



Committee for the Evaluation of Law Study Programs

Ono Academic College

Evaluation Report

2015

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Chapter 1- Background

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Law during the academic year of 2014.

Following the decision of the CHE, the Minister of Education, who serves ex officio as Chairperson of the CHE, appointed a Committee consisting of:

- **Prof. Edward B. Rock-** University of Pennsylvania Law School, Pennsylvania, USA: Committee Chair
- **Prof. Arye Edrei-** Tel Aviv University Faculty of Law, Israel
- **Prof. Silvia Ferreri-** University of Turin Law School, Turin, Italy
- **Prof. Stewart J. Schwab-**Cornell Law School, Ithaca, New York, USA
- **Lucie E. White-** Harvard Law School, Cambridge, Massachusetts, USA
- **Prof. David Schizer-** Columbia Law School, New York, USA

Ms. Alex Buslovich-Bilik - Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to:¹

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in Law, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2013).

¹ The Committee's letter of appointment is attached as **Appendix 1**.

Chapter 2-Committee Procedures

The Committee held its first meetings on May, 7th, 2014, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Law Study programs in Israel.

In June 2014, the Committee held visits of evaluation, and visited Netanya Academic College, Ono Academic College and Bar Ilan University. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the Department of Law at Ono Academic College. The Committee's visit to Ono Academic College took place on June, 12th, 2014.

The schedule of the visit is attached as **Appendix 2**.

The Committee thanks the management of Ono Academic College and the Department of Law for their self-evaluation report and for their hospitality towards the committee during its visit at the institution.

Chapter 3: Evaluation of Law Study Program at Ono Academic College

This Report relates to the situation current at the time of the visit to the institution, and does not take account of any subsequent changes. The Report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.

1. Executive Summary

OAC's mission is both ambitious and essential. It aims to change the face of Israeli society. To do so, it seeks to educate students on a massive scale, with cohorts of approximately 1000 students, around 40% of the total number of students studying at the six private law colleges we visited. Many of these students arrive with inadequate preparation for higher education.¹

As far as this committee can determine, OAC has not figured out how to provide an adequate basic legal education at this scale. Indeed, to meet CHE's basic requirements, it has adopted highly idiosyncratic definitions of key terms such as "seminar." Moreover, there is an open question whether OAC is even in compliance with CHE's maximum student-teacher ratio of 80:1. Even if OAC is (barely) in compliance, the size of the academic staff is simply too small to provide a basic legal education to the massive numbers of poorly prepared students who enroll. Whether because of lack of interest or lack of preparation, many of OAC's graduates do not continue on to internships (staj) and never take the bar exam.

2. Organizational Structure

- Observation and findings

OAC maintains three separate campuses, two of which are for haredim – one for men and one for women. All three campuses are subsumed under one academic administrative umbrella. We visited only the central campus, and not the two haredi campuses. Our report is thus submitted within this limitation.

As discussed in more detail below, OAC has in excess of 3700 LLB students and possibly as many as 5000. The vast size of the student body, many of whom are poorly prepared for higher education, shapes every aspect of the institution. As discussed in more detail below, OAC faces real challenges in meeting its laudable educational and social goals.

Organizationally, OAC is clearly hierarchical, with limited involvement of the academic faculty in running the academic elements of the program.

¹ We base our statement regarding preparation for higher education on the impression we received from students and faculty, as well as the objective data on the credentials of admitted students.

The status of the faculty is strikingly different than in other institutions. At OAC, the academic faculty is engaged pursuant to short-term contracts without any possibility of receiving tenure or any other form of job security. Faculty members have no set research budget nor any known criteria for accessing a research budget. Rather, they must submit a personal request for every research project that they wish to undertake, although the faculty expressed satisfaction with the high degree to which their requests receive a positive response. Although we applaud the support for research that is provided, in our experience, leaving such matters to the discretion of the dean, without clear criteria, is not healthy for an institution.

