUJI. One of these students became a visiting professor.

3.1.4. Summary

A. List strengths, weaknesses and challenges of the study program: 300-500 words

The institute's study program has many strengths and some weaknesses. The institute runs several programs that are carefully tailored to its target audiences. With a diverse faculty who demonstrate research excellence in a broad spectrum of fields that span across the field of criminology, the study program exposes students to state-of-the-art research, expands their horizons, and provides them with training that includes both fieldwork and community engagement. Here, one of the most important strengths is the depth, breadth, and diversity of topics, theoretical perspectives, and methodological approaches to which students are exposed. In addition, courses are all taught by faculty members who specialize in the particular topic of the course. Many of the IOC's faculty also have professional background and previous field experience working in the areas to

which their courses relate, including, but not limited to policing, correctional services, psychology and social work, investigations, and intelligence. This strengthens the relationship between theory, research, policy, and practice in the context of the study program.

An increasing percentage of BA students continue to MA studies, and IOC graduates have been invited over the years to join the faculty at universities and colleges in Israel and around the world.

In terms of weaknesses and challenges, the combination of the small number of faculty members and the ambitious study program forces the institute to rely on a considerable number of adjunct faculty members. Hence, there is a need to increase the size of the core faculty. This will allow the establishment of more courses with a lower student-to-instructor ratio. In addition, the current faculty size limits the ability to host separate classes for the various study tracks. While it is important for the student body to be integrated, some of the study tracks would benefit from having separate classes in which the content could be better tailored to their specific learning outcomes. Moreover, one of the greatest challenges faced by the IOC remains increasing the number of students, especially in thesis tracks.

There are also additional study program ideas that struggle to be brought to fruition on account of these faculty resource issues. Many of them depend on building research labs, which is currently not feasible due to a shortage of both financial and human resources.

The IOC is also interested in examining the potential for an internship to become a mandatory component of the study program. However, again, one of the impediments to

bringing this idea to fruition is a lack of infrastructure. These represent weaknesses in the sense that there is potential for further improvement of the study program in general, and the connection between theory and practice in particular, which is hindered by structural factors somewhat outside of the IOC's control.

B. Describe Strategy for development and improvement of the study program: 300-500 words

The main strategy for the development and improvement of the study program is, first and foremost, to monitor the current programs, and ensure that they meet the institutional mission and goals.

In addition, the institute intends to continue its efforts to recruit additional outstanding faculty members who specialize in new research areas, such as cybercrime and forensic science, and are experts in research methods such as qualitative research, simulation modelling, and advanced statistical methods.

The institute has developed new study programs in recent years, and plans to review and improve them. Specifically, the MA program in Criminology Specializing in Forensic Science is under review by the faculty members specializing in this area. In addition, the IOC is developing a new program in Rehabilitation and Correction (criminology/social work). The aim of this joint master's program is to combine knowledge from criminology and social work.

In addition, there is an initial plan to open a joint MA-LLM program in children's rights (due to begin in two years), which will be offered to students of law, criminology, social work, nursing, and public health, under the umbrella of the child's rights program.

The implementation of these programs, along with the recruitment of new faculty members, is expected to contribute to an increase in the number of excellent, motivated students.

C. Overall, in this section (the department and the study program), the department's performance is:

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5
				X	

Supporting documents:

I. Table of Student Satisfaction Rates (based on an annual survey conducted by the Dean of Student's Office)

Year		Overall Satisfaction Rate from the Study Program	Conduct of Academic Faculty
2020/21a	IOC	8.22	8.61
2020/21a	FOL	8.22	8.61
2020/21b	IOC	7.76	8.5
2020/21b	FOL	8.07	8.54
2021/22a	IOC	8.22	8.61
2021/22a	IOC/POLICE	8.56	8.88
2021/22a	FOL	8.22	8.51
2021/22b	IOC	7.76	8.50
2021/22b	IOC/POLICE	8.80	9.03
2021/22b	FOL	8.07	8.54

3.2. Teaching and Learning Outcomes

Outline:

1. Teaching

2. Learning Outcomes

3. Summary

3.2.1. Teaching Outcomes

A. The following statements refer to the services and support provided by the institutional Quality Teaching and Learning Center:

Please indicate to what extent the following are offered within the center:

(1=not at all   2=mildly 3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Training new faculty					X
Training current faculty				X	
Techno-pedagogical support				X	
Other (please specify)					

Short explanation:

As described in the supporting material below, the university's Teaching and Learning Center (TLC) runs a two-day mandatory teaching workshop for new faculty, as well as ongoing workshops on various teaching-related issues open to all faculty members. With the rapid pivot to online teaching in the second semester of the 2019/20 academic year, the TLC began offering a series of workshops and courses to prepare faculty for the challenges of online teaching. These included sessions on how to plan online courses, teach via Zoom, evaluate, and ensure a meaningful learning experience for students. It also maintains a support center and website with guides on pedagogical and technical matters, as well as related materials.

As part of the training plan for new faculty, the IOC assigns a personal mentor to every new faculty member appointed. The mentor is responsible for guiding and assisting the new faculty member throughout their trial period, i.e., the first five

years of their pre-tenure employment. As part of this mentorship, the mentor also carries out teaching reviews, in which he or she takes part in one or more of the new faculty member's classes, and provides a thorough review and feedback about their teaching, course planning, and communication with students. After five years, and alongside the training provided by the TLC, tenured faculty can consult with the IOC Deputy Chair, who is responsible for teaching, and they too can receive feedback on their teaching methods.

Alongside the training and mentorship provided by the TLC and directly by the IOC, female faculty members are mentored by two senior faculty members assigned specifically to this role by the Faculty of Law: Prof. Tal Jonathan-Zamir mentors non-tenured faculty, while Prof. Daphna Levinson-Zamir mentors tenured faculty.

B. The current teaching regulations are:

Please indicate to what extent the following statements apply:

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Transparent					X
Implemented and acted upon					X
Periodically reviewed and updated					X

Short explanation:

There are institutional, faculty and IOC guidelines for teaching procedures. The Teaching and Study Procedures Regulations (NAHAL) are published on the university website, which is accessible to all university students, in Hebrew, Arabic, and English. There is an established and regulated mechanism for updating the curriculum and syllabi. Each university course is published in the course catalog online, alongside an updated syllabus, and uploaded to the teaching management system - Moodle. There is a centralized computerized system for updating and uploading all syllabi at the Hebrew University. Syllabi include predetermined fields such as scope, objectives, learning outcomes, methods of study, list of reading materials, and assessment method. This system

operates according to set schedules, with the guiding principle being that the course syllabus and its assignments cannot be altered beyond the add/drop period (generally the first two weeks of the semester).

In addition to the university teaching regulations, over the last two years, the IOC has formed a committee dedicated to: (1) examining all existing regulations; (2) comparing these regulations to those of the Law Faculty as well as to the unique needs and challenges of the IOC. The committee met several times during 2021-2022, forming specific instructions and regulations for the MA and Ph.D. programs in criminology. These regulations were then approved by the IOC faculty and the Faculty of Law. Following their approval, the new regulations are now published on the IOC website, allowing transparency and implementation for both faculty and students.

C. If used, please indicate the level of effectiveness of the following methods to evaluate quality teaching:

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Peer review				X	
Teaching surveys					X
Self-assessment N/A					
Review by the Department Chair				X	
Review by FOL Dean/Vice Dean N/A					

Short explanation:

Teaching evaluations, filled out by students for every course and teacher as described in detail below, are the main way of evaluating the quality of teaching. Containing both numerical evaluations and open-ended comments, even if imperfect, they offer teachers feedback on the positive and negative aspects of the course and teaching methods. They are also used by the IOC Chair, Dean, and Rector to assess the quality of teaching in a comparative manner. One limitation of student evaluations is the imperfect response rate, which may result in a skewed portrayal of teaching quality. Moreover, the IOC recognizes that recent

studies of such surveys suggest that they should not be used exclusively to assess teaching quality, as they are affected not only by quality but also by the rigor of the course, grading by faculty, etc.

Thus, in addition to student surveys, the IOC also relies on peer-reviewed teaching assessments to evaluate the quality of teaching at the institute. While the IOC does not rely on self-assessment of teaching quality, peer review of the quality of teaching is conducted for adjuncts (by regular faculty members) as well as for junior faculty members (by tenured faculty members) as part of their mentorship or within the process of promotion. The IOC is also planning to create a teaching review for senior faculty once every three years. Teaching peer-reviews offer multiple advantages, including objective assessment, quality assurance, professional development opportunities, mentorship and support, alignment with departmental goals, and incorporation of student feedback. These reviews contribute to the continuous improvement of teaching practices, ensuring the delivery of high-quality education within the academic department.

If any issues in teaching are indicated by these surveys and assessments, an additional review is conducted by the IOC Chair and Dean/Teaching Vice-Dean.

Supporting documents:

I. Teaching regulations

The Hebrew University's regulations on teaching and studies are available here: https://en.studentsadmin.huji.ac.il/sites/default/files/studentsadmin.en/files/takanon_-2021_-english.pdf

Specific regulations for criminology: https://law.huji.ac.il/book/%D7%94%D7%95%D7%A8%D7%90%D7%95%D7%AA-%D7%9B%D7%9C%D7%9C%D7%99%D7%95%D7%AA-%D7%A9%D7%9C-%D7%94%D7%9E%D7%9B%D7%95%D7%9F-%D7%9C%D7%A7%D7%A8%D7%99%D7%9E%D7%99%D7%A0%D7%95%D7%9C%D7%95%D7%92%D7%99%D7%94

The Hebrew University's quality of teaching student survey results are available here: https://shnaton.huji.ac.il/index.php/Survey

II.   Teaching and Learning Center (TLC) policy and activities

The TLC at the university offers a wealth of teaching skill improvement courses and workshops. These include general teaching skills, teaching with presentations, discipline in teaching, teaching large classes, the challenge of activity-based teaching, and more. All new faculty members are required to take the basic teaching workshop before their tenure procedure is opened. A faculty member or TA who receives relatively low student evaluations is generally asked to participate in a TLC mentoring program. In it, teaching unit staff visit and record several lecturers, and then analyze them with the lecturers to pinpoint how they can improve their teaching.

The university has formulated a new policy regarding online teaching, as part of its efforts to continuously improve the quality of teaching and learning. During the Covid-19 pandemic (starting in March 2020), the university expanded the use of digital components in teaching by means of both synchronous and asynchronous learning. The university's policy is based on three main pillars: 1. Interpersonal student interaction, among themselves and with the instructor, is a key aspect of quality teaching and learning. Thus, the fundamental priority is that a significant portion of teaching and learning take place on campus, with the teacher and students physically present in the classroom; 2. The incorporation of digital components in teaching is of great importance for improving the quality of teaching and learning. Added to this is the recognition that incorporating online teaching can help enhance international collaborations by allowing international guests to participate, as well as aiding students to develop self-learning abilities; 3. Formative assessment (which consists mainly of submission of assignments during the semester and group work) is a critical component in ensuring the quality of teaching and learning.

Accordingly, courses are taught both in-class and through pre-recorded segments of lectures, with extensive team-work assessments and project-based learning.

Online courses are the exception, applied when it is academically justified to teach and learn remotely.

III.   Student surveys and teaching evaluation

The Hebrew University, FOL and IOC attribute considerable importance to the quality of teaching. At the end of each semester, students are asked to fill out online evaluations for every course they have taken (the course and lecturer are evaluated separately). These evaluations are taken very seriously at both the university and FOL levels. The students' evaluations for each course and lecturer are available to students as part of the course description in the course catalog. Outstanding teachers are awarded letters of commendation from the university rector and dean, and their names are publicized by the university on outstanding teacher posters that are presented in each department. The best teachers are also awarded a prize by the rector. If a course receives an average evaluation of 6 or less (out of 9), the department chair or another senior faculty member, usually the deputy chair, examines the problems in the course and makes recommendations on how to improve it. In addition, a workshop is offered annually for teachers with poor student evaluations in an attempt to improve their teaching skills. The dean and chair follow up with such teachers, and assess the improvement in their teaching. Teaching skills are a factor in faculty promotion, and are considered by promotion committees at all levels of promotion. In cases of promotion with tenure, a senior colleague attends a lecture given by the junior faculty member, and submits a teaching skills report to the promotion committee.

3.2.2. Learning Outcomes

A. What are the Intended Learning Outcomes (ILOs) for a graduate? (Please refer to each track and each degree level separately).

The intended learning outcomes (ILOs) for IOC graduates encompass the study of crime, its causes, prevention, and the criminal justice system. ILOs

include providing students with the ability to critically analyze crime-related outcomes using a variety of methodologies.

The IOC BA curriculum is designed to equip students with a comprehensive understanding of the discipline, enabling them to contribute effectively to various roles within the criminal justice system, research institutions, and policy-making bodies. The ILOs for BA graduates include:

(1) Knowledge of Criminological Theories: Criminology graduates are expected to have a deep understanding of various criminological theories that explain the causes and motivations behind criminal behavior. They should be able to critically analyze and apply these theories to real-world scenarios, enabling them to comprehend and interpret crime patterns and trends.

(2) Academic Skills: BA Graduates should possess strong academic skills, including the ability to read and understand research, statistical analysis, and the interpretation of research findings. In addition, BA graduates are expected to be efficient academic writers, with the ability to write literature reviews and seminar papers in criminology.

(3) Understanding of the Criminal Justice System: Criminology BA graduates should have a comprehensive understanding of the criminal justice system, including its structure, processes, and functions. They should be familiar with the roles of law enforcement agencies, courts, correction, and other relevant institutions. This knowledge helps graduates navigate the complexities of the criminal justice system, and contribute to its improvement.

(4) Critical Thinking: Criminology graduates should possess strong critical thinking, be able to analyze complex criminological issues, evaluate evidence, and develop innovative solutions to address crime problems. This involves the ability to think logically, consider multiple perspectives, and make informed decisions.

(5) Multidisciplinary Perspective: Criminology is an interdisciplinary field that draws upon various social sciences, including sociology, psychology,

law, and public policy. Criminology BA graduates should have a multidisciplinary perspective, integrating knowledge and insights from different disciplines to gain a holistic understanding of crime and its control.

The master's degree program in criminology aims to provide students with advanced knowledge and specialized skills in the field of criminology. The intended learning outcomes (ILOs) for criminology MA program graduates build upon the foundational knowledge gained at the undergraduate level, and focus on developing expertise in specific areas, while focusing on the following guidelines:

(1) Advanced Understanding of Criminological Theories: MA program graduates are expected to have an in-depth understanding of advanced criminological theories and their application to complex issues in the field. They should be able to critically analyze and evaluate these theories, demonstrating a comprehensive grasp of the theoretical frameworks that underpin the study of crime and criminal behavior.

(2) Advanced Research Skills: Graduates should possess advanced research skills, including the ability to design and conduct independent research projects. They should be proficient in utilizing advanced research methodologies, data analysis techniques, and statistical tools relevant to criminology. These skills enable graduates to contribute to the advancement of criminological knowledge through original research.

(3) Specialized Knowledge: MA program graduates should have specialized knowledge in a specific area of criminology, such as white-collar crime, terrorism, victimology, or criminal justice policy. They should demonstrate expertise in their chosen area of specialization, including a deep understanding of current research, trends, and debates within that field.

(4) Policy Analysis and Development: Graduates should be able to critically analyze existing criminal justice policies and propose evidence-based recommendations for policy development and reform. They should

possess the skills to assess the impact of policies on crime rates, community safety, and the fair administration of justice.

(5) Communication and Dissemination: MA program graduates should have advanced communication skills, both written and oral, to effectively convey complex ideas, research findings, and policy recommendations to diverse audiences. They should be able to disseminate criminological knowledge through scholarly publications, policy reports, presentations, and public outreach initiatives.

(6) Ethical Practice: Graduates should demonstrate ethical awareness and uphold the highest standards of professional conduct in their research, practice, and policy work. They should adhere to ethical guidelines, respect confidentiality, and be aware of the potential ethical challenges that arise in criminological contexts.

B. How frequently are the ILOs reviewed, and by whom?

ILOs are reviewed constantly by the IOC at various levels. Courses by adjuncts are reviewed by the teaching committee each year. Courses by faculty members are reviewed by student teaching evaluations every year. Faculty members who receive low evaluations are required to take a workshop to help improve their skills, as described above. The IOC is also attentive to student requests and complaints that may arise during the semester. As needed, the IOC Department Chair gives feedback to faculty members during the semester to improve their teaching performance. Finally, ILOs in courses taught by tenure-track faculty are evaluated by faculty members as part of their promotion and tenure process.

C. The following statements refer to the ILOs for a graduate:

Please indicate to what extent the following statements apply

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Reviewed and updated periodically				X	
Known and published to faculty				X	

Known and published to students				X	
Correlate with the content and courses being taught					X

Short explanation:

The intended learning outcomes (ILOs) for each course are reviewed and updated annually by the faculty members responsible for the course. The ILOs are published on the institute website clearly, in both Hebrew and English, for each course. The syllabus for each course is also published on the dashboard for each course, both via a link, as well as on the dashboard itself. However, faculty members are still regularly approached by students who claim that they have not been made aware of or familiar with the ILOs. In such cases, faculty members ensure that these students directly receive the syllabus and ILOs.

Department-wide learning outcomes are periodically discussed by the IOC Teaching Committee. Every year, the committee discusses the relevant teaching needs based on its ILOs, and decides which new courses are needed, or which balance should be struck between various curricular elements (methods, theory, history, etc.). New courses are evaluated and integrated in regard to their potential contribution to the ILOs.

As such, full-time faculty members are fully aware of all ILOs; however, this is not necessarily the case for adjunct faculty. Since the number of IOC faculty members is small, the institute is overly reliant upon adjunct faculty, which makes the latter's low ILS awareness somewhat of an issue. However, where there is potential overlap between faculty members (including adjunct faculty) with respect to course topic or content, ILOs are discussed directly between the relevant faculty members responsible for the related courses.

D. To what extent the student performance evaluation methods used are:

	1	2	3	4	5
Appropriate to the content					X
Fit and demonstrate the program's aims and goals				X	

Short explanation:

Student performance at the IOC is evaluated using a wide range of methods, such as: Tests (in class, at home or online); research papers; mid-term assignments; and oral presentations. Taken together, these evaluations play a crucial role in assessing and demonstrating the achievement of the aims and goals detailed above. Assessment methods are tailored to each course, and usually combine at least two different methods (e.g., a mid-term paper and a final exam). By combining a variety of assessments within each course, teachers are able to better assess their students' knowledge and skills, while allowing the students different opportunities to shine, and overcome some of the in-built challenges in evaluation methods. For example, as the BA program at the IOC often includes a significant number of students for whom Hebrew is their second language, such as new immigrants and students from East Jerusalem, faculty members are encouraged to implement additional evaluation methods allowing them to demonstrate knowledge in criminology without relying solely on linguistic skills, such as short quizzes, oral presentations, or review assignments.