The recruitment of faculty is similarly done without significant involvement of faculty members, as are decisions regarding advancement. It was our impression that all such decisions are made in a closed process that lacks transparency, without involvement or knowledge of the faculty members.

The administration of the Law School is proud of the fact that continued employment at OAC is based solely on achievement in instruction, and that an instructor who is unsuccessful as a teacher is fired. For an institution like OAC, quality instruction must be the highest priority. The self evaluation report at pp. 34-38 outlines a detailed system for assessing competence. The students we met with were generally satisfied with the quality of instruction that they received.

3. Mission and Goals

- Observation and findings

The Faculty of Law at the Kiryat Ono Academic Center (OAC) has adopted a very ambitious mission: to change the face of Israeli society through “academic excellence and diversity.” SS at 2. In furtherance of this mission, OAC has launched numerous programs targeted at a very large number of students, including two separate Haredi campuses. OAC’s mission is important and admirable and one hopes that OAC is able to overcome the real challenges it faces in delivering “academic excellence” to its students, many of whom arrive without adequate academic preparation.

4. Study Programs

- Observation and findings

OAC offers both an LLB program (according to the self-study, there are a total of 3770 students in the LLB program; CHE reports that, according to the Bureau of Statistics, there are 5000 students in the program; this discrepancy must be clarified) and an LLM program (104 students). We will discuss the two programs separately.

LLB Program

The very large LLB program, spread among three campuses, is the clear focus of OAC's activities and efforts. With the large number of students and the relatively small number of faculty, almost all courses – both mandatory and elective – are taught in sections of 150 students. Self Study at Appendix 7.1, Table No. 1. The sole exceptions, according to the Self Study, are the “clinical tutorials” that accompany the mandatory courses which are taught in sections of 75, and the course on “Legal Terms in English” which is taught in groups of 25.

The “clinical tutorial” seems to be a course that accompanies a mandatory doctrinal course, but puts greater emphasis on practical issues and applications. See, SS at 19 (“Ono Academic College also uses the clinical instruction method that integrates the analysis of cases with practical applications. Therefore, the course in torts also teaches the method for calculating damages, while the course in contract law also covers the means of compensation available in the event that the contract is breached.”)

What OAC refers to as “clinical tutorials” seem to be very similar to what elsewhere are referred to as “discussion sections” or “recitation sections,” although rarely if ever are such sections taught in groups of 75. As such, it is not accurate to refer to these sections either as “clinical” or, given their size, as “tutorials.”

In addition to the mandatory and elective courses, the LLB program also requires that students take two “seminars.” Here, again, the Committee discovered that common terms can be given unusual meanings at OAC. It turns out that, at OAC, the term “seminar” does not carry the same meaning that it carries at other law faculties in Israel or in the U.S. At OAC, the term “seminar” is used to refer to an independent study in which a student is expected to write a paper, in the course of which he/she has a maximum of four thirty minute meetings, typically with a junior member of the faculty. The faculty members charged with supervising “seminars” are typically responsible for a large number of students (the one instructor who described it for us indicated that he was responsible for supervising 200 students in a semester).

In addition to the large mandatory and elective courses, the Self Study indicates that “law clinics are a central component of degree program at the Ono Faculty of Law. A very large portion (approximately 60%) of all LLB students participate in a legal clinic.” SS at 21. In the course of our discussions, we realized that once again the term “clinic” does not have the same meaning at OAC as in our home institutions. At least in the U.S., a “clinic” refers to a course in which students provide legal services to actual clients with close supervision and interaction with a full time instructor. At OAC, “clinic” seems to have a much broader meaning. In connection with the impressive Noga clinic, it seems to have a similar meaning to the U.S. usage. But, in addition, the term seems to refer to *any* course in which students engage in “hands on” lawyering activities, whether by simulation or off-site working for an organization (what in the U.S. is referred to as an “externship.”).