To effectively evaluate MA students' knowledge of criminological theories, assessments may include essay questions, case studies, or research projects that require students to analyze and interpret criminological theories in the context of real-world scenarios. By evaluating students' ability to articulate the key concepts, principles, and explanatory frameworks of criminological theories, these methods demonstrate their understanding of the subject matter. Similarly, evaluation methods provide an opportunity to assess students' research skills in the field of criminology. Assignments such as research papers, literature reviews, or data analysis projects can gauge students' ability to gather, critically evaluate, and synthesize relevant research sources. Additionally, oral presentations or poster sessions can assess their proficiency

in effectively communicating research findings. These evaluation methods demonstrate students' competence in conducting empirical research, utilizing appropriate methodologies, analyzing data, and drawing evidence-based conclusions. Overall, student performance evaluation methods aim to assess students' comprehension, application, and critical analysis of theories, as well as their ability to conduct rigorous and ethical research in the field of criminology.

3.2.3 Summary

A. List strengths, weaknesses and challenges of teaching and learning outcomes: 300-500 words

The IOC has several strengths in regard to teaching and learning outcomes. First, the department covers a broad range of topics and theories in criminology. This is very much due to the diverse expertise of the faculty, and our commitment to providing the highest quality education in criminology to our students. The institute offers students multiple perspectives on issues and challenges in criminology, and exposes students to multiple methodologies of research in criminology. Furthermore, the department's teaching and learning outcomes reflect a good balance of theory, research methods, state-of-the-art knowledge, and policy implications. These accomplishments are made possible by our faculty, who enjoy excellent teaching records, as reflected in student teaching evaluations. Moreover, institute faculty frequently appear on the 'best teacher' list, and some have even won awards in recognition of their relentless commitment to teaching excellence (for example, Gali Perry and Netanel Dagan).

The department is very strong in emphasizing research and theory in its teaching and learning outcomes, but does not emphasize clinical criminology. Since our focus is on being a leading center for academic criminological research, we do not view clinical training as our main mission. Given the small size of our tenure and tenure-track faculty, expanding the scope of our

curriculum to strengthen our clinical practice education is currently not feasible.

One weakness is the relatively small number of faculty members in comparison to the large number of students we have overall, which requires us to hire adjuncts to cover important topics. The department invests a great deal of effort into identifying qualified adjuncts, and, indeed, they usually perform very well. Nevertheless, adjunct instructors are naturally less committed to the university and institute, and therefore, there is some turnover from year to year.

In terms of challenges, our diverse student body – varied in terms of background, education, knowledge, and skills – presents a challenge for the design and evaluation of teaching and learning outcomes. Arab/Palestinian students are in an especially difficult position, given their typically more limited proficiency in Hebrew. There are programs at the university and faculty levels to help integrate Arab/Palestinian students, and students for whom Hebrew is not their first language. In addition, the institute has a mentorship program for students from diverse backgrounds, and first-generation college students. There are five advanced BA or MA students who accompany first-year students throughout the year, and work with them to address their personal challenges in an attempt to increase the percentages of students from these backgrounds who successfully complete their degree in criminology. The Dean of Students' representative in the Law Faculty also meets with these vulnerable students, and tries to find solutions for students deemed at risk of dropping out.

B. Describe strategy for development and improvement of teaching and learning outcomes: 300-500 words

The IOC's strategy for the development and improvement of teaching and learning outcomes is led by the IOC Deputy Chair, with the cooperation and input of tenured and tenure-track faculty, who meet annually to review the state of the program, and discuss areas for improvement. This is

complemented by input from the Law Faculty Teaching Committee and the IOC Advising Committee, which is composed of faculty, policymakers, stakeholders, and former members of the university leadership.

Our approach to developing and improving teaching and learning outcomes consists of three main steps. First, we assess the current state of teaching and learning outcomes by gathering and examining data on student performance, course evaluations, and instructor feedback to determine areas for improvement. Second, we set goals for improving teaching and learning outcomes based on the results of the assessment. We then involve the Faculty Teaching Committee and IOC Advising Committee, as well as engage faculty, students, and administrators in the process of identifying and implementing strategies for improvement. To support these actions, we provide opportunities for faculty to participate in professional development activities focused on teaching and learning, such as workshops, conference attendance, and mentorship programs, while leveraging technology to enhance teaching and learning experiences, such as incorporating online resources, virtual labs, and digital assessments. The department also promotes the use of active learning strategies in the classroom, such as group work, project-based learning, and hands-on activities.

As a concrete example of something that has resulted from this process, we have implemented a new program to involve BA students in fieldwork. This began by soliciting feedback from BA students, who told us that they lacked practical and research experience in the field. We created a committee to define appropriate learning outcomes for criminology students that would provide them with the opportunities to gain this exposure. The committee reached out to policymakers and agencies to develop two different internship programs: One with the State Prosecutor's Office, and the other working with delinquent youth. The institute's faculty met to discuss and approve the program and teaching component to complement the internship. This program has been running successfully for two years, as reflected in students' enthusiastic feedback.

Overall, in this section (Teaching and Learning Outcomes), the department's performance is

(1=unsatisfactory, 2=needs major improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

|	1	2	3	4	5
				X	

Supporting documents:

I. Table: method of examination and the percentage of its use in the program.

| Method of Examination	% Use in BA	% Use in MA
Project work	25	16.67
Assignments	70	80
Seminar	35	33.33
End of year written/oral examination	45	46.67
Reports	0	20
Participation	55	66.67
Presentation	25	26.67
Research project	35	46.67
Quizzes	0	0
Other	0	0

II. Histograms: Distribution of the final grades over the last three years (in all degree levels).
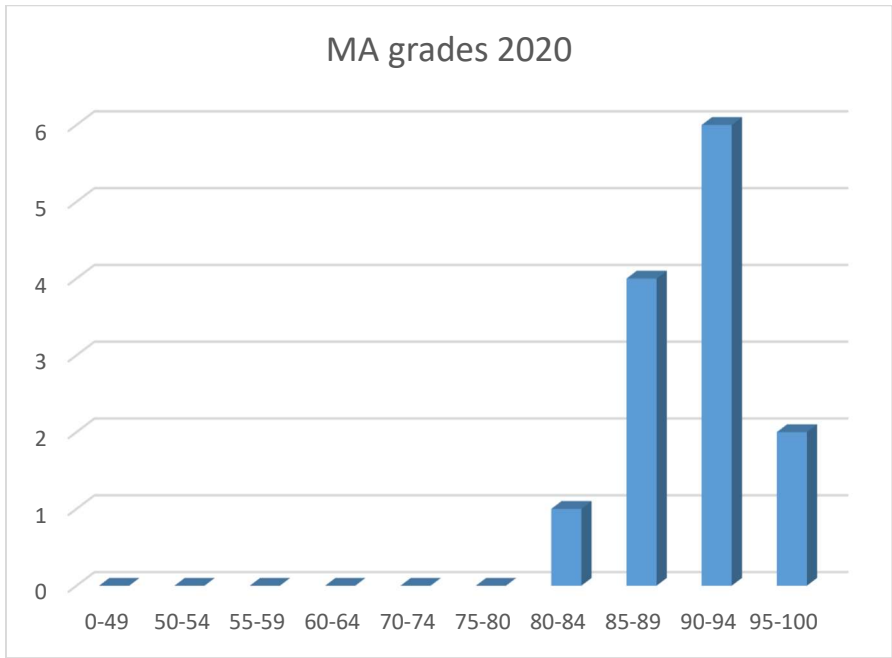
a. Average Grades for BA and MA Students, 2019-2021

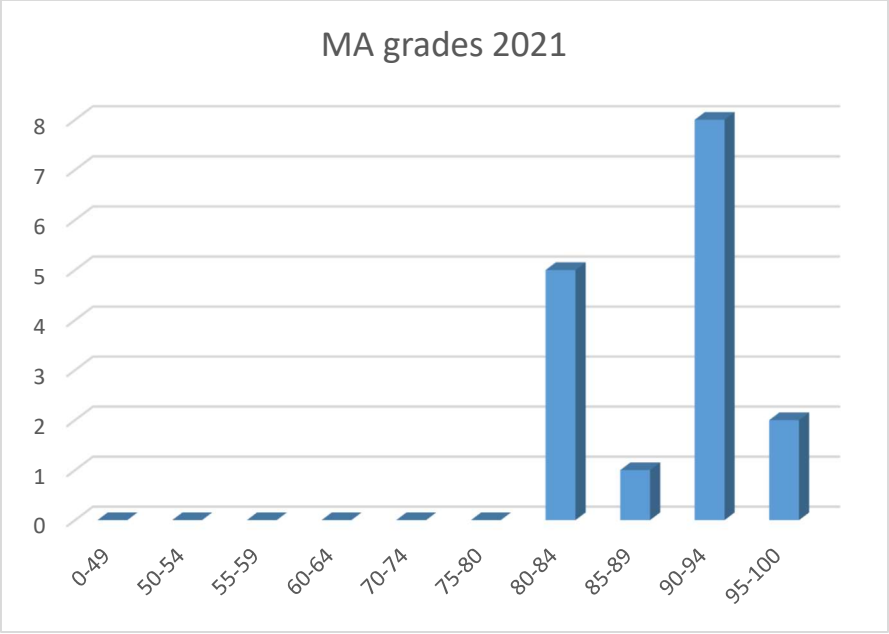Average grades 2019-2021
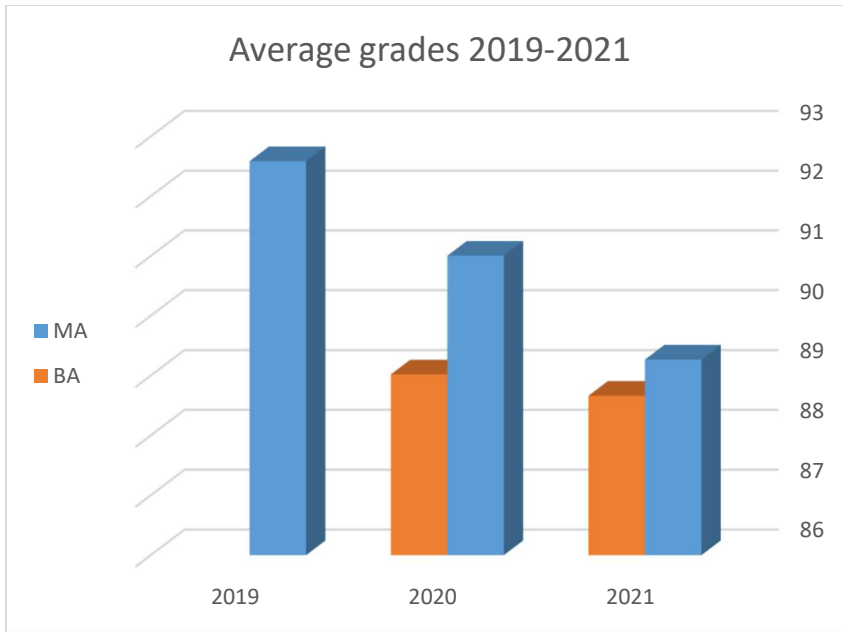
b. Distribution of BA Grades, 2020-2021 (The BA program's first graduates were in 2020)

BA grades 2020
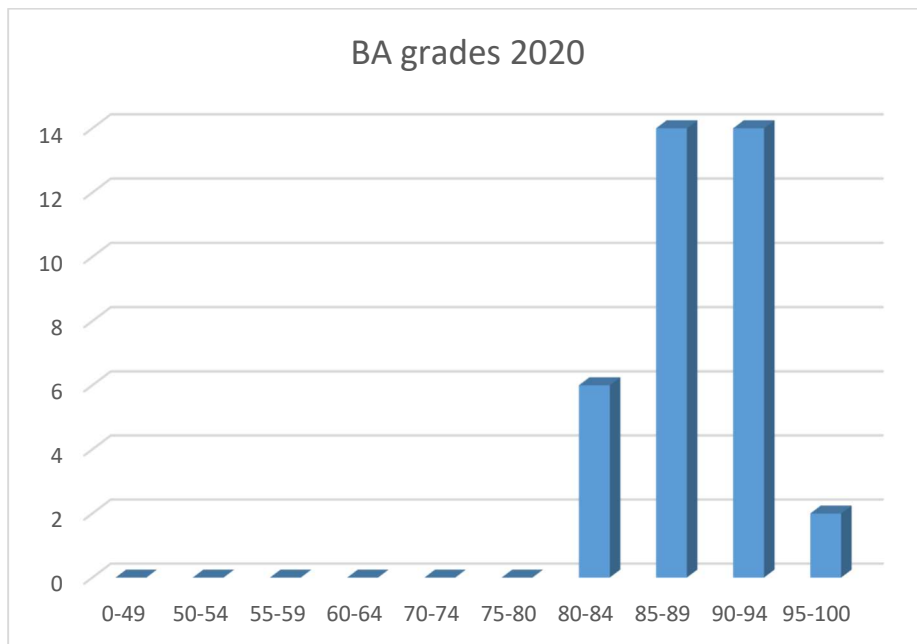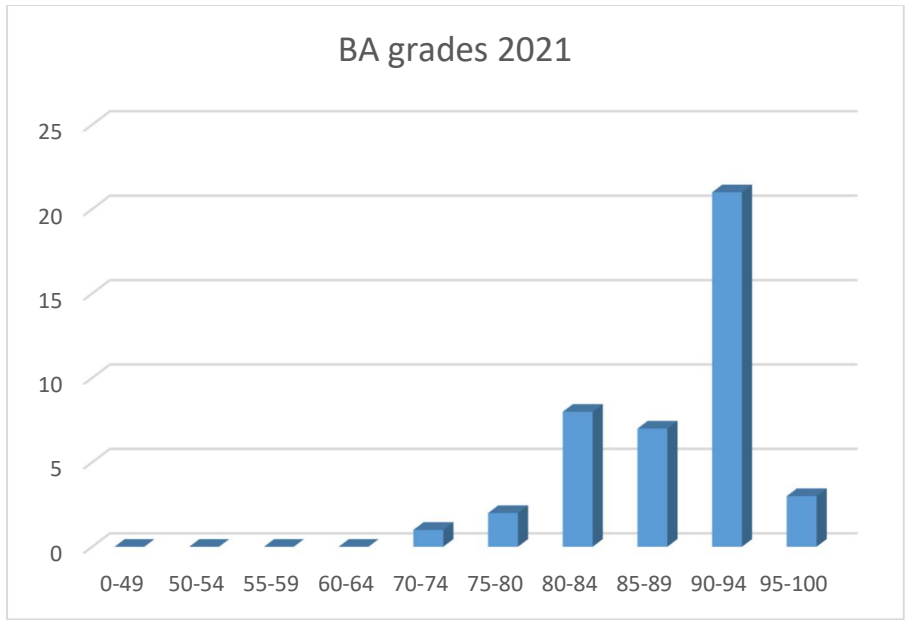
BA grades 2021

c. Distribution of MA Grades, 2019-2021 (All Years)

MA grades 2020

MA grades 2021

3.3. Students

Outline:

1. Admission and graduation for all degree levels and study tracks

2. Graduate studies

3. Student support services

4. Alumni

3.3.1. Admission and Graduation

A. The following refers to the admission criteria to the program.

Please indicate to what extent the following aspects exist:

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

BA Program	1	2	3	4	5
Enable admission of suitable candidates					X
The department is involved in setting the criteria					X
Flexibility in the criteria (on probation status)					X
It is periodically reviewed and modified					X

Short explanation:

At the BA level, admission criteria are determined through joint discussions between the IOC and the university. These discussions produce a cut-off point above which students will be admitted to the program, and an effort is made to balance quantity and quality. Factors relevant to these discussions include demand for the program in previous years, the department's capacity, and longer-term strategy pertaining to the desired size of the IOC and a comparison to the cut-off point in other, similar departments.

Candidates apply for admission to the department through the university's online admission system. If they meet the acceptance criteria, they are admitted to the IOC. These criteria include a combination of the candidate's high school diploma (or Tawjihi, for Palestinian students from East Jerusalem whose schools follow

the Jordanian curriculum) and psychometric exam scores. There is flexibility in admission criteria for students from underrepresented groups (Arabs/Palestinians, Ethiopian Jews, and Ultra-Orthodox Jews) and students with learning disabilities. It is the university, not the IOC, that decides whether to approve or deny requests from such candidates.

MA/Ph.D. Programs	1	2	3	4	5
Enable admission of suitable candidates					X
The department is involved in setting the criteria					X
Flexibility in the criteria (on probation status)					X
It is periodically reviewed and modified					X

Short explanation:

MA candidates submit their files for the review of the IOC MA committee, consisting of faculty members. The files are reviewed and considered in regard to the department's yearly capacity and requirements, which guide committee members in their decisions. Similarly, Ph.D. candidates are accepted by a Ph.D. committee consisting of IOC-tenured faculty members. In addition to acceptance/rejection decisions, the IOC Ph.D. committee reviews each student's file, and designs their personal study program as Ph.D. candidates. These decisions are then reported to the Hebrew University's Authority for Research Students, which approves this decision.

Admission criteria for both MA and Ph.D. candidates are published yearly on the IOC website, and are made available to all potential students. These criteria are reviewed and revised every few years by the committees.

As part of the IOC's continuous effort to attract outstanding students, the institute offers several scholarships to BA students who have completed their studies with honors. The IOC also offers a unique workshop for BA students in their third year of studies, designed to give them the opportunity to be involved in advanced studies and research, as well as direct them towards an MA in criminology. In addition, the IOC offers excellent BA students (with an average grade of 85 or above) to join this program in the third year of their BA studies.

This 'fast track' allows them to complete their (Non-Thesis) MA degree within just one additional year (rather than two). In addition, BA and MA students take part in a yearly "career day", during which they meet professionals in the field of criminology, learn about potential career paths, discover the different MA options available at the IOC, and can even discuss their research interests with current MA and Ph.D. students.

The following refer to the criteria of advancement from year to year.

Please indicate to what extent the following aspects exist:

BA	1	2	3	4	5
Enable progression of suitable students					X
The department is involved in setting the criteria					X
Flexibility in the criteria (on probation status)					X
It is periodically reviewed and modified					X

Short explanation:

The criteria for advancement from year to year are set by the IOC, and include the successful completion of all mandatory courses. Students who did not successfully complete a course would have to repeat the specific module, and will not be allowed to take part in any following courses for which the module is a requirement. The IOC keeps track of all students and grades throughout the year, offering additional support to those at risk of failing any course. In addition, students are required to complete the university and FOL requirements, which consist of language requirements (Hebrew/ English), the completion of a predetermined number of credits, and the completion of a predetermined number of credits for courses taught in English.