Finally, we note that OAC has a full time summer semester. This is a very sensible innovation.

The LLB study program at OAC does not come close to achieving its goal of “academic excellence.” The size of the classes at OAC should be a source of great concern. Although in many law schools, there is the occasional course with 150 students, such courses are typically the exception and not the rule, and are typically combined with a wide variety of smaller scale learning opportunities. OAC does not provide adequate opportunities for smaller scale learning.

In many law schools, a key opportunity for small scale learning comes in “seminars” which are ordinarily (perhaps universally) understood to be groups of 14-20 students who meet weekly for a semester with a member of the faculty, in which the students read and discuss scholarship in a field, culminating in a 25-30 page research paper, sometimes with individual presentations. Although there is certainly some variation in the seminars one observes at other law schools (e.g., sometimes students write a series of short “reaction papers” rather than a long research paper), OAC’s use of the term is highly idiosyncratic. OAC’s “seminar” is not a seminar in the ordinary meaning of the word and does not provide key parts of the seminar experience. If CHE requires “two seminars” as part of an LLB degree, then OAC is not in compliance with CHE’s requirements.

Starting next year, we were told that OAC would begin to offer something it calls a “writing workshop.” This workshop will meet after the end of a semester, will be taught in groups of no more than 30 students, will be staffed by full time teachers, and will involve not less than 28 hours of instruction across one week.

This is a worthwhile addition to the Study Program. Because it does not yet exist, the committee was unable to judge whether it will provide adequate instruction in writing, especially given the special needs of OAC students as described to us (coming to OAC with lower levels of academic preparation than, e.g., the students at university law faculties). However successful the workshops will be

in teaching writing, they will not, by themselves, address the inadequacy of small group educational experience.

Recommendations:

Essential:

1. **Seminars:** The independent study program that OAC calls a “seminar” is not, in fact, a seminar. We strongly recommend that OAC students should have the same opportunities to study in genuine seminars that students at other law schools receive. In particular, we recommend that CHE define a seminar as follows: “A seminar is normally to be understood to mean a semester long small group learning experience (not more than 20 students) in which students, under the guidance of a teacher, read and discuss a set of academic articles and/or cases, culminating in the students submitting a 25-30 page independent research paper.”

Advisable:

2. **Small group learning opportunities:** given OAC’s student population, it must offer many more small group learning opportunities than it currently does, including classes on legal writing.
3. **Electives:** Because so many of OAC’s courses (required and elective) are taught in huge classes, students at OAC have far fewer opportunities for small scale learning experiences. Even with two genuine seminars, OAC will still not provide sufficient opportunities. If the mandatory courses are all taught in very large sections, then a significant number of the elective courses should be taught in smaller groups. In most law faculties, elective courses rarely have more than 80 students (except in the case of electives that students consider required such as Corporations, Tax, etc.), with many in the 20-40 student range.

The LLM program

As noted above, OAC also offers an LLM program with approximately 100 students. Interestingly, and perhaps because of enrollment, the LLM program offers far more opportunities for small group study, with classes ranging from 25 to 50 students. With a focus on commercial and corporate law, the students in the program report a high degree of satisfaction.

Potential Ph.D. Program

A senior member of the faculty, and a number of LLM students, expressed a desire for OAC to offer a Ph.D. program. In light of OAC's assurance to the committee that it has no intention of proposing a Ph.D. program, we express no opinion on whether such a program would be appropriate. In our general report, we discuss the issues connected with expanding the number of Ph.D. programs in Israel, and the institutional resources required to offer a high quality program.

5. Human Resources / Faculty

- Observation and findings

OAC has a huge number of students. According to the Self Study, OAC has 3770 students. CHE, based on reports from the Bureau of Statistics, reports that there are 5000 students. The Self Study also reports that there are 47 full time members of the faculty. Self Study at Appendix 7.2. These numbers must be checked very carefully by CHE as they go to the question whether OAC is in compliance with CHE's maximum 80:1 student faculty ratio.