In our assessment, the IOC's criteria for advancement from year to year enable the progression of suitable students. We also allow a certain degree of flexibility in well-defined situations in which students who did not meet the aforementioned criteria for advancement to the second year are granted probation status. In such cases, students are allowed to retake the courses that

they had failed while beginning a limited number of courses from the second-year curriculum. These cases are closely monitored by the IOC students' advisor and administration. If a student fails after being given a second chance, his or her studies in the IOC are terminated. Exceptional situations are further assessed and reviewed by the student's advisor, and, if needed, are brought to the IOC's Teaching Committee for further consultation.

MA//Ph.D.	1	2	3	4	5
Enable progression of suitable students					X
The department is involved in setting the criteria					X
Flexibility in the criteria (on probation status)					X
It is periodically reviewed and modified					X

Short Explanations:

The IOC sets clear criteria for progression from the first to the second year of the MA program, among which is the successful completion of all mandatory courses each year. Students who did not successfully complete a course would have to repeat the specific module, and will not be allowed to take part in any following courses for which the module is a requirement. In some MA programs, this could mean adding an additional calendar year for students who will have to repeat several courses. An MA at the IOC cannot be obtained without the successful completion of all courses.

At the end of each year, the IOC conducts a review of the personal status of all MA students, directed by the MA advisor with the support of the Supporting Advisor for Equal Opportunities and Drop-Out Prevention (YOTAM). Students who have failed a course, or those identified with a potential risk of dropping out, will receive additional support, including one-on-one tutoring and referral to relevant Dean-of-Students support units when required. For MA thesis students, the progress of each student is also reviewed in an obligatory thesis seminar, in which the students present their work and are supported through their first steps of submitting a proposal.

For Ph.D. candidates, the student's advisory approves a tailored study program for each student as they begin their studies at the IOC. Ph.D. candidates' progress is then assessed each year, both by their advisor and through the doctoral seminar, in which they present their work and receive feedback, and in coordination with the Hebrew University's Authority for Research Students.

B. The following refer to the criteria for completion of studies.

Please indicate to what extent the following aspects exist:

BA	1	2	3	4	5
Enable graduation of suitable students					X
The department is involved in setting the criteria					X
Flexibility in the criteria (on probation status)					X
It is periodically reviewed and modified					X

Short explanation:

In order to successfully complete one's undergraduate studies and earn a BA degree, the IOC requires the completion of the full departmental studies program with an average grade of 60 or above in each course, in addition to the student's fulfillment of the FOL and university requirements (see section B above). At the end of the second year of students' BA studies, the administration team at IOC reviews each of their files, informing the academic advisor about students who will not be able to complete their studies within the designated time frame. Struggling students can repeat the courses they have failed, and receive one-on-one tutoring when required. If a student does not meet these requirements, he or she may apply for a second chance, and attempt to complete their studies. The Academic Advisor assesses and approves these situations according to departmental regulations.

Completion criteria for the BA as a whole, and for each course, are reviewed yearly and confirmed by the faculty. The course schedules, including coordination with other departments, are considered.

MA/ Ph.D.	1	2	3	4	5
Enable graduation of suitable students					X
The department is involved in setting the criteria					X
Flexibility in the criteria (on probation status)					X
It is periodically reviewed and modified					X

Short explanation:

The criteria for completing one's MA studies are determined primarily by the university, and require students to complete a certain number of credit hours. In the non-thesis MA program, students are required to write two seminar papers. In the thesis MA program, students are required to write one seminar paper and an MA thesis. The thesis is evaluated by at least two referees, one of whom should be a faculty member from a different university (per a recent decision of the AHE).

Ph.D. students complete their program after their dissertation is approved by the Hebrew University's Authority for Research Students. This entails approval by the dissertation committee and two blinded external referees. Ph.D. candidates will also have to successfully complete a list of courses, tailored specifically for them by their mentor and committee.

C. List strengths, weaknesses and challenges of admission and graduation: 300-500 words

Overall, our assessment and ongoing experience show that the IOC's admission and graduation criteria detailed above enable suitable students to graduate. As mentioned above, the reasonable dropout rates at the BA level are one indication that the department's criteria for the completion of studies are relevant and effective.

With respect to weaknesses and challenges in the BA program, the admission criteria are determined by the FOL and the university, and result in the admission of too many students compared to the number of faculty members. This makes it difficult for the IOC to devote sufficient resources and attention to all students, and mentor those who are in need. This is especially true in light of the large, and consistently growing, number of BA students for whom Hebrew is not their first language. These students require more attention, increasing the need for additional faculty members. Nevertheless, the IOC invests considerable efforts to help those students who have entered the program progress from one year to the next, and complete their studies in a successful and timely manner.

At the graduate level, the IOC devotes a great deal of resources and time to admitting suitable students, especially to the thesis MA program. This rigorous process increases the likelihood that students in this program will progress and complete it as expected. The advancement of students in these programs is closely monitored by the MA Advisor. The existence of different programs provides the IOC with the flexibility to direct students to the program most suitable for them, so that students would complete the degree most appropriate for their abilities and career goals.

D. Describe Strategy for development and improvement of admission and graduation: 300-500 words

Admission at the BA level is determined by the university. Over the years, the IOC has been in constant dialog with the Student Admission Authority to set the criteria for admission, and adjust them from one year to the next. The IOC plans to continue working with the university to ensure that this policy remains in force in the foreseeable future. it also plans to continue the monitoring of year-to-year progression, which appears to be working well.

During registration, the IOC receives updates on the registration and admission status, and contacts every candidate directly to inform them about the institute and the requirements for admission. In the last few years, the IOC

has dedicated significant time and resources to improving this process of contacting new candidates. Alongside the personal interaction with potential students, the IOC organizes orientation days, allowing future students to receive detailed information about study programs. These orientation days are advertised in open days organized by the university, and in other relevant places, such as law enforcement agencies.

Dropout rates in the IOC are relatively low, with an average of only about three students per year (2015-2019); although, much like in other units, this rate grew during the Covid-19 pandemic (2020). The IOC has been developing strategies to mitigate student attrition, namely by focusing efforts on identifying early signs of students who may be struggling for various reasons, and proactively offering social, emotional, and academic support within the department, as well as directing them to use the university's various support systems, with the aim of enabling them to successfully complete their course of study. One area that has garnered much attention in recent years is academic support for students from underrepresented minorities. In addition to financial and other types of support provided by the Dean of Students' Equal Opportunity Unit, the IOC provides Arabic-speaking students with additional tutoring and support, while monitoring their progress. The IOC plans to further expand resources devoted to this issue in order to reduce attrition rates.

At the graduate level, admission and monitoring procedures are quite rigorous. They provide the IOC with the necessary tools to admit suitable students, and direct them into the most appropriate programs, so that they would graduate in a timely manner. One issue that will require attention over the next few years is the implementation of the thesis MA Program. The IOC intends to ensure that MA theses are submitted and evaluated in a timely manner. While some excellent MA students take part in the full-time students' program and receive financial support, the department would like to offer more financial incentives to students in this program to encourage its timely completion.

Supporting documents:

Table: Entry requirements/criteria for the program (first degree and advanced degrees including "on probation" status).

BA	Determined by the Hebrew University
Non-Thesis MA	• An average BA grade of 80 or above • Letter of intent, CV
Thesis MA	• An average BA grade of 85 or above • Letter of intent, CV
Ph.D.	• An average MA grade of 90 or above • A grade of 90 or above on the MA thesis • Research declaration • 3 recommendation letters • A faculty member who is willing to supervise the candidate

I. Process of setting the admission requirements/criteria.

The process for setting admission requirements and criteria for the BA program is determined by the university. The IOC and the faculty remain in constant dialog with the University's Admission Authority throughout this process, to make sure that criteria are met while the limited capacity of the IOC is considered.

The process for the graduate program begins with the creation of relevant programs. They are first discussed and approved by the IOC's Teaching Committee, then by the entire department, and then by the Faculty of Law. Any changes to these criteria may be proposed by faculty members, who then have to go through the same process. In the past year, the IOC has revised and approved significant changes to the MA and Ph.D. regulations, including admission criteria.

Advancement from year to year requirements/criteria.

BA: Advancement from year to year requires getting a passing grade (above 60) in each course.

Thesis MA: Advancement from year to year requires getting a passing grade (above 60) in each course, and a passing grade (above 80) in the thesis workshop.

Ph.D..: Advancement is according to the institutional regulations (moving from Stage A to Stage B).

III. Histogram: the range of psychometric test scores (or the equivalent) and the range of matriculation averages of the students admitted to the program in the last five years.

The university's admissions policies are based on a weighted average of students' psychometric and matriculation scores.

H1: Mean, minimum, and maximum of matriculation averages of students admitted to the IOC program, 2019-2023
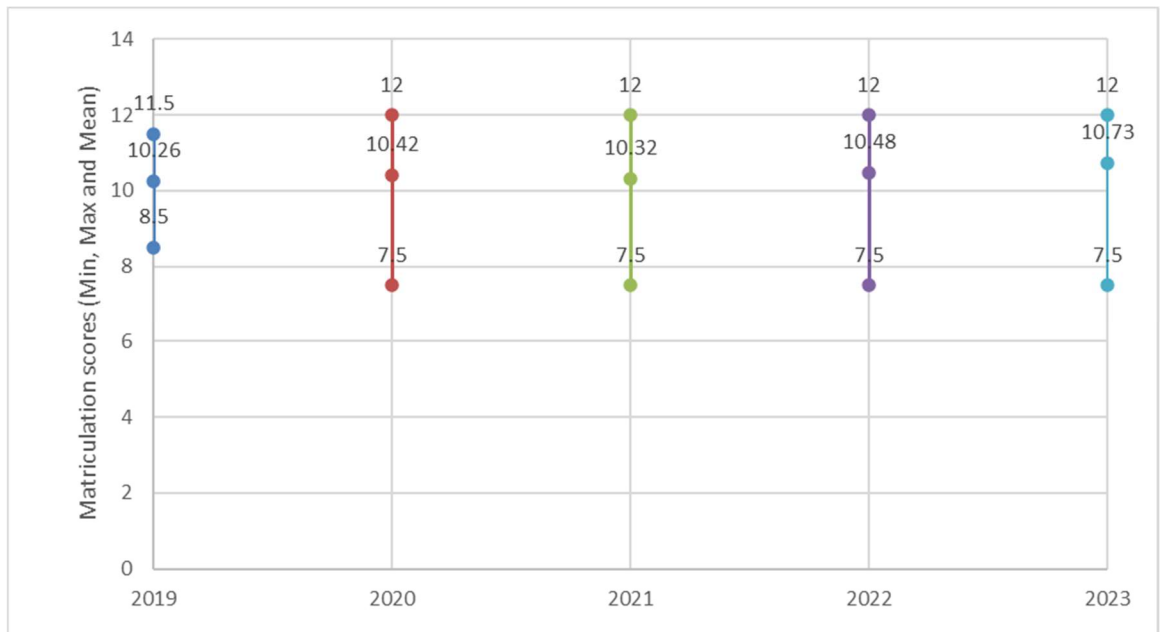
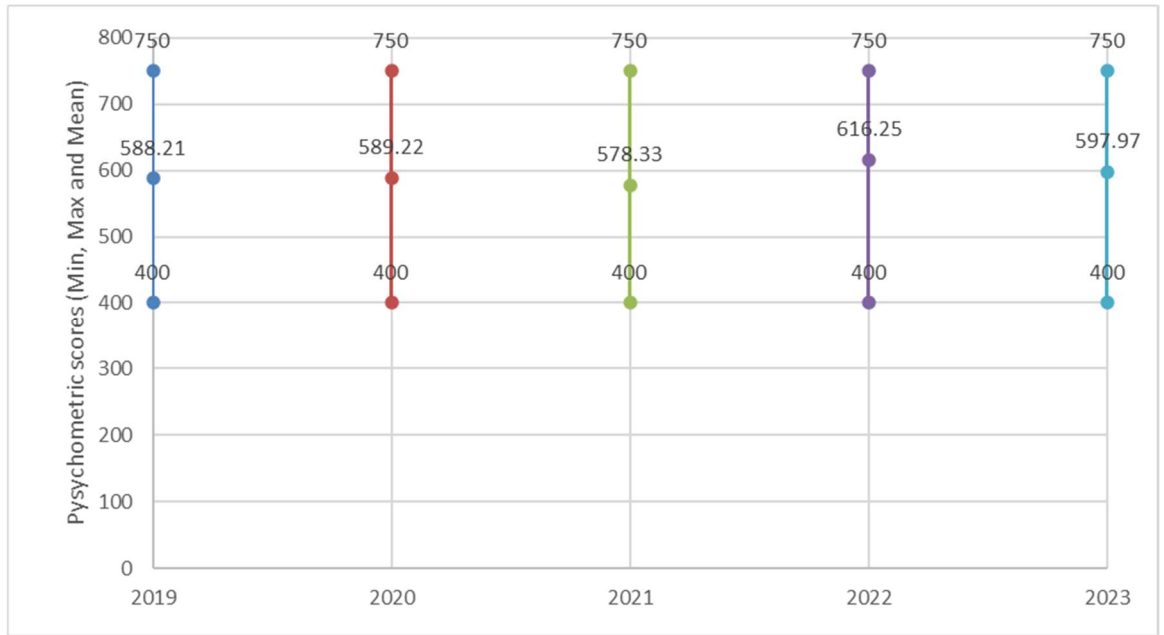H2: Mean, minimum, and maximum of psychometric test scores of students admitted to the IOC program, 2019-2023

Table 5 - Student Registration (Excel appendix)

Table 6 - Student Dropout Rate (Excel appendix)

3.3.2. Graduate Studies

A. To what extent are the graduate programs (MA/MSc and Ph.D.) structured and include mechanisms to monitor students' progress

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Non-Thesis MA				X	
Thesis MA					X
Ph.D.					X

Short Explanation:

MA Programs: The two MA programs (thesis and non-thesis) are highly structured. The two specializations in the non-thesis MA program are divided into three clusters of courses: Core, selective and elective. The thesis MA

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program also includes a supervised process culminating in the MA thesis. Students are required to take several mandatory and selective courses, and write a seminar paper. Students' progress is monitored at the end of the first year as part of the thesis workshop, and then by their advisors. The thesis proposal must be approved by the advisor before the beginning of the second semester of the second year.

Ph.D.: The Ph.D. program is highly structured and closely monitored. Students are required to take several mandatory and selective courses selected for them by their supervisor and the Ph.D. committee. Throughout the duration of their studies, all Ph.D. students are required to participate and present their research in the doctoral seminar, as well as submit a progress report once a year. The Ph.D. program is subject to monitoring by the Hebrew University's Authority for Research Students.

B. What is the correlation between the official and de facto period for degree completion?

MA programs

The correlation between the official and de-facto period for degree completion in non-thesis programs is high ("maximization"), with almost all students completing their studies within the allotted two years. Calendar MA programs are designed to allow students to complete their studies within the designated time frame. In the last few years, changes made to the MA thesis program, including changes in program structure and monitoring of students' progress, have significantly improved the correlation between the official and de-facto period for degree completion.

Ph.D. program

The official timeline (5 years) is set by the Authority for Research Students. Most students complete their degree within this time frame (failing to meet it

requires an extension from the university). Over the past few years, both the Hebrew University's Authority for Research Students and the IOC have increased Ph.D. student monitoring, including periodical reviews and reports, to support more students in their efforts to submit their dissertations on time.

List strengths, weaknesses and challenges of graduate studies: 300-500 words

MA Programs

The MA programs are well-regarded by our students. Their strengths lie in providing an appealing academic curriculum, as well as opportunities for in-depth discussion and active learning. MA programs at the IOC cover a wide range of research domains in criminology, allowing students to choose a program that aligns with their specific interests and career goals, while enhancing their learning experience. The IOC community has a warm and collegial atmosphere; the academic and administrative staff are approachable and support students. The introduction of the 'fast track' for outstanding BA students has boosted the number of students in the non-thesis MA program, and increased their average quality.

The IOC provides flexibility to students by offering both thesis and non-thesis programs. This enables students to choose a path that best suits their academic and professional aspirations, whether they prefer conducting in-depth research or focusing on the practical applications of criminological knowledge. At the same time, the IOC recognizes the importance of catering to professionals already working in the field of criminology. The "Law enforcement" MA program, designed specifically for practitioners, allows them to further their education and enhance their skills while balancing their work commitments.

In terms of room for improvement, while the IOC covers a wide scope of areas in criminology, one of the challenges it faces is a limited number of

options for non-required courses. This limitation is primarily due to credit point constraints, and to a relatively small number of faculty members. As a result, students may have limited options by which to explore specific subfields or niche areas within criminology. In this regard, the IOC's limited faculty size poses a challenge in terms of offering a broader range of courses and programs. With a small number of faculty members, there may be limitations on the availability of specialized expertise, mentorship opportunities, and research supervision capacity. To successfully meet these challenges, the IOC will need to recruit additional faculty members to ensure adequate support and resources for students.

Every year, regular evaluation of existing programs and student feedback help identify areas for improvement, and ensure that graduate programs at the IOC remain relevant and aligned with industry needs. This evaluation process informs curriculum updates, program enhancements, and the introduction of new courses or concentrations.

Ph.D.

While about one-third of the IOC Ph.D. students are full-time students, receiving a regular fellowship, the rest do not have the financial support to allow them to concentrate on their studies. In many cases, the reason is that these students are working in the criminal justice system. The faculty view these students as important to the goals of the program, both because they provide a connection to the criminal justice system that can enhance research in the IOC, and because we view the training of these students as a path for encouraging evidence-based science. The institute has reduced the number of students who are accepted without financial fellowships. In this regard, additional financial support will allow more excellent students to join the institute, and complete their dissertation within the designated time frame.

As a result of the IOC's strong connections to criminology in the field, some of the institute's Ph.D. students are practitioners. While these students are important both to the institute and the advancement of the field of criminology in Israel as a whole, they often require more time than others to complete their studies. The diversity of Ph.D. students, while addressed to some extent at the Ph.D. obligatory seminar, requires significant resources and mentorship.

D. Describe Strategy for development and improvement of graduate studies: 300-500 words

MA Programs

In the past year, the IOC has finalized and the faculty has approved new regulations for graduate students, including strategies for better monitoring graduate programs. In addition, in our MA programs, we seek to carry out several improvements. In our already existing MA programs, we wish to widen the spectrum of courses offered to students to include new and developing areas in criminology, such as: rehabilitation & correction; forensic innovations and crime prevention; cyber-criminology and neuro-criminology; and more. Last, our goal is to expand the opportunities for financial aid offered to exceptional graduate students, and specifically to those undergraduates who have completed their BA with honors and wish to continue their studies at the IOC.

Ph.D. Program

In addition to the areas mentioned above, we would like to develop our graduate program in several ways. First, we seek to identify new funding sources for Ph.D. students to allow more of them to devote more of their time to their dissertations. We currently strongly encourage our students to apply for external funding, and many have successfully done so. Second, we would

like to create additional opportunities for our students to present their research to the department, strengthen the relationships between students and faculty, and foster an even more vibrant community. For instance, in 2023 we organized a poster session for Ph.D. students, who presented their work at the Drapkin Symposium, and we hope this will become an IOC tradition. Finally, we would like to increase the diversity of our Ph.D. student body, and be able to include more students from underrepresented groups. This involves finding strategies to identify excellent BA students belonging to these groups, and actively recruit them.

Supporting documents:

I. Institutional/faculty/departmental policy regarding supervising graduate students (who can supervise, limit on the number of students, follow-up mechanisms).

All tenure-track faculty members are allowed to supervise MA theses. Researchers who are not in a tenure line (e.g., adjunct lecturers) may act as MA advisors alongside a tenure-track faculty member serving on the committee to review and accompany the thesis process.

Policies with respect to the supervision of Ph.D. students are determined by the university. All faculty members are allowed to supervise up to five students at any given time. In addition, untenured faculty are allowed to supervise Ph.D. students only jointly with a tenured faculty member. The FOL Dean can waive this requirement. Researchers who are not in a tenure line (e.g., adjunct lecturers) are not allowed to supervise Ph.D. students.

II. List of mandatory/elective courses that provide and teach research/soft skills.

1. MA Thesis Workshop

2. Introduction to Statistics in Criminology

3. Advanced Applied Statistics in Criminology

4. Empirical Research

5. Research Methods in Criminology

6. Advanced Theories in Criminology

7. Ph.D. Workshop

III.   Financial support/scholarships for graduate students.

The IOC grants a limited number of exceptional MA and Ph.D. students a "full-time", 3-5-year fellowship (respectively). These amount to $8,000 annually. In addition, the IOC fully subsidizes these students' tuition fees, and encourages them to apply for external fellowships. Excellent MA candidates can also apply for a one-time grant upon acceptance to the IOC. Most IOC full-time students are offered various roles as teaching and research assistants, usually within a field related to their research. In such cases, students receive salaries according to the university salary structure.

Up until four years ago, the Hebrew University Rector provided several fellowships for Ph.D. students who were accepted as doctoral students directly after their undergraduate studies ("Direct Ph.D."). Three excellent Ph.D. candidates were able to continue their course of studies at the IOC based on these fellowships. Unfortunately, this ad-hoc support ended in 2023, leaving the IOC with a very limited ability to accept and support excellent students from the BA program. As a result, many of the IOC undergraduate students who were strong candidates for advanced studies chose to continue their education at other universities or departments that offered additional financial support.

Some Ph.D. students may be eligible for government-funded fellowships, such as those for new immigrants (*Olim Chadashim*). These fellowships are matching fellowships, with matching funds

provided by the IOC where appropriate. Over the last 7 years, the IOC
has had two students who have received such fellowships and, as such,
have also received matching funding from the IOC.

3.3.3. Student Support Services

A. The following student support services offered meet the needs of the student
population:

1=not at all   2=mildly   3=to some extent   4=to great
extent   5=fully

	1	2	3	4	5
Academic counseling					X
Financial			X		
Students with special needs					X
Job placement					X
Other (please specify)					

Short explanation:

The IOC's student support services are designed to meet the needs of the diverse
student population. These services include a tutoring and mentorship program,
academic advising, a dean of students' advisor, financial aid, and career
orientation. By offering these comprehensive support systems, the IOC ensures
that students receive the necessary guidance, resources, and assistance to thrive
academically, personally, and professionally during their time at the institute.

One of the key student support services provided by the IOC is a tutoring and
mentorship program. This program aims to assist students in various aspects of
their academic journey, including course material comprehension, study skills,
and language support for those who are not native speakers of Hebrew. The
tutors and mentors are experienced students who provide guidance, clarification,
and personalized support to help students overcome challenges and succeed
academically. In addition, first-year students are mentored by a faculty member

in small groups to facilitate their transition into academia in a non-formal manner.

To address specific requests and concerns, the IOC assigns a faculty member as an academic advisor. The advisor serves as a point of contact for students, and is available to discuss students' individual concerns, offer advice, and help navigate any academic difficulties. The IOC also provides a Dean of Students' Advisor within the department. This advisor serves as a resource for students who may require assistance with academic and non-academic matters, such as personal challenges, mental health concerns, or accommodation needs. The Dean of Students' Advisor offers guidance, referrals to appropriate resources, and a supportive presence for students who are facing difficulties, ensuring their overall well-being and success.

Recognizing the financial aspect of student life, the IOC offers a limited amount of financial aid programs to eligible graduate students. These programs include scholarships that allow promising research students to focus on their studies, and ensure that students from diverse backgrounds have equal opportunities to pursue their academic goals without financial constraints. However, it is important to recognize that the financial aid provided by the IOC is very limited, and no financial support is offered to undergraduate students.

While some of the students at the IOC are practitioners, others are in search of a career path, and are offered career days and workshops within the institute. Alongside the support offered by the university in this regard, career days at the IOC are designed to introduce students to the wide range of possibilities in the job market, allow them to interact with recruiters and build their own professional network, and suggest internships and work experiences that will benefit them in the future.

B. The institutional mechanism to address student complaints is accessible and its activities ensures students' rights:

1=not at all   2=mildly   3=to some extent   4=to great extent
5=fully

	1	2	3	4	5
					X

Short explanation:

As described below, the IOC and the university's institutional mechanisms for addressing student complaints are accessible, and their activities ensure students' rights. In addition, the IOC maintains an "open door" with two student advisors available at all times: an academic advisor (faculty member), and the Dean of Students' Advisor within the department (YOTAM). Both advisors work closely with the student association and representatives of student cohorts throughout the academic year to increase awareness of issues that may bother specific groups of students.

C. List strengths, weaknesses and challenges of student support services: 300-500 words

Despite its large number of students, the IOC provides adequate student support services, insofar as such matters fall within the scope of its responsibilities. Faculty members, administrative staff, and advanced students work in coordination with one another to offer students appropriate support and mentoring, as well as to direct them to the appropriate body or office as the need arises.

One of the main strengths of the IOC's support system is its two complementing tutoring schemes – one aimed at first-year students, and the other at all students requiring additional support. Students receive additional

support from the Dean of Students' Advisor within the department (YOTAM), and from the academic advisor (faculty member). From the department's perspective, the main challenge is to identify and reach out to students who need support services. Given the small number of staff and the reality that students who need support may not actively seek it, the IOC is not always able to help in a timely manner. One of the ways the IOC reaches out and identifies students in need is orientation days, in which each cohort of students can meet and discuss their specific issues, and receive guidance. In the coming years, the IOC aims to expand the time and resources dedicated to orientation, meeting with all cohorts more than one day per year.

One central challenge the IOC faces as it provides support for undergraduate students is the increasing proportion of students for whom Hebrew is a second (or even third) language. While these students receive support from both the university and student association, they often require additional support at the department level, including tutoring and guidance. Some of these students are also identified as dropout risks, and are monitored by the Dean of Students' Advisor at IOC (YOTAM). However, these resources are still limited. In terms of mental and psychological difficulties, Covid-19 resulted in a sharp increase in the number of students who seek counseling and, despite valiant efforts, the university struggles to help all those who are in need.

D. Describe strategy for development and improvement of student support services: 300-500 words

The IOC intends to continue providing students with appropriate academic counseling and guidance on other support services. As already mentioned, most of these matters are addressed by the university in a centralized manner. At the same time, the IOC plans to foster a sense of community, and improve student support by initiating more social events for students and faculty. These events will serve as opportunities for students to connect with their peers, build relationships with faculty members, and develop a sense of belonging

within the institute. Social events can take various forms, such as networking sessions, guest lectures, panel discussions, or informal gatherings. In addition to social events, the IOC is committed to developing more one-on-one tutoring services for students. This service already provides individualized support and guidance to students, allowing them to address specific academic challenges, receive personalized feedback, and enhance their learning experience. One-on-one tutoring enables students to receive focused attention from tutors who can offer tailored assistance in areas where students may require additional help or clarification. This personalized approach to student support promotes academic success, fosters a deeper understanding of criminological concepts, and builds confidence among students.

However, to effectively implement these student support initiatives, the IOC recognizes the need for additional faculty and resources. Increasing the number of faculty members will allow for more personalized attention and support for students, ensuring that the tutoring service can meet the demand, and provide quality assistance. By allocating sufficient resources and recruiting qualified faculty members, the IOC can enhance the students' experience, provide tailored support, and create a vibrant and engaging learning environment. These investments contribute to the overall success and well-being of the students, fostering their growth, academic achievement, and professional development.

Supporting documents:

I.   Description of the academic counseling system.

At the beginning of registration, the BA Advisor advises students on structuring their curriculum. The administrative staff are also available by e-mail, phone, or during office hours, and assist with questions regarding registration, courses, and academic planning.

The IOC also holds an orientation session for incoming students before the beginning of the academic year. In addition, the university operates a mentoring program, whereby each faculty member serves as a contact point for several first-year BA students. Faculty members meet with their mentees once or twice during their first year, and then according to need and interest. For MA students, the situation is similar: the program advisors and departmental administrative staff assist students in building their study programs.

II. Institutional/faculty/departmental policy regarding students with special needs.

Students with Special Needs: The Administrative Office helps find solutions for students with special needs, mostly by directing them to the appropriate university services, making sure they receive the support they need (psychological support, learning disabilities, center for the blind, etc.). The office also makes sure that students with language difficulties receive the adaptations to which they are entitled. In recent years, the IOC established a new post for a faculty member to serve as both a point of contact, advisor, and mentor for students with difficulties, assisting in directing them to appropriate services, liaising with lecturers, and solving other issues.

There are a number of facilities available for Hebrew University students with special needs. This description is available for students online (https://en.studean.huji.ac.il). The services provided are for a number of different issues including: Students with physical disabilities; students with learning disabilities; blind students and students with impaired vision; students with hearing disabilities; and psychological counseling.

III. List of financial aid available to students (including scholarships for outstanding students).

Name/Description	Amount
Ministry of Immigration and Absorption PhD students from overseas (olim chadashim)	Matching of 28,800 NIS provided by the IOC
Full-time MA (and PhD) students scholarship	30,000NIS/year
Fellowships for direct BA-PhD students, final year MA students continuing to PhD, and third year PhD students	Amounts vary from 20,000 NIS-58,800 NIS
The Leslie Sabba Scholarship	63,000 NIS

Financial Support: The university's administration allocates financial resources to assist students who have difficulty financing their tuition. The Dean of Students' Financial Aid Unit grants scholarships, on the basis of financial need, to BA and MA students. Eligibility for a scholarship is determined on the basis of student's financial standing and academic achievements. Student scholarships are allocated by the university administration. The amount allocated to scholarships ranges between 1,500 NIS and 5,000 NIS per month.

IV.   Description of the job placement services.

Job Placement: The Hebrew University offers its students and graduates the support of a specialized career center. Students at the IOC can use the services of the career center to write their CV, apply for work offers, learn more about the job market, or translate their academic skills to those required at specific organizations.

In addition to this support offered at the university level, the IOC is dedicated to supporting its students in their career aspirations as well. To do so, it organizes annual career days where students have the chance to meet potential employers from various sectors related to criminology.

These events provide a platform for students to network, learn about job opportunities, and gain insights into the diverse career paths available to them. Employers from law enforcement agencies, research institutes, correctional facilities, non-profit organizations, and other relevant fields participate in these career days, offering students the chance to explore different career options, and make valuable connections. Through these interactions, students can develop a better understanding of the industry, its requirements, as well as the skills and qualifications that employers seek.

In addition to career days, the IOC has recently added "theory meets practice" workshops to the list of courses offered to students. Designed to bridge the gap between theoretical knowledge and practical application in the field of criminology, these workshops offer students the opportunity to engage in hands-on work related to criminology under the guidance of experienced professionals. These immersive experiences enable students to apply their theoretical knowledge to real-world scenarios, gain practical skills, and develop a deeper understanding of the challenges and complexities of the field.

V.   Institutional policy regarding student complaints.

The Hebrew University's teaching policies and procedures include instructions for students who wish to complain "about a breach of teaching and study procedures" (Clause 19.2): "The complaint should be submitted in writing to the party responsible for the breach of university or faculty procedures (e.g., the teacher, head of the teaching program, the teaching secretariat)."

Students also have the right to send an appeal to the Hebrew University's Ombudsman as well as the Dean of Students. In addition to these formal procedures (published on the university website), students at the IOC can

consult at any point with the students' advisor, who will consult with the HOD when required. As part of the IOC's continuous effort to address students' complaints and concerns, the students' advisor also meets with each students' cohort representatives once a year.

3.3.4. Alumni

To what extent do the following statements (A, B) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

A. The department regularly and systematically collects data regarding its alumni:

	1	2	3	4	5
		X			

Short explanation:

The Hebrew University has a very active alumni association (https://alumni.huji.ac.il/book/english). The Hebrew University Alumni Association runs numerous activities each year, such as academic lectures, study programs, cultural programs, professional conferences, and exclusive meetings with policymakers, entrepreneurs, and company executives. In addition, the university has a network of 27 overseas "Friends of the Hebrew University" organizations (https://campaign.huji.ac.il/friends).

At the departmental level, we do not maintain direct contact with alumni, though there is a desire to forge closer ties between the IOC and its graduates. As part of this mission, the IOC has started to collect data on its alumni, and the institute's news and events list is being sent regularly to those who are part of the IOC distribution list. However, these lists are not complete, with alumni working in the field of criminology maintaining a closer relationship with the institute than others. The IOC has recently created a mailing list through which is in touch with alumni, informing them of current and ongoing events, and encouraging their continued involvement in IOC activities. In addition, alumni automatically receive the annual newsletter (*Criminaton*) published by the IOC, and are often invited to contribute to it.

B. The department reviews its performance and its mission and goals based on the data collected and adjusts them if necessary:

	1	2	3	4	5
			X		

Short explanation:

The IOC, and the university as a whole, do not collect data from alumni, and therefore do not review its performance or adjust it in light of such data. The university asks alumni to report back on the organizations in which they are employed and their position within them, but the data is partial.

Nevertheless, alumni are an important source of information, and often provide it through informal methods, such as in conversations with faculty members. In many cases, their evaluations and ideas have led to changes being made in course structure and content. The IOC remains open to and encourages input from its valued alumni. For example, the IOC has appointed two alumnae to its Advisory Committee (described earlier).

C. List strengths, weaknesses and challenges of Alumni: 300-500 words

The IOC alumni present strengths, weaknesses, and challenges. With respect to the strengths, the IOC is fortunate enough to be able to maintain strong working relationships with many of its alumni post-graduation since they are sometimes employed by the criminal justice system while studying, and other times find post-graduation work in organizations that are IOC partners, particularly within the criminal justice system (e.g., police, court system, prison service, social services, etc.). Thus, relationships between the university, the IOC, and alumni become stronger while simultaneously supporting stronger ties between theory, research, policy, and practice. Additionally, there is anecdotal evidence that alumni have positively contributed to the recruitment of new students.

However, a weakness lies in the lack of knowledge possessed by the IOC about many alumni, for, while the latter makes a constant effort to maintain relationships with its graduates, these attempts are mostly unidirectional. Ongoing relationships with our alumni, some of whom hold key positions in government and the private sector, could open up possibilities for mutually beneficial collaboration; however, little incentivization can be offered to promote this development.

Whilst there is certainly room for developing more creative and effective ways to improve this situation, there are structural challenges. First, in contrast to many other countries (and the US in particular), Israeli culture does not encourage Israelis to maintain a connection to their universities and alumni associations. Israelis tend not to attribute little if any importance to continuing to be involved with the university where they studied. Second, the IOC does not have the logistical and financial means by which to maintain relationships with alumni or collect systematic information on their employment and career. The IOC believes that institutional, and even governmental, cooperation is necessary to overcome these challenges.

D. Describe Strategy for development and improvement of Alumni: 300-500 words

As stated above, the IOC recognizes the significance of fostering a strong relationship with its network of alumni, believing it to be essential to enhancing the field of criminology and criminal justice as a whole, and improving the overall experience for its students and stakeholders. While no formal strategy presently exists, the IOC is currently developing a comprehensive one for the development and improvement of its alumni network, which will include gathering personal information, constructing distribution lists, inviting alumni to key events, and involving them in students' annual career days.

The first step that the IOC is taking as part of this strategy is to gather personal information about its alumni. This involves maintaining a database

that contains comprehensive details about former students, researchers, and professionals who have been associated with the institute. The information collected ranges from basic contact details to more specific data, such as academic backgrounds, areas of expertise, and current professional positions. With this information, the IOC plans to construct distribution lists tailored to different segments of its alumni network. By categorizing alumni based on their areas of specialization, professional interests, and geographical locations, the IOC will ensure targeted communication and engagement. This approach will allow for efficient dissemination of relevant information, such as job opportunities, research collaborations, and updates on the latest developments in the field of criminology.

Inviting alumni to key events will be another vital element of the IOC's strategy, and is already being carried out. The institute organizes conferences, symposiums, and workshops that bring together researchers, practitioners, and policymakers in the field of criminology. Alumni are invited to participate in these events, providing them with opportunities to network, share their expertise, and contribute to discussions on pressing criminological issues. By involving alumni in such events, the IOC fosters a sense of belonging, and encourages ongoing collaboration within the criminology community.

Additionally, the IOC actively encourages alumni to take part in students' annual career days. These events aim to connect current students with alumni who have established successful careers in the field of criminology. By involving graduates in these career days, students gain valuable insights, mentorship, and guidance from professionals who have firsthand experience in the industry. This interaction inspires and motivates them, helping them shape their own career paths, and fostering a strong sense of continuity within the criminology field.

Supporting Documents:

I. Table/Chart - integration of alumni (up to 7 years from graduation) into the labor market: where they have found employment, what positions they hold, how much time has elapsed between graduation and employment.

Systematic data not available.

II. Table/Chart – The number of students who continue their studies to advanced degrees (specify the area of study and degree level)

Table S1: the number of BA graduates who continued to pursue an MA and the number of MA graduates who continued to pursue a Ph.D. at the IOC, 2018-2022.

Program Title	BA-MA	BA-Ph.D.	MA-Ph.D.
MA in Criminology (thesis/non-thesis tracks)	15	3	11
MA in Criminology with a specialization in forensic sciences (thesis/non-thesis tracks)	6	0	0
Total	*21*	*3*	*11*

E. Overall, in this section (Students), the department's performance is:

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5
				X	

3.4. Academic faculty and Human Resources

Outline:

1. Policy

   a. Institutional

   b. Departmental

2. Department Chair and Departmental Committees

3. Academic faculty

4. Professional and Pedagogical development

5. Technical and Administrative staff

3.4.1. Policy

To what extent do the following statements (A, B) apply?

1=not at all 2=mildly 3=to some extent   4=to great extent 5=fully

A. Institutional policy for faculty recruitment and promotion:

1) The procedure is transparent and accessible to all faculty members

	1		2	3	4	5
Recruitment						X
Promotion					X	

Short explanation:

The university's procedures for recruitment and promotion are detailed in a document publicly available on its website, a link to which is listed in the supplementary material below. While recruitment is quite transparent, institutional clarity is lacking with respect to the availability of positions for which one can be recruited. In contrast, for example, to American universities, where positions are allocated to departments at the outset of the academic year, departments may compete for positions having interviewed promising candidates, but such positions are not guaranteed and evaluated for fulfillment in relation to positions available across the university. Additionally, the criteria for promotion are not clearly laid out for the three promotion ranks at the university. More could be done to integrate faculty into the promotion process as a means of increasing transparency, similar to the process of recruitment.

2) There is a correlation between the policy and its implementation

	1	2	3	4	5

					X
Recruitment					X
Promotion					X

Short explanation:

The recruitment and promotion policies are generally in line with the university's stated procedures and rules.

3) The policy is appropriate to the academic culture of the study field

	1	2	3	4	5
Recruitment					X
Promotion					X

Short explanation:

On the whole, the university policy is appropriate for the academic culture of the study field.

B. Departmental policy and procedures:

1) The departmental processes for faculty recruitment and promotion contribute to the development and evolution of the department.

	1	2	3	4	5
Recruitment				X	
Promotion			X		

Short explanation:

As a whole, the recruitment process is very structured, involving several rounds of deliberations (see below) by relevant committees and the entire Faculty of Law (FOL). This process ensures that the IOC selects the most appropriate candidate(s) given the criteria of academic excellence, departmental needs, and diversity considerations. Insofar as a suitable candidate is recruited, this selection process contributes to the IOC's development and evolution. The promotion process is conducted mainly at the FOL and university levels, based on academic excellence (see above). The Chair of the IOC is responsible for selecting the professional committee and for writing a report on the teaching and service records of

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promotion candidates. Commonly, at least some members of the IOC serve on this committee.

2) The process for faculty recruitment and promotion is structured, clear, and transparent to all faculty members.

	1	2	3	4	5
Recruitment					X
Promotion				X	

Short explanation:

The process of faculty recruitment is structured, clear, and transparent to all faculty members. It is explained every year in the departmental meetings that center on recruitment by those who lead this effort (usually the Department Chair and the Chair of the Selection Committee). The IOC Chair also takes care to clearly inform all faculty members of decisions made and outcomes along the way.

The process of promotion in the Law Faculty is not directed by the department, or IOC, in our case. Promotion to tenure, and the rank of senior lecturer in general, follows the general requirement that the process be completed in the lecturer's sixth year. Promotion to associate and full professor can be begun as a result of a recommendation letter from a senior faculty member, or as a result of recommendations by the FOL Dean or Chair. A committee of three to five faculty (both from the Law Department and the IOC, with one external faculty member) is formed by the FOL Dean in consultation with the IOC Chair. The committee reviews candidates' files, making its recommendation on their promotion to the FOL Dean. The latter also leads to the identification of external review letters. No vote is held by the IOC on candidates' promotions. These procedures will be detailed below.

In recent years, the FOL Dean has met annually with every untenured faculty member and his or her faculty mentor to assess their performance and review expectations for tenure. This practice went a long way toward

increasing clarity and transparency with respect to promotion. Our self-study has identified that the process for promotion to associate and full professor remains less transparent to faculty members.

C. List strengths, weaknesses and challenges of recruitment and promotion policies: 300-500 words

The recruitment process is very structured, with checks and balances between the three relevant levels: IOC, FOL, and the university. Thus, it guarantees the potential for research excellence among those recruited. The recruitment process in the IOC is structured and clear. One limitation of the process, mandated by university rules, is that not all IOC members can formally vote for their preferred candidates, as there is no departmental vote. Instead, IOC faculty members act as a screening committee, the recommendations of which are forwarded to the Law Faculty Dean and Law Faculty Selection Committee. The FOL Selection Committee is typically composed of the more senior faculty members. In our self-study, faculty noted that this can potentially exclude junior faculty from the recruitment process. Said committee reports back to the entire faculty body to ensure transparency.

A second challenge related to recruitment is that no faculty lines are allocated in advance to the IOC (or other units of the FOL, for that matter). Rather, lines are allocated to the FOL and then allocated to the units according to the FOL-wide ranking. This has several important implications. First, the ranking requires the FOL Development & Selection Committee to compare candidates from different fields and different ranks, a method that is susceptible to bias (e.g., in favor of disciplines in which publishing is easier or journal impact factors are higher). Second, the IOC cannot engage in long-term planning in terms of its needs, but rather has to select the candidate with the best chance to pass the FOL Development & Selection Committee in any given year. This also means that the IOC can never assure a candidate who went through the rigorous departmental process that he or she will indeed be hired by the university. This increases the uncertainty about the position, and may result in

losing candidates to other institutions. Third, the current process is rather inefficient. A multi-year needs-based recruitment process could serve the IOC well, and enable it to better match recruitment with long-term development goals and the desired study program. That being said, in recent years the IOC was successful in recruiting excellent candidates who were also a very good fit for its needs.

With respect to promotions, the process is generally structured and clear. As noted earlier, to a large extent, it is not in the hands of the IOC, but rather managed by the Dean of the FOL. From this perspective, the IOC has limited input regarding the promotion of its own members, perhaps with a partial exception of the Department Chair and those faculty members appointed to the candidate's professional committee. As mentioned, standards for promotion are not as transparent as they could have been, and there seems to be variation across disciplines. This matter is especially sensitive for tenure procedures. Annual meetings of untenured faculty with the FOL Dean have helped mitigate this challenge. Nevertheless, the tenure process remains long and tedious. The process for promotion to higher ranks is structured, but could be more transparent. In addition, the Israeli system has four ranks (rather than three, like in the US), which requires faculty members to go through three rounds of promotion, rather than two. This increases the burden associated with these processes, and has a negative impact on both income and morale. This problem could be mitigated by hiring faculty members as senior lecturers, rather than lecturers, and promoting them to the rank of associate professor, rather than senior lecturer, with tenure. This is becoming more common in the FOL Department of Law.

D. Describe Strategy for development and improvement of recruitment and promotion policies: 300-500 words

There are currently no plans to improve IOC recruitment and promotion policies. The current recruitment process is well-designed and works as

intended, given the constraints and incentives emanating from the FOL and university rules and procedures. To the extent that the FOL will revise its policy, the IOC policy will be adapted accordingly. Similarly, there are no plans to change promotion policies, as these are devised by the university.

Supporting documents:

I. The institutional policy for recruitment and promotion of faculty.

This policy is publicly available here: https://en.academic-secretary.huji.ac.il/sites/default/files/acsen/files/appointments_promotions_2020_.pdf

II. Examples of recent (5 years) recruitment and promotion cases.

Recruitments: Netanel Dagan, Naomi Kaplan, Gali Perry

Promotions: Simon Perry (to associate professor). Roni Factor (to associate professor). Barak Ariel (to associate professor). Badi Hasisi (to full professor).

III. The departmental process for recruitment and promotion of faculty.

Recruitment – The IOC recruitment process begins with a public announcement and a call for candidates. The call is advertised on the *American Society of Criminology* website, The *Israel Society of Criminology* website, and other outlets. Furthermore, the IOC Chair contacts chairs of other criminology departments in Israel to check for possible candidates. Previously, a search committee (appointed by the Chair of the IOC) had managed the first phase of applicant file reviews, conducting the preliminary filtering, and recommending a 'short list' of candidates. In recent years, however, the number of applicants has been relatively small, and therefore, this procedure is not always necessary. Usually dealing with up to three applications, all IOC faculty, in their capacity as members of the Selection Committee, convene to discuss the candidates. This discussion serves to provide guidance to the final decision about the candidates, and, in particular, who will be included in the short list and invited for job talks, including a full day of meetings with IOC faculty and graduate students. When a candidate's

file includes specific pieces of research that are difficult to evaluate, the Selection Committee may ask IOC faculty members with specific expertise to provide a professional evaluation of them. These evaluations are then taken under consideration by the Selection Committee when making their final decision.

Once a candidate (or candidates) has completed their job talks, which are also attended by FOL faculty members, the IOC faculty reconvene to discuss their qualities and suitability. This, again, serves as a guide to the FOL Selection & Development Committee, which has the authority to rank the candidates and decide which, if any of the application files, should be presented to the FOL Development Committee, and what kind of appointment is sought after (e.g., joint appointments, which may occur together with the FOL or other units). The Chair of the IOC and the Chair of the Selection Committee inform the IOC faculty of the final decision and its outcome. The Chairs of both the IOC and the Selection Committee then prepare the file(s) of the selected candidate(s) for the next stage, comprising the FOL Development Committee meeting, at which point the IOC's chosen candidate(s) are presented. This committee then ranks candidates from all FOL units, creating the basis for the allocation of the available lines, subject to the approval of the University Rector and President.

Promotion – Each promotion process begins with the formation of a professional committee by the IOC Chair, consisting of 3-5 senior faculty members (at least one of whom is from the IOC), and opening a request with the office of the FOL Dean. At least some members of the committee have relevant expertise in the candidate's research areas. This request relates to the presentation of a faculty member's file, which includes a report on the candidate's research, teaching, and service record, including teaching evaluations for untenured candidates (usually completed by other tenured faculty members), and a request for a promotion evaluation to be conducted. This material, as well as the candidate's own file, are reviewed by the professional committee, which makes a recommendation to the FOL Dean.

The latter subsequently reviews the faculty member's file, and discusses the application with the Hebrew University Rector.

After the FOL Dean reviews the file, a professional committee is formed by the FOL Dean and IOC Chair, composed of 3-5 senior faculty members. As a rule, the first committee, known as the 'mid-term' committee, is set up after three years of employment, and reviews the candidate's progress, recommending one of three main options: 1) Deferring the tenure procedure for two years; 2) Initiating a tenure procedure immediately; or 3) Terminating employment. Next is a promotion to senior lecturer with tenure. The professional committee can recommend either such promotion or termination. If the former is recommended, the FOL Dean will seek several outside letters, and will submit a recommendation to the university's P&T Committee, based on the entire set of materials. This committee then makes a decision, which must then be approved by the Hebrew University Rector and President. Initiating a procedure for promotion to associate professor requires the approval of the FOL Dean and the Hebrew University Rector, but is an internal process that does not require outside letters. Promotion to full professor does require such letters.

3.4.2. Department Chair and Departmental Committees

A. Department chair

To what extent do the following statements (1,2) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

1) The prerequisites, the rules, and the criteria for the appointment of the department chair are appropriate, clear, and transparent.

	1	2	3	4	5
Prerequisites				X	
Rules and criteria			X		

Transparency			X		

Short explanation:

The prerequisites, rules, and criteria for the appointment of the Department Chair, whilst informal to some degree, are also rational, relying on consensus as well as the assessment of the appropriateness and suitability of the individual candidate based on their leadership in the institute. In order to improve transparency, we intend to develop a clear policy document that formalizes the prerequisites, rules, and criteria, to support stable, long-term leadership.

2) The Chair has sufficient managerial independence and power and the duration of the position of the Chair.

	1	2	3	4	5
Managerial independence				X	
Managerial power and authority				X	
Duration					X

Short explanation:

The IOC is part of the Faculty of Law. As such, whilst the IOC Chair maintains a great deal of autonomy, independence, power, and authority, in part due to the position being a long-term one, they also have limited access to resources that are constrained and managed by the FOL.

B. To what extent do the Departmental Committees meet the following:

	1	2	3	4	5
Clear appointment policy				X	
Clear operational mandate					X
Efficient					X
Representative					X
Transparent					X

Short explanation:

Appointments to the various committees are carried out at the departmental level by the IOC Chair, in coordination with the IOC Deputy

Chair. The appointment decisions are then forwarded to the FOL Dean for approval. This is not the case, however, for the Policies Committee and Awards Committee, which are appointed directly by the IOC Chair. Additionally, the Ph.D. committee, whilst appointed by the Chair and Deputy Chair, is forwarded for approval and confirmation by the IOC Research Authority. At present, there is no written policy regarding this process. As part of the self-review, we have decided to develop such a policy in writing.

C. List strengths, weaknesses and challenges of the department's management and administration: 300-500 words

The institute is presently of a relatively small size, enabling some of the more informal policies and processes to remain manageable and effective. It is currently undergoing a period of growth; hence, more formal policies, and the formalization of hereto informal policies, will be conducive to effectively managing the future development of the department.

D. Describe Strategy for development and improvement of the department's management and administration: 300-500 words

There are no concrete plans to develop and improve the IOC's current structure of management and administration in the near future. Given the institutional rules and procedures, the IOC's administrative functioning is adequate, and allows it to meet its objectives and vision. This is the result of significant changes that the IOC has undergone in recent years, including the institutionalization of the previously informal role of the IOC Deputy Chair. The creation of this position has contributed to a more effective distribution of both functions and workload, reducing some of the IOC Chair's burdens, in particular with respect to the day-to-day management of the teaching program. In addition, a new academic advisor role was created. While both of these positions carry with them a salary increase, they do not come with any other additional benefits, such as a reduction in teaching load, which the IOC does

not have the authority to offer. In our self-study, the importance of course relief for these roles was noted.

The Dean of the FOL must approve all managerial appointments, including the role of Chair of the IOC.

Supporting documents:

I. Policy and procedure for the appointment of department chair.

The Chair of the IOC is usually selected for a three-year term with the option of extension and re-selection. The IOC Chair is selected by the Dean of the FOL, and must be a tenured faculty member at the rank of associate or full professor. The IOC Chair usually has a history of serving as IOC Deputy Chair or some other senior position. It is noteworthy that, traditionally, the IOC Chair serves multiple terms, either consecutively or intermittently.

II. Review of the Chair's appointment duration, re-appointment procedure, prerequisites, and managerial authority.

The IOC does not conduct a review of these matters on a regular basis, but follows the university's rules and procedures.

III. The departmental committees and their mandates.

Advisory Committee – The advisory committee is responsible for setting the IOC's strategic direction and objectives, discussing any changes to the study programs, and making proposals or recommendations to the IOC in furtherance of the strategic objectives.

Admissions Committee – The committee is responsible for discussing admission applications that are not automatically approved, and for making decisions on admissibility, while establishing individual conditions for meeting admission requirements on a case-by-case basis.

Ethics committee – The Ethics Committee is responsible for discussing applications for ethical approvals for research conducted by both students and staff, as well as for providing ethical approvals. The committee may also take part in discussing non-research related IOC activities that may have ethical implications.

Ph.D. Committee – The Ph.D. Committee undertakes to ensure that the policies and procedures established by the Hebrew University's Research Authority are implemented and followed for Ph.D. students, supervisors, and Ph.D. research.

Awards Committee – The IOC offers a series of awards for excellence in studies, some of which are awarded in a festive ceremony that takes place during the academic year, and is attended by donors, their relatives, and/or representatives. The Awards Committee is responsible for deciding which of the prospective candidates will receive the awards. The coordinator of the committee is the IOC graduate studies coordinator. Decisions regarding the awards are based on an assessment of the academic achievements of the student candidates, and, in some cases, on additional special criteria determined by the donors.

Search Committee – The Search Committee is responsible for issuing and advertising a call for candidates for a tenure-track position, as well as actively identifying appropriate candidates, and encouraging them to apply. It then conducts a preliminary assessment of the candidates who have applied for the position, and presents its conclusions to the IOC.

Screening Committee – The Screening Committee is made up of the entire full-time faculty of the IOC, and is responsible for making determinations on the suitability of candidates shortlisted for a tenure-track position. The committee provides recommendations (only), which are then reviewed by the FOL's Screening and Selection Committee.

IV.   Policy/process for committee appointments.

The IOC Chair is responsible for selecting committee members at the departmental level. Appointments are subsequently assessed by, and require the approval of both the IOC Deputy Chair and the FOL Dean. There are currently no written policies and procedures in place; however, as part of this self-evaluation process, the IOC now seeks to establish these policies and procedures formally and in writing.

3.4.3. Academic Faculty

To what extent do the following statements (A-C) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

A. The current faculty size is adequate to the department's needs:

	1	2	3	4	5
Teaching	X				
Research			X		

Short explanation:

In recent years, the IOC's student population has almost tripled in size. In response to this growth, the IOC's offerings of courses and programs have increased as well; however, the faculty size remains relatively small. As a result, the IOC suffers from a severe faculty-per-student ratio problem. The implications are that the IOC has to rely on a large number of adjunct lecturers to execute its study programs. This situation has added effect of increasing the workload related to various teaching, advising, and administrative responsibilities. This may impact other functions such as research.

In terms of research productivity and output, the faculty size has, to date, been sufficient, at least relatively. That is, while the research productivity and output of the IOC have been good relative to the size of the faculty, the IOC's growth is limited in this area, having reached its full research potential and international recognition potential on account of its size.

B. The current faculty provides appropriate coverage of the subfields within the subject matter:

	1	2	3	4	5
Teaching				X	
Research*				X	

Short explanation:

The IOC's faculty members provide considerable depth and breadth of coverage of the topics and subfields within the discipline of criminology. Most IOC faculty members are experts in dual (or more) fields. The main limitation relates to insufficient person work-hours, which stems from the relatively small size of the IOC's full-time faculty.   In recent years, the IOC's faculty have further broadened their coverage of research to new subfields and subject matter. As the field further expands and develops into new areas, such as the intersection between cyber, agent-based modeling, and artificial intelligence, to name but one example, the IOC's faculty will need to grow in order to maintain its ability to cover the various, expanding number of subfields.

C. There is a correlation between faculty's research field and their teaching.

	1	2	3	4	5
Correlation					X

Short explanation:

There is a high correlation between faculty members' research fields and expertise and their teaching. Teaching assignments are determined by faculty members' expertise, preferences, as well as the needs of the study programs. Most faculty members have dual expertise. However, there are currently not enough person-hours given the relatively small size of the faculty. Under the current circumstances, there is an overreliance on adjunct faculty to cover the teaching

program's needs, even though the faculty's research fields overlap with the teaching program sufficiently. This situation has problematic budgetary impacts. The cost of external lecturers means that the institute looks financially negative. Faculty costs are not factored into the regular budget, but adjunct faculty costs are, leading to the program's cost being perceived as much greater than it should have been, had we had an adequate number of faculty.

D. List strengths, weaknesses and challenges regarding the department's faculty: 300-500 words

Although the IOC has a small full-time faculty, its members publish at a high rate in the highest-ranking journals in the field, and have also achieved a high citation count. Three of our faculty are ranked among the top 250 criminologists in the world according to recent rankings (see PLOS 1: Weisburd, Ariel and Kvorkian). IOC faculty have also received many international awards, including the Stockholm Prize in Criminology, and the European Society of Criminology Young Scholar Award. The IOC's faculty covers a broad range of topics and subfields within the discipline of criminology, as reflected in both research outputs, and the study program.

The primary weakness and challenge pertains to the small size of the department's faculty. This problem must be solved over the next five years because it inhibits the continued development of cutting-edge research, reduces teaching quality, and also places the institute at a disadvantage with regard to program funding. The disadvantage of leading research work is simply that our faculty is burdened by a large number of students. This is especially concerning for MA and PH.D. supervising.

E. Describe Strategy for development and improvement for the department's faculty: 300-500 words

The IOC seeks to attract a faculty of leading researchers in the field. However, there are relatively few quality programs that produce Ph.D. candidates in Israel, and a limited number of Israelis studying for Ph.D. in criminology abroad. Faculty trained in other disciplines are often inappropriate for a criminology program, since criminology is no longer simply an amalgam of scholars trained in other stream disciplines, such as sociology and economics. While many strong criminological scholars will come from other disciplines, involvement in criminological science and questions is necessary. The IOC must therefore look broadly to identify potential candidates:

1) The institute identifies all potential Israeli candidates from other criminology programs in Israel and meets with them.
2) The institute advertises at international meetings – e.g., the American Society of Criminology.
3) Faculty members meet with Israeli scholars studying abroad with the aim of identifying potential candidates early.
4) The institute identifies potential candidates from within it that show promise, and tries to help them find appropriate post-doctoral studies.

Hiring IOC graduates must be considered because some of the best candidates have been trained or are being trained at the IOC. Over the last 12 years, the IOC has allocated significant resources to support Ph.D. students who dedicate themselves to full-time study (while working as student RAs and TAs). Over the last 15 years, IOC Ph.D. graduates have been hired as full-time faculty after completing post-doctoral studies abroad (Barak Ariel, Tal Jonathan Zamir, Gali Perry & Michael Wolfowicz). It is also noteworthy that two of the IOC's senior professors – Mimi Ajzenstadt and Nadera Shalhoub-Kevorkian – have also earned their degrees at the IOC.

The IOC is attracting the best criminology scholars in Israel, while providing the most rigorous methodological and theoretical training of any criminology program in the country. We believe that we can produce scholars who are on par with the best graduate programs in the world, and some of the present faculty are living proof. It therefore comes as no surprise that a significant number of the best candidates are products of the

IOC, and as such, we must look to our own Ph.D. program as a source of recruitment, whilst overcoming some of the stigma associated with such hiring. In this regard, the IOC remains committed to the importance of including scholars trained in other programs and departments, and is in constant contact with international institutions to identify promising candidates early. For example, the institute will be visited in 2023 by a scholar from Harvard University who is being trained by Robert Sampson, a leading international criminologist. We are also in contact with Ph.D. candidates from other Israeli institutions, although, our experience so far has taught us that these generally do not meet our standards. Therefore, over the next five years, we would expect some of the best candidates for positions in the IOC to be scholars who were trained there at some point.

While the institute seeks to become one of the top criminology programs in the world, its size will restrict it from covering every area of criminology well. If the department could reach 25 in faculty, every major core area could be covered with strong scholars. However, the IOC cannot do that successfully with just 15 full-time-equivalent faculty. Moreover, if all faculty are engaged in unrelated areas, it is difficult to build up strength or reputation in a specific area. We add to this a key strategic decision: in a research-intensive unit, prospects of making significant scientific contributions to the field must be a first priority in hiring considerations.

Supporting documents:

I. **Tables 7-12 – faculty employment, senior; junior; adjunct faculty, recruits and retirements** (excel appendix).

II. Table of faculty according to (main) sub-field specialization.

Subfield Specialization	Faculty Members
Geography and crime	David Weisburd
Evidence-based policy	David Weisburd, Badi Hasisi, Tal Jonathan-Zamir, Simon Perry, Barak Ariel, Gali Perry

Policing, criminal justice, and police-community relations	David Weisburd, Tal Jonathan-Zamir, Roni Factor, Badi Hasisi, Gali Perry, Simon Perry, Netanel Dagan, Mimi Ajzenstadt, Joshua Guetzkow, Naomi Kaplan
Forensics	Naomi Kaplan
Traffic offending	Roni Factor
Victimology	Gali Perry, Tali Gal, Mimi Ajzenstadt, Nadera Shalhoub-Kevorkian
Penology, prison-rehabilitation	Netanel Dagan, Badi Hasisi, David Weisburd, Joshua Guetzkow
Political violence, terrorism, bias-crime, state-crime	Badi Hasisi, Simon Perry, Gali Perry, Michael Wolfowicz, Nadera Shalhoub-Kevorkian
Human rights, racism and anti-racism, bias	Nadera Shalhoub-Kevorkian, Joshua Guetzkow, Gali Perry, Roni Factor, Badi Hasisi, Mimi Ajzenstadt
Sociology and crime	Joshua Guetzkow, Roni Factor
Gender and violence	Nadera Shalhoub-Kevorkian, Gali Perry
Experimental criminology	David Weisburd, Barak Ariel
Media effects/technology/cyber	Barak Ariel, Michael Wolfowicz
White-collar crime	David Weisburd, Barak Ariel
Youth and criminal justice	Tali Gal, Mimi Ajzenstadt, Nadera Shalhoub-Kevorkian

3.4.4. Professional and pedagogical development of faculty

To what extent do the following statements (A, B) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent 5=fully

A. The departmental/institutional program/opportunities for **professional development** are adequate.

	1	2	3	4	5
Activities				X	
Frequency				X	
Impact				X	

Short explanation:

Most opportunities for professional development are provided by the university and FOL, i.e., sabbaticals, travel funds, and course releases. These rely on faculty members' interests to use them for their own advancement. To the extent that faculty members do so, this has a positive impact on their progression.

B. The departmental/institutional program/opportunities for pedagogical training and development are adequate.

	1	2	3	4	5
Activities				X	
Frequency				X	
Impact				X	

Short explanation:

Opportunities for pedagogical training and development are provided by the Hebrew University's Teaching and Learning Center (TLC). See section 3.2.1.A and supporting documents for further detail. The TLC offers numerous opportunities for pedagogical training and development year-round, and faculty members can enroll according to their schedules.

C. List strengths, weaknesses and challenges of professional and pedagogical development of faculty: 300-500 words

With respect to professional development, the university (and AHE) provides faculty members with the necessary resources, i.e., time and money, and leaves it up to them to decide how to make the best use of these resources. One such important resource is the sabbatical, which faculty members can take every seventh year, and dedicate to their professional development.

Another resource is generous travel funds (known as the fund for scientific relations, KAKAM), to which all faculty members are entitled (with the amount increasing as one rises in ranks), facilitating faculty members' participation in international conferences and workshops. The FOL and university provide further opportunities, mostly tied to research grant applications and winning. This includes research and logistical support for faculty members who apply for an ERC grant, and a course release or creation of research group for those who win sizable grants. The strength of this approach lies in allowing each faculty member to use the available resources in the most efficient way, and at the time and place most appropriate for one's professional needs. This can also be a weakness, insofar as faculty members do not take advantage of these opportunities. For example, due to faculty members' time constraints, TLC resources are currently underutilized.

D. Describe Strategy for development and improvement of professional and pedagogical development of faculty: 300-500 words

The IOC's strategy for the development and improvement of professional and pedagogical development of faculty is to encourage faculty members to continue and take advantage of these opportunities, and approve them as much as possible (sabbaticals and course releases commonly require the approval of the Department Chair).

Supporting documents:

I. List of professional development activities and opportunities (last three years).

    a. Traveling to international conferences and workshops (numerous)

    b. Sabbaticals (numerous)

II.   List of pedagogical training and development activities and opportunities

     a. TLC workshops, short courses, and training (numerous)

E. Overall, in this section (Academic faculty), the department's performance is (1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5
				X	

3.4.5. Technical and administrative staff

To what extent do the following statements (A, B) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

A. The department's technical staff is appropriate to the department's needs:

	1	2	3	4	5
IT			X		

Short explanation:

The IOC does not have its own IT services. These are provided by the FOL and university. The FOL has a dedicated IT support staff that service the IOC. While professional, given the needs of the IOC and FOL, the services are not always adequate in terms of availability and immediacy for the IOC. Especially given the IOC's future direction, which includes expanding its fields of research, additional IT support and services are expected to be required.

In recent years, the university has switched to an online platform (SAP) for many administrative tasks, including the purchase of flight tickets,

computers, etc., as well as the management of research budgets, and much more. This platform was initially found by faculty member to be user unfriendly. However, following extensive training and support, the IOC administrative staff have now become proficient in its use. One remaining issue is that faculty members are more reliant on administrative staff than they were in the past, adding to the demands of both.

B. The department's administrative staff is appropriate to the department's needs and size.

	1	2	3	4	5
				X	

Short explanation:

The IOC has three full-time administrators: a Department Coordinator and two Teaching and Student Administrators (one for BA and one for MA). There is also a secretary who handles accounts (¾ time), and a secretary for the police program. These administrators are highly dedicated, and perform their duties at a very high level. Consequently, our administrative unit is consistently ranked very high in students' satisfaction surveys.

That said, given the growing number of students, the number of staff is rather small, and faces a great deal of pressure, especially at the beginning and end of each semester. For example, the faculty to student ratio for the IOC is less than half of that of the faculty of social sciences. The staff also faces a great deal of pressure and a shortage of human resources when it comes to arranging and managing conferences and other events for students, staff, visitors, and the public. Arranging and managing such events means that staff are limited in their ability to perform their regular duties and functions, and such events sometimes occur at times, or require organization at times that overlap with particularly busy periods on the academic calendar.

Ideally, the IOC's administrative staff would benefit from the addition of a staff member who would be responsible for coordinating and integrating the different functions and roles, in particular as they relate to students, as these functions are currently split, and coordination is sometimes lacking. The IOC could also benefit from the addition of a staff member whose role would be devoted to external relations, such as organization of conferences, management of international guests, and community outreach more generally.

In addition, the current administrative staff, as well as future additional staff, could benefit from the incentivization of promotion. This would improve overall motivation and work output, as well as improving the quality of new recruits.

C. List strengths, weaknesses and challenges regarding technical and administrative staff: 300-500 words

As described above, the IOC does not have its own technical staff and relies on the FOL for IT matters. While this works well for the most part, as the FOL has a knowledgeable, experienced, and dedicated IT unit, the self-study has revealed that faculty feel that the IT support for the IOC is sometimes only secondary to the needs of the FOL. This is especially true when lecturers require IT assistance at the beginning of, or during lectures, such as when in-class IT equipment malfunctions.

The IOC administrative office functions professionally and efficiently, serving the students, faculty, and TAs very well. However, as described above, resources are often spread thin at certain points on the academic calendar, and particularly when the IOC is organizing and hosting large conferences or other events. Additionally, due to the distribution of roles between the administrative staff, additional staff are needed in order to coordinate and serve as an effective liaison between the staff and their different roles.

D. Describe Strategy for development and improvement of technical and administrative staff: 300-500 words

There is no concrete strategy for the development and improvement of the technical and administrative staff at this time. The IOC would like to hire its own IT support staff, and at least one additional administrative staff. This will be even more critical as the IOC further develops and expands, in particular with respect to its research and teaching in more technical areas. However, budget constraints inhibit this desire's realization.

Supporting documents:

I.   Table of Technical staff (name, position, responsibilities)

Irrelevant

II.   Table of Administrative staff (name, role, responsibilities)

Name	Role	Responsibilities
Orit Zarka	Department Coordinator	- The general management of staff and office. - Preparation of the IOC's course catalog. - Preparation of the teachers' annual teaching schedule, taking their credit obligations into account. - Preparation and management of student registration in courses. - Management of the department's budget, including external funds. - Representation of the department when dealing with faculty and university authorities. - Management of the appointments of junior academic personnel (TAs and adjuncts) and administrative staff. - Taking care of payments to in-house and external suppliers.

		• Management of scholarships for Ph.D. and MA students.
Ahlam Ibrahim	Teaching and Student Administrator	• Providing information and guidance for students on student affairs, the course catalog and program. • Correspondence with potential students. • Overall coordination of student exams. • Verifying prerequisites for courses. • Verifying that students have met the requirements for progressing to the next academic year. • Overseeing the admission process of MA students. • Updating the students' grades in the university systems. • Assisting students who wish to sign up to courses. • Responsible for finalizing students' degrees. • Responsible for IOC website.
Efrat Bruchim	Teaching and Student Administrator	• Providing information and guidance for students on student affairs, the course catalog and program. • Correspondence with potential students. • Overall coordination of student exams. • Verifying prerequisites for courses. • Verifying that students have met the requirements for progressing to the next academic year. • Updating the students' grades in the university systems. • Assisting students who wish to sign up to courses. • Responsible for finalizing students' degrees. • Responsible for organizing conferences, and corresponding with guest lecturers

Ola Greenberg	Secretary/ Administration Staff Aid	• Maintaining office facilities (kitchen, copy machine, etc.) • Incoming and outgoing mail • Archiving documents • Assisting the Department Coordinator in various assignments • Assisting faculty members with matters related to teaching and students
Einat Sari	Teaching and Student Administrator	• Teaching and Student Administrator for the policing program

E. Overall, in this section (Human Resources), the department's performance is

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5
				X	

3.5. Diversity

A. Does the institution/department have a gender equality policy?

Yes

1) If marked yes, please describe the main principles of the policy.

The Hebrew University aims to create a fair, equal, safe, and encouraging environment for all, regardless of race, religion, gender identity, sexual preference, and ethnicity. Faculty, students, administrators, and staff fully embrace a vision of equity, diversity, and inclusion. The university is committed to:

- Promoting an inclusive community in which diversity is valued, and every member feels they have a rightful place, is welcomed, respected, and supported.
- Developing and supporting programs and policies that help attract and retain students from historically underrepresented groups, as well as hiring and promoting faculty, administrators, and staff from those groups.
- Building structures that promote inclusiveness and equity for all members of the community, especially students and staff from marginalized groups.
- Eliminating intimidation, bullying, and harassment, including unwanted physical contact, offensive jokes, personal insults, and offensive materials. Such unwanted actions will be treated as disciplinary offenses.

2) To what extent does a correlation exist between the policy and its implementation?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Academic faculty					X
Administrative faculty					X
Students					X

Short explanation:

The senior ranks of the IOC's faculty are well represented by women, including in administration. Additionally, the IOC's faculty is diverse in terms of ethnic and religious composition, including representatives from the Arab, Druze, and Ultra-Orthodox communities.

3) The department acts to fulfill the existing policy and goals set for gender diversity.

	1	2	3	4	5

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Academic faculty				X	
Administrative faculty				X	
Students				X	

Short explanation:

The IOC's faculty is made up of an equal representation of both men and women. Over the years, and during recruitment processes, the IOC has identified the need to integrate more women into the faculty, in both academic and administrative roles. Whereas, in the past, the IOC had taken informal but proactive action to maximize the women's representation, these stances are now more formally stated.

IOC faculty members are active in and work together with FOL members on the gender protection committee. Similar to the faculty, the student body is also quite gender diverse. Across all IOC degree offerings for the 2021/22 academic year, more than 62% of the students were women. Among current doctoral students, 75% are female. This is higher than the FOL average, which is 52.78% across all degrees, and 66.07% among doctoral students.

The IOC is mindful of the need to support women in the graduate program, so that they will remain on a viable career path. This is particularly true in the wake of the Covid-19 pandemic, which affected (and still affects) women disproportionately. We are conscious of this both in recruitment and in the administration of the graduate programs. In terms of recruitment, we have prioritized recruiting women, and ensuring gender balance in our cohorts. As for the programs themselves, our current efforts focus mainly on providing additional mentoring (as needed) to female students. The small but growing number of women among our senior faculty aids this effort in providing both role models (as advisors) and mentoring. In the future, in response to student interest, we would like to initiate a more formal mentoring effort that would involve sessions for

female graduate students on various matters related to women in academia.

B. Does the institution/department have a minority equality policy?

Yes

1) If marked yes, please describe the main principles of the policy.

2) The Hebrew University perceives diversity as a condition for academic excellence, and for realizing the human potential of Israeli society. It strives to nurture a community that expresses a broad range of stances, world views, and cultures. We endeavor to allow each student to feel welcome and protected, and to flourish academically, personally, and socially. We aspire to increase our potential to educate and enrich campus life through a plurality of life experiences, and perspectives.

3) At present, the university's body of students includes about 16% Arab students, and 2% Ultra-Orthodox students. The number of minority-group students has increased substantially over the last five years, and the university invests considerable efforts and resources to further increase diversity among both the students and faculty. The Hebrew University's Division for Diversity and Inclusion has identified key elements that should be taken into account when setting our policy.

4) While there are integrated schools for Arab and Jewish youth in some cities, as well as mixed special science and other programs, most Jewish and Arab elementary and high school education is carried out separately in local schools that represent homogeneous resident populations. Within these communities, there is further separation based on religion (e.g., Christian or Muslim) or Jewish religiosity (secular or religious), in addition to the Ultra-Orthodox Jewish community having its own separate schools. Muslim and Christian Arabs, as well as Ultra-Orthodox Jews, generally do not serve in the army, which is mandatory for Druze and

Jewish youth. The university campus is, therefore, often the first place where many of our students have significant and ongoing encounters with other major groups comprising Israeli society.

5) As such, there are various challenges involved in recruiting students from this diverse social map. For example, with respect to language, for most Arab Israelis as well as new immigrants, Hebrew is a second, and, in some cases even a third language. Additionally, there are various cultural barriers, such as gender segregation, which exist in different religious communities. Moreover, first-generation students may have reduced networking opportunities and capacity, as well as no access to academic "know-how" and intellectual capital. Relatedly, some may suffer from a lack of sense of belonging – with political and social barriers leading to feelings of marginalization. There are also broader disparities in education levels stemming from the different education systems that exist within the Arab and Ultra-Orthodox communities, which often fail to adequately prepare students for university. Many Ultra-Orthodox school systems lack core curriculum basics, e.g., English, math, and sciences; other schools have very limited access to resources. Students from these sectors also may be more likely to encounter financial challenges, with a high percentage of minority students coming from disadvantaged backgrounds. Lastly, these students' demographic characteristics differ from those of average Israeli students, with students from Arab society often being younger, and Ultra-Orthodox students more likely to come from settings with many siblings.

In addressing these challenges, the Hebrew University's policy has implemented several initiatives, among them:

·   **Living up to academic potential** – Faculty liaisons and special coordinators provide proactive guidance and help students access available services.

· **Closing academic gaps** – Academic tools and skills, Hebrew and English courses, special accredited courses for minority students, private tutoring, and peer mentoring are provided.

· **Psychological services** – Subsidized sessions for students struggling with personal difficulties.

· **Remedial tutoring** – University-funded diagnosis and support for students with learning disabilities.

· **Financial support –** Ensuring a level playing field through partial aid, full tuition, and living stipends.

· **Mentoring** – Each first-year student is paired with a faculty member who offers them guidance, advice, and tips.

· **Leadership programs** – Weekly workshops for select groups of students, offering leadership skills designed to promote 'giving back to the community'.

· **Career guidance** – A culturally-sensitive employment center, job application techniques, employment counselling, internship programs, interview skills, and workshops are offered to students and graduates.

As for admission policies, the university takes the following measures:

· **Planning ahead** – High-school programs for students from disadvantaged backgrounds to promote acceptance into university.

· **Preparatory programs** – Pre-university study programs for minority students.

· **Guidance and support for applicants** – Customized application process and advice to promote successful applications.

· **A variety of admission routes** – Multiple entryways to maximize admission potential.

The university also takes steps to build an inclusive and welcoming campus:

·   **Research** – Providing a setting and funding for academic exploration of multiculturalism with a special focus on Israeli society.

·   **Courses** – Promoting courses in Arabic and courses on the various populations within Israeli society.

·   **Academic Events** – Conferences and seminars.

·   **Policy** – Helps formulate an inclusive policy for the Hebrew University.

·   **Diversity recruitment** – On all levels, including goal-based structured approaches to hiring diverse academic and admin staff.

·   **Linguistic cultural sensitivity** – To enhance the inclusivity of all populations. Includes multicultural calendar and signage across the university in Hebrew, English and Arabic.

·   **Cross-cutting cultural sensitivity** – Including availability of kosher food and other religious items e.g., hand washing cups for Ultra-Orthodox students and staff.

·   **Cultural events** – Customized social activities and campus-wide celebrations of diverse cultural events, holidays, and special dates.

·   **Building cultural competence** – Learning opportunities for faculty and administrative staff, professional workshops, lectures, and field trips.

·   **Extra-curricular opportunities for interaction** – Multicultural events, language exchange programs, women-discussion groups, and interfaith study groups.

6) To what extent does a correlation exist between the policy and its implementation?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Academic faculty					X
Administrative faculty					X
Students				X	

Short explanation:

With respect to the student body, the IOC has been attracting an increasing number of students from both Arab and Ultra-Orthodox societies; however, these communities remain underrepresented, as is the Ethiopian community.

With respect to the academic faculty, the IOC is quite diverse, with faculty members coming from various ethnic and religious communities. Similarly, the IOC's administrative faculty includes an Arab member.

7) The department acts to fulfill the existing policy and goals set for minority diversity.

	1	2	3	4	5
Academic faculty					X
Administrative faculty					X
Students			X		

Short explanation:

The IOC has academic faculty members representing both the Arab/Palestinian and Druze minority. It also includes an Ultra-Orthodox faculty member. Among the MA and Ph.D. students who serve as teaching assistants, the IOC also has both Arab and Ultra-Orthodox students. The IOC sends both student and faculty representatives of these communities to the university's open days for prospective students.

The IOC is interested in the potential for recruiting more minorities to its faculty; however, in recent years, it has not received any applications for positions from members of such groups.

A total of 17% of IOC students are members of recognized minority groups. The number of Arab/Palestinian students in the BA program has increased in recent years, thereby improving its diversity. As Table 14 in the Appendix shows, the number of enrolled Arab/Palestinian students in the IOC has grown from very few in the mid-2010s to about twenty in the

early 2020s, thus making them about 5% of the entire body of BA students. This rise is probably driven by the university's efforts to recruit Palestinians from East Jerusalem. For example, there were 4 Arab/Palestinian students in our BA program in the 2019/20 academic year, , 3 of whom resided in East Jerusalem (Tables 14b and 14c in the Excel Appendix). We note that current statistics are collected through the university and not directly through the IOC, and it is common knowledge that some students refuse to answer questions regarding their backgrounds. It is therefore possible, and even assumed, that the numbers are somewhat higher.

The IOC, together with the FOL and Dean of Students' Equal Opportunity Unit, work hard to support Arab/Palestinian students, and ensure their academic success and satisfaction. This is done mainly through additional tutorials and teaching assistants devoted to these students. FOL administrative staff keep track of Arab/Palestinian students, and reach out to those who are in need of assistance. The relatively low dropout rates among Arab/Palestinian students (see Table 14c) would suggest that these strategies are effective. Nevertheless, the IOC would still strive to increase the number of Arab/Palestinian students, and further enhance the support they receive.

The body of BA students is less diverse with respect to other underrepresented groups. Only a handful of IOC students are Ultra-Orthodox Jews, and none are from the Ethiopian community. In addition, there is currently no systematic information about first-generation students, who may be disadvantaged in terms of admission, advancement, and completion of an academic degree. These groups warrant greater attention and scrutiny from both the IOC and the university in general.

At the graduate level, the IOC currently has one Arab Ph.D. student, and a small number of Arab MA students. Here, too, the IOC seeks to increase their numbers, and is prepared to support them with the resources at its

disposal. It remains to be seen whether the recent surge in the number of BA Arab/Palestinian students will indeed increase their presence in the graduate programs as well. Similar to the BA program, there are only a handful of Ultra-Orthodox Jewish MA students, and no PH.D. students. There are currently no Ethiopian students either, nor any collection of systematic information on first-generation graduate students.

C. List strengths, weaknesses and challenges of diversity in the department: 300-500 words

Gender and minority diversity is among the ICO's strengths. This is true at both the faculty level, with IOC faculty being representative of gender distributions, and having adequate representation of minorities, as well as its student body, which has a majority of female students, and an increasing proportion of both Arab and Ultra-Orthodox students. Nevertheless, these numbers remain small. The current number of women makes the work environment more hospitable to women, and more attuned to gender-related concerns. Moreover, women faculty members serve as mentors and role models for graduate and undergraduate female students, thereby improving the likelihood that they will be more successful in their studies, and possibly pursue an academic career in the field. To be sure, the ability of women to compete with men on an equal footing, especially during the early stages of parenthood – usually during their Ph.D., post-doctoral fellowship, and tenure-track position – remains a challenge. The IOC, FOL, and university are mindful of this problem, and are trying to address it in the recruitment process and support of non-tenured female faculty members.

Regarding diversity, the IOC intends to keep diversity a priority. This entails, first and foremost, maintaining the appropriate representation of females among the faculty, and encouraging both their academic success and promotion. This will remain a point of focus in the coming years as two of the female senior faculty members approach retirement. This also entails maintaining and increasing the representation of ethnic and religious minorities among the faculty and student body.

Building on the improvement in recent years, the IOC will continue to emphasize diversity as a criterion for recruitment. The IOC is conscious of the tendency to overburden female faculty with administrative services, and strives to steer clear of such discriminating practices, so that the opportunities to succeed and be promoted would not be affected by one's gender. The IOC seeks to ensure that male faculty members take on various additional roles and responsibilities in order to ensure that there is an equal burden of work.

With respect to underrepresented groups, the IOC is interested in a long-term solution based on the cultivation of Ph.D. students from among the relevant populations, hence widening the pool of future potential faculty members who can be recruited. This is likely to take time since, only in recent years, have diversification procedures (such as dedicated Arabic assistance classes and teaching assistants) been implemented at the undergraduate level. The IOC has been and is now home to both MA thesis and Ph.D. students from both the Ultra-Orthodox and Arab sectors.

The IOC intends to continue its efforts to support students from underrepresented groups, first and foremost Arab/Palestinian students, who are increasingly represented among IOC students, especially at the BA level. Attention should also be given to other underrepresented groups, i.e., Ethiopian and Ultra-Orthodox Jews. In addition, over the last couple of years, the university has begun to identify 'first generation to higher education'

students, and examine ways of supporting them. The IOC welcomes this initiative, and will follow the university's lead on this matter. It hopes that the diversity of its faculty will continue to benefit in terms of attracting a diverse student population as well. The IOC regularly informs students from minority groups about various opportunities, such as scholarships and fellowships that are dedicated to supporting members of these groups.

E. Overall, in this section (Diversity), the department's performance is

(1=unsatisfactory, 2=needs major improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5
				X	

Supporting documents:

I. Institutional/departmental policy on diversion

See Description in Section A above.

II. Main initiatives/actions by the department

1. Emphasizing gender and minority diversity in the recruitment process.
2. Providing Arab/Palestinian students with additional academic support.

III. **Table 13 - Gender Equality** (Excel appendix)

Table 14 – Equality of Minorities (Excel appendix)

3.6. Research

A. Provide an overview of the department's research activities (up to 1000 words):

- Prominent research fields and activities.

- Past and present research impact and most significant research contributions.

- Development plans.

- Possible challenges and opportunities.

The IOC is the leading criminological research institute in Israel, and is recognized as a leading research institution on the international stage. The IOC's diverse faculty members have published a large number of research papers on a variety of topics that cover the spectrum of fields and subfields in criminology, and demonstrate a broad range of research methodologies and approaches, including, but not limited to:

1) Policing and police-community relations, including legitimacy and procedural justice from the perspective of citizens, communities, police officers, and neutral observers in diverse contexts such as routine encounters, security threats, protest events, airport security, and at the street-level, as well as in the context of the Covid-19 pandemic.

2) Radicalization and terrorism, including research on spatial and temporal patterns, recidivism (re-offending), offending patterns, risk and protective factors (socio-demographic, attitudinal, experiential, and psychological), the use of the internet and the role of echo chambers, and hate crime.

3) Forensics (in particular the strengthening of its scientific foundations), public and professional perceptions of forensic sciences' strengths and limitations, cognitive biases in the justice system, wrongful convictions, and probabilistic evaluation of evidence in trials (forensic statistics).

4) The role of body-worn cameras in police-citizen interactions as well as other technological tools, and their effect on policing and community outcomes.

5) Human rights and criminal justice policies, procedures, and practices.

6) Evaluation of rehabilitation programming of offenders in prison settings.

7) Penology, penal theory, law and criminology, as well as prison-related judicial decision-making.

8) The spatial and temporal patterning of crime.

9) White-collar crime.

10) Evidence-based policing.

11) Road-based (driving) offenses, including socio-demographic risk factors, and differences in enforcement.

12) Children's rights, restorative justice, community courts, and victimology.

13) Mass incarceration, prison-welfare, prison policy, prison reform litigation, inequality, culture, prison violence, plea bargains, and the sociology of knowledge.

14) The comparative study of racism and anti-racism; censorship and suppression in science; and the construction of excellence in academic evaluation, forensic psychiatric evaluation systems, and the discourse and politics surrounding cases of contested victimization.

As can be seen below in Figure R1, the IOC's faculty members have engaged in extensive publication in recent years, with a total of 225 publications between 2017 and 2022, an increase of 35% compared to the preceding 5-year period of 2011-2016. 77%of these publications are journal articles, of which the overwhelming majority is published in Q1 journals. The IOC faculty have published in the top criminology journals and other top-ranked interdisciplinary journals, including*: Criminology, Criminology and Public Policy, Justice Quarterly, Journal of Quantitative Criminology, Journal of Experimental Criminology, Proceedings of the National Academy of Sciences, Social Forces*, Law & Society Review, Law & Social Inquiry*, British Journal of Criminology, Nature in Human Behavior,* and *Computers in Human*

Behavior. In addition, IOC faculty members have published a large number of working papers, technical reports, and other articles (not included in the below figures).

This publication record indicates that IOC faculty members are regularly publishing in the leading and most influential journals in the field of criminology, as well as in interdisciplinary journals and those from related disciplines. It is noteworthy that, given the different subfields in the department, some of our faculty publish in more specialized journals, as well as in book-form rather than article-form. With respect to the former, IOC faculty members' books have been published by leading publishing houses such as Cambridge University Press, Oxford University Press, Springer-Nature, and the University of Pennsylvania Press.

Figure R1: IOC Publications, 2011-2021
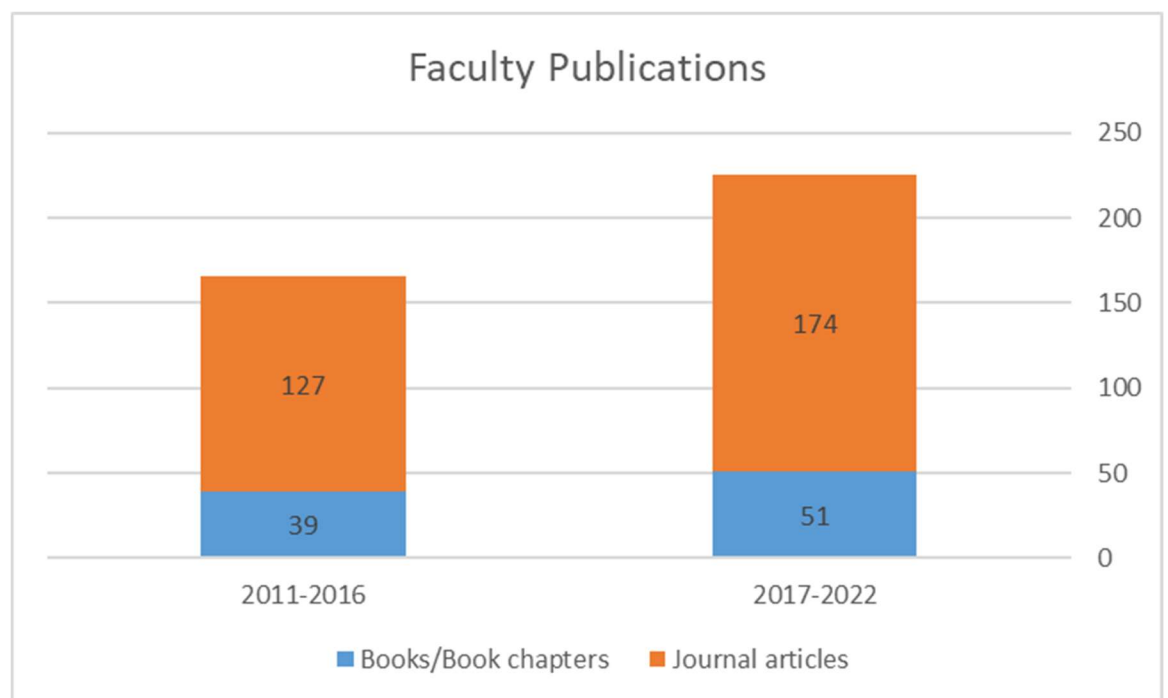
IOC research is supported in many cases by competitive research grants (Table 15). On this front, the IOC has made important progress. As shown in Figure R2, faculty members have substantially increased the number of

applications and, concomitantly, the number of grants received over the last three years. As a result, the total value of competitive grants granted during 2019-2022 had reached 3702956 USD. The sources of these funds include: The Israel Science Foundation, the European Commission (Horizon 2020), US Department of Homeland Security (Campbell Collaboration), Israel Police, Israel Prison Service, and several smaller grants, such as those granted by the Aharon Barak Center for Interdisciplinary Legal Research.

Figure R2: The Number of Grant Applications and Awards, 2019-2022
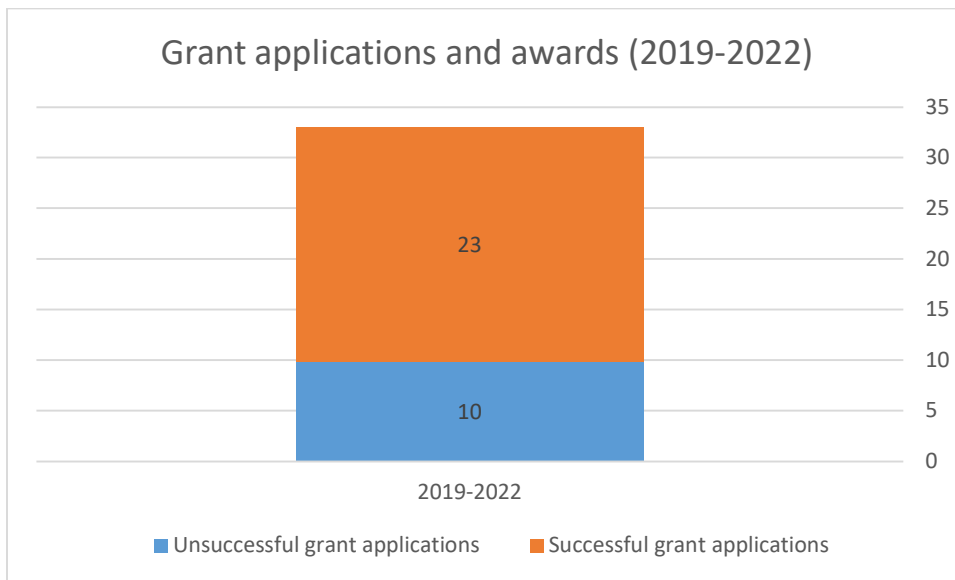
IOC faculty members are regularly called upon by leading international journals to provide services as peer reviewers. In addition, IOC faculty members have been called upon to provide review services for grant applications, including those for the Israel Science Foundation, as well as the European Commission. Members also hold a variety of positions on editorial boards, advisory boards, and steering committees for journals and professional organizations, including, but not limited to: Campbell Collaboration, Journal of Quantitative Criminology, Journal of Experimental Criminology, and the Stockholm Prize Committee.

The IOC takes pride in its network of international academic collaborations, both at the department level, and at the individual faculty level. Department members

engage in multiple collaborations with colleagues in North and Latin America, Europe, Australia, and the Middle East, while focusing on diverse projects such as shared research papers, co-written monographs, chapters in edited volumes, and shared research grants (see Table 17 in the Excel Appendix).

Development plans for the IOC include the creation of new research labs for expanding the IOC's research in existing fields, and developing research in new and upcoming fields. This includes the development of a forensics research lab, and a lab for research on collective violence. Both of these labs seek to integrate developing technologies, such as artificial intelligence, for the purposes of creating new big data datasets and performing analyses.

There are, of course, ongoing challenges for the productivity and future development of research in the IOC. These primarily relate to the number of faculty and budgetary constraints. As noted above, the IOC has a very small faculty. Despite the significant research output that has been achieved, the IOC has yet to reach its full potential, and meet its own ambitious objective, in part due to issues associated with the hampering of recruitment. Another issue is that criminology-specific grant opportunities are quite limited. While the IOC has continued to apply for these grants, it has become known among criminologists that they are at a disadvantage compared to social scientists with regard to their applications being successful.

In order for the IOC to be better positioned and equipped to achieve its development goals, recruitment of new faculty must be improved, and new sources of funding identified.

To what extent do the following statements (B, C) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

    B. The department's research activities correspond with the institution's overall mission and goals.

	1	2	3	4	5
					X

Short explanation:

The university's overall mission is to engage in cutting-edge research that meets the highest international standards. The IOC's research activities largely meet this goal. As elaborated on in the report, our faculty members are all active scholars, applying for and winning competitive research grants, publishing in top journals in both criminology and related fields, as well as in leading academic presses, including the publication of books. They are active in international academic research collaborations, regularly present at major academic conferences, and provide academic services as referees and board members in leading journals. As such, our research is both cutting-edge and very much engaged with and recognized by the international academic community of criminology scholars worldwide. The university's mission also stresses the education of future scientists. In this regard, the IOC is leading through its various degree programs, which aim to offer the best training and professionalization for a cadre of promising criminology research students.

C. The department's methods and tools used for evaluating faculty research are in line with the practices in the field.

	1	2	3	4	5
					X

Short explanation:

The IOC follows the standard evaluation methods and practices employed in the field. Our faculty members publish mostly in English, in journals that are ranked in the Web of Science ISI, and strive to publish in Q1 journals. The evaluation of research is based on the standard ISI and Scimago SJR resources. Books and book chapters are evaluated according to the international standards in the field, with greater recognition given to books published by leading university presses compared to those published by private presses and, even more so, chapters in edited volumes.

D. List strengths, weaknesses and challenges of research in the department: 300-500 words

The basic strength of research in the IOC lies in its diversity and pluralism, which encourage original and creative thinking. This has been amplified in recent years through enhanced academic research collaborations among the department members. This pluralistic approach also finds expression in cooperation with other departments and bodies in the university, as well as several joint appointments (the Law Faculty, social sciences, social work, cyber-security). A second strength is our commitment to cutting-edge research aiming at the best publication outlets in the field (even if success is by no means assured). Furthermore, a major strength is the clear international presence of IOC faculty members, as expressed in international conferences, reviewing for top journals and international cooperation. The IOC also invests in the professional development of our research students through a growing number of research collaborations between faculty and students. Consequently, several graduate students have succeeded in publishing articles, sometimes multiple articles, in leading journals, either on their own or in collaboration with faculty members.

Weaknesses in our research, which are also regarded as our challenges for the future, lie in the limited number of applications and successes in winning major grants like the ERC. There is also a shortage of grant opportunities that are specific to the field of criminology, and a decreasing number of grant opportunities in broader fields, such as violence research. New research opportunities do, however, exist in newly expanding subfields.

As far as our research students are concerned, we still face challenges in providing them with a favorable faculty to student ratio, and adequate funding opportunities.

E. Describe strategy for development and improvement of research in the department: 300-500 words

As noted above, there has been a very positive increase in the number of publications and the prestige of their outlets by IOC faculty members over the past several years. We still need to constantly work to improve this publication rate, and to aim for faculty members' work to be published in the most important and impactful outlets. It is important to keep in mind that the nature of our research often leads to longer periods of a publication 'drought', followed by a period of a surge in publications. This is in part due to the fact that much of our research outcomes result from multi-year projects, including those that are conducted in collaboration with various arms of state.

Our development plan is to further embrace the growing cooperation of faculty and graduate students to explore new and cutting-edge research topics. The field of criminology continues to grow, especially in new and emerging fields such as agent-based modeling, virtual reality, cryptocurrencies, and artificial intelligence. Financial resources are crucial for the IOC to be among the field's innovators in these emerging areas. Given the diverse nature of the IOC, its faculty, and their specific expertise, the institute is well-positioned to take a leading role in research, both current and future, in these areas, however, again, this depends on the successful acquisition of adequate resources to support this.

Given the funding challenges, one source of opportunity is to take advantage of criminology's interdisciplinary nature, and further collaborations with other units (e.g., social work and social sciences), which would include, among other things, the ability to apply for funding schemes outside criminology.

F. Overall, in this section (Research), the department's performance is

(1=unsatisfactory, 2=needs major improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5
				X	

Supporting Documents:

I. **Tables 15-16 - Research Resources, Research Activities (Excel appendix).**

II. **List: research cooperation activities by department members both in Israel and abroad (last five years) – see Table 17 (Excel Appendix).**

III. List: Research infrastructure of the faculty: Research laboratories, research centers, specialized equipment, and budget for maintenance (level and sources of funding).

The IOC does not maintain any laboratories or special equipment. The IOC makes use of an office space that serves full-time research students, and includes a meeting room containing multimedia equipment, several standalone computer stations, and separate offices for the researchers.

The IOC uses research laboratories and equipment belonging to other units, such as the Department of Geography, and the Computer Science Department, including access to the parent institution's super-computer systems.

As such, there is no specific budget for maintenance.

IV. Journal ranking used by the department when evaluating faculty publications/list of journals used.

The IOC uses the journal rankings required by the FOL. Faculty members can be evaluated by one of two measures: 1) Web of

Science Journal Citation Report (JCR). If using this ranking, one has to consider the journal's impact factor (JIF) and citation index (JCI); or 2) Scimago Scientific Journal Ranking (SJR). If used, one has to calculate the journal impact factor percentile (JIFP), which is a journal's ranking out of the number of journals in a certain category. For further information, see:

https://social.huji.ac.il/sites/default/files/socialfacolty/files/indexguidlines.pdf (in Hebrew).

V.   Institutional IP policy

The Hebrew University expects the research carried out by its faculty members to yield new theoretical as well as practical knowledge. It also encourages its researchers to publish their scientific discoveries and findings for the benefit of all humanity, and, at the same time, strives to commercialize the rights of this knowledge in order to increase funding for research activities based on the following rules: 1) The intellectual property rights created by faculty members in the course of their research activities belong to the institution, as derived from relevant national laws (such as the Patent Law and Copyright Law); 2) The university shares the profits from the realization of intellectual property on the knowledge with the researchers who produced it and their units. Intellectual property is a professional matter for which the university owns a dedicated business company (Yissum).

VI.   Community Outreach

The IOC is involved in community outreach primarily via its research activities, which overlap considerably with social- and community-level interests and issues. In recent years, the IOC has been involved in several projects that require meaningful contacts and collaborations with NGOs, community organizations and representatives, as well as members of civil society. For example, the IOC has taken a leading role in working together with such stakeholders to further progress in police-community relationships, and crime reducion (violence as well as traffic crime) in victimized communities such as the Arab community. In addition, the IOC regularly participates in events held by various NGOs, and serves on community organization committees, including in East Jerusalem. Moreover, many of the events hosted by the IOC, which center on matters of societal interests (e.g., crime) are attended by, or include the explicit participation of community members and organizational representatives. The IOC leverages its research output, in conjunction with the university's media department, to reach out to the community in order to increase awareness of its scientific findings and recommendations on various issues of social consequence.

3.7. Infrastructure

Outline:

1. Physical infrastructure

2. Libraries and databases

3.7.1. Physical infrastructure

To what extent do the following statements (A, B) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

A. The physical infrastructure is appropriate and meets the department's needs:

1) Faculty office space

	1	2	3	4	5
Location					X
Quantity					X
Quality				X	

Short explanation:

The offices of the IOC faculty members are regarded as comfortable and rather spacious. They are located on two different floors, which allows faculty members to reach each other with relative ease. Due to a new demand for office space, one larger office was renovated and converted into three smaller offices, which are far less spacious than the others.

The IOC also has access to office space for full-time research students (BA, MA, and Ph.D.) on the lower basement level. While these offices provide sufficient space and facilities, it also means that research students are somewhat disconnected, physically, from the faculty.

Both the main floor, and the basement level where the research students' offices are located, have meeting rooms equipped with large television screens and multimedia equipment.

Certain office supplies and resources can, at times, be difficult to reach due to their location. For example, the location of the main printer is not easily accessible to the whole staff, especially for those whose offices are located on the upper floor. Certain office utilities may be less accessible to all members, such as those located in the administrative offices, which, again, are located on the lower floor.

There are some disadvantages to the physical infrastructure of the IOC beyond those relating to the spatial arrangements. First, temperature control is building-wide, and faculty and administrative staff often find that there is insufficient and inappropriate use of air-conditioning and heating during the respective seasons. Second, offices on the second floor do not have direct access to a kitchenette. An additional disadvantage is

related to hosting visiting scholars, lecturers, or researchers from abroad. Due to the limited number of available offices, no additional offices are available for such visitors to utilize during the course of their stay.

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2) Administrative staff office space

	1	2	3	4	5
Location					X
Quantity				X	
Quality				X	

Short explanation:

The administrative offices are located in a single unit, which provides for a more efficient work and team environment. The offices are located at the bottom of the stairs that lead to the main faculty offices, and are therefore easily accessible for both students and faculty. Directions to the office are displayed prominently.

The offices were renovated somewhat in recent years, and can now house five employees. However, not all of the workstations are considered equally comfortable. Moreover, the kitchenette area is rather small and sometimes difficult to access, especially as it serves faculty members and student researchers across three of the building floors.

B. The existing infrastructure meets the department's teaching/instruction needs:
   1) Study classes

	1	2	3	4	5
Location				X	
Quantity			X		
Quality				X	
Technological infrastructure				X	

Short explanation:

Classrooms are shared by all departments in the FOL and administered at that level. The FOL has 14 classrooms (and three additional meeting rooms in which seminars are often held) which are also used. This occasionally leads to challenges with assigning classrooms and availability of appropriate classrooms, which means that, in terms of quantity and quality, there is a shortage of appropriate space. It also means that faculty sometimes have to make great efforts to identify alternative classrooms for lectures and seminars, an issue which tends to repeat itself at the beginning of each semester. Sometimes, the need to move courses to classrooms outside of the faculty building arises, which increases the demand on both students and staff alike, especially when scheduling has classes starting and finishing close to one another. This issue is especially problematic during the summer semester, as well as for the IOC's police program, which operates year-round.

An additional challenge that stems from the shortage of classroom availability is experienced during the examination periods at the end of each semester. Classroom availability has continued to play a significant role in determining exam scheduling, often leading to overlap, forcing students to miss one exam and take it on the alternative exam date. Naturally, this adds significant stresses to students. Another issue is that many exams are held at odd hours, including very late in the evening, especially on alternative exam dates, leading to further stress for students.

With the exception of four rooms used exclusively for seminars, as opposed to regular lectures, all of the rooms contain audiovisual equipment and electricity sockets for students' laptops. The audiovisual equipment in many of the classrooms has recently been upgraded, originally to enable remote learning during the Covid-19 pandemic. However, the equipment in many classes remains outdated. In addition, although Wi-Fi is accessible throughout the FOL building and its

surroundings, its strength and reliability varies. All these issues impact the quality of study and learning.

The recently built Cheishen building in the FOL has provided additional classrooms, seminar and meeting rooms, as well as a student center. However, in terms of location, some of the classes are still located far away from the IOC's administrative and faculty offices, as they are in the Faculty of Law, and not in the institute.

2) Computer classes

	1	2	3	4	5
Location		X			
Number of student seats					X
Accessibility – opening hours			X		
Maintenance					X
Remote teaching and learning infrastructure				X	

Short explanation:

The main classes in the IOC program that require computers are statistics courses. For such classes, the IOC makes use of the computer labs in the humanities and social sciences buildings. Due to their location, computer classes take place far away from the institute itself, although there is no shortage of computer classes for learning and studying. One issue, however, is that lecturers encounter problems when using the computers located in these classes, as they are considered relatively old and not very well developed. Moreover, the multimedia equipment and Wi-Fi connections in these classrooms are especially outdated and unreliable.

3) Specialized/field-specific infrastructure

	1	2	3	4	5
Quantity					
Number of student seats					
Quality of equipment					
Maintenance					
Other					

Short explanation: Irrelevant

3.7.2. Libraries and databases

To what extent do the following statements (A, B) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

A. The library enables and assists the teaching and learning process in the department:

	1	2	3	4	5
Location					X
Opening hours					X
Variety of titles in the subject field				X	
Number of titles in the subject field				X	
Study spaces					X

Short explanation:

The Law Faculty Library is centrally located on the Mount Scopus campus, and highly accessible to the IOC faculty and students, since it is on the same floor as several IOC offices. It is accessed via a central staircase, which also features wheelchair access.

The library generally provides a good selection of book titles in terms of number and variety, and also gives (mostly digital) access to the most relevant journals in the field of criminology. On the other hand, many relevant items are more likely to be located in the Library for Social Sciences, which is located at a great distance from the IOC. When specific

titles are requested by IOC faculty, the library usually makes the effort to acquire them.

One of the main issues pertains to access to digitized books, as digital books and book chapters are often inaccessible. The library is aware of this issue, and states that budgetary limitations inhibit the provision of greater access.

B. The access to databases meets the department's needs:

	1	2	3	4	5
Technological infrastructure					X
Variety of databases					X

Short explanation:

The library provides technological infrastructure and a variety of databases in a good to comprehensive way. Due to the library's limited budget, it is sometimes difficult to purchase and provide all the relevant sources required for faculty members to complete their research. Nevertheless, they can file a request via the relevant library staff, who look into the possibility of purchasing the required database. IOC faculty have reported that Hebrew University online database licenses often fail to provide access to digital books and book chapters. In addition, access to certain indices on platforms such as EBSCO has been changed in recent years, and the IOC can no longer access some key databases, such as Criminal Justice Abstracts.

3.7.3. Summary:

A. List strengths, weaknesses, and challenges of infrastructure: 300-500 words

In terms of classroom infrastructure, there is a considerable number of classrooms and computer labs that assist the lecturers with their teaching

programs. In addition, there is a dedicated administrative team in the institute that assists in solving problems that may arise throughout the year. The main weaknesses and challenges, nonetheless, are perhaps related to the relatively old technological infrastructure of the Mount Scopus campus.

Moreover, faculty members' offices are very well built and structured, yet relatively distant from both the classes (e.g., are in different faculties) and the institute's main administrative offices.

Offices for foreign visiting researchers are lacking.

We strongly believe that there is an opportunity for improvement in terms of maintenance and development.

The advantages of the library lie both in its location, and the librarians' ability to provide the lecturers and students with various solutions when needed. The weaknesses are directly attributed to the limited budget allocated to the law library, which prevents its staff from purchasing all the books and academic sources relevant to the field of criminology.

B. Describe the strategy for development and improvement of infrastructure: 300-500 words

In this upcoming year, we expect to renovate the institute's kitchen, as well as one of the administrative offices.

One of the accomplishments made this year was the renovation of the institute's main entrance, which has been altered in a rather significant way. Additionally, upgraded signage has been added throughout the IOC's halls.

C. Overall, in this section (Infrastructure), the department's performance is:

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5
				X	

Supporting documents:

I. Campus/es map (indication of the department's location/s)

The IOC is located in the Law Building and spread out across the floors. The Law Building is located on the Mount Scopus campus. Please see the map below.
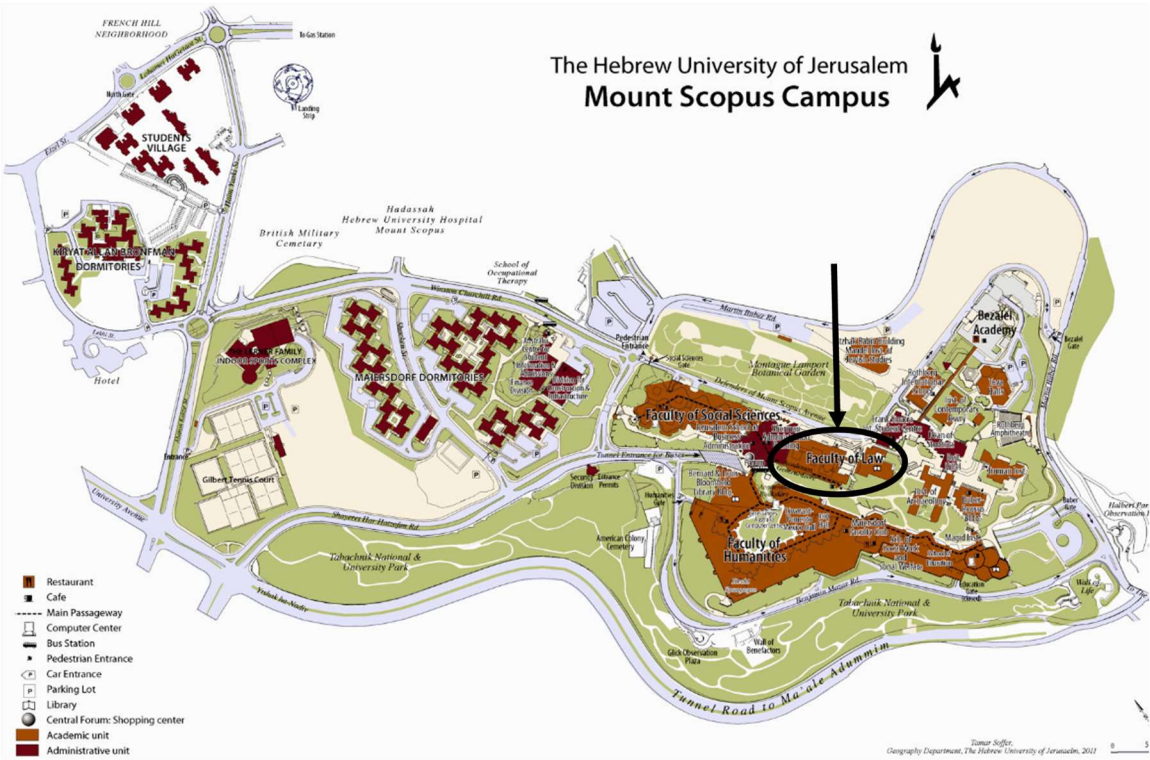
II. Any additional infrastructure used by the department

Irrelevant

III. List of the laboratories that serve the department (users, equipment, number of seats)

Irrelevant

IV. List of special equipment and other relevant materials to this section

Irrelevant

V. List of databases

    a. Global Policing Database

    b. Campbell Collaboration

    c. Lexis

    d. Proquest