The committee had difficulty determining the number of full-time faculty members on the OAC law faculty. Section 3.4.1.2 of the self-evaluation report lists 58 members, with their academic specialties. Appendix 7.2 lists 47 members of the senior academic staff. The precise number is important, because OAC is perilously

close to being above CHE's 80:1 maximum ratio. The committee engaged in extensive follow-up inquiries to determine an accurate student/faculty ratio, but remains unsure whether OAC is in compliance. In any event, the student/faculty ratio is substantially higher than any other law faculty that the committee assessed. The OAC Self Study report (page 70-71) complains that only faculty members with a PhD/JSD are included in this count, which OAC says "distorts the character of the Ono Faculty of law" by not including its clinicians, instructors, and other staff.

Faculty members do not feel secure in employment. They are not on long-term contracts, are not working towards tenure, and the definition of lecturer is unclear. On the other hand, faculty members are energetic and many are actively involved in research in addition to their heavy teaching loads.

Recommendation:

Essential:

5. **Student-faculty ratio:** CHE should audit OAC's reports of the number of full time faculty members and students in order to determine whether OAC is in compliance with CHE's 80:1 maximum student-faculty ratio. If it is not, CHE should require that OAC come into compliance within one year.

Advisable:

6. **Student-faculty ratio:** OAC should reduce its student faculty ratio, calculated in the conventional manner, to 60:1 to come into alignment with the standard student-faculty ratio at other law colleges. OAC's existing student-faculty ratio, however calculated, is far too high to provide an adequate legal education to its many students.
7. **Faculty status:** OAC should offer its faculty members multi-year contracts to come into alignment with treatment of faculty at other law colleges. The committee recommends that contracts be for a minimum of three years.

6. Students

- Observation and findings

We received conflicting data regarding the number of students in the Law School. The number stands somewhere between 3770 (as stated in the Self Study) and 5000 students (as reported by CHE). The heads of the college contend that the college operates in a way that this number of students does not compromise the quality of the program.

This, however, is not our impression. On the contrary, we were convinced that quality is severely compromised by quantity. Many of the students at the college lack a strong academic background. For most, this is their first, and very possibly their last, academic experience.

Yet, the prevailing conditions at the college preclude the possibility of any significant interaction with lecturers or learning in a small group setting, with nearly all courses taught in very large groups (150 students). Indeed, the lack of physical space and massive number of students even precludes a significant number of students studying together on their own. The space that exists is only symbolic, suitable for faculty members and a very small percentage of students.

Learning in such large groups does not allow for much skills acquisition, nor does it permit the submission of exercises for checking and feedback. Rather, the vast majority of instruction is frontal and limited to the transmission of information, a method that is not in accord with the school's mission to expose large numbers of students to the world of academia. The academic program allows for only 18 elective credits out of a total of 140 credits, a very small percentage. Yet, even in the elective courses, the class size is quite large, as dictated by massive numbers of students and limited space.

A case in point is the "seminars" which, as discussed above, are not conducted in the same format as at other institutions of higher learning. Unlike the seminar format elsewhere, at OAC, there are no classes with the seminar instructor, no interchange or learning that emerges from discussion and deliberation in a group, and no presentations. Instead, "seminars" at OAC are a form of supervised individual research, with a supervisor guiding a student through an individual project. The supervisor meets with the student four times during this process. Some faculty members supervise as many as 200 students in a single semester.

We were impressed with some of the learning opportunities that were available to small numbers of students. We were particularly impressed with the work of the Noga Center for Victims of Crime. Furthermore, there are certainly a number of top notch lecturers at the college.

7. Teaching and Learning Outcomes

- Observation and findings

As an outside committee, it is very difficult to determine teaching and learning outcomes. The objective data are not encouraging. According to the Self Study, only 50% of the OAC graduates take the bar exam. SS at 16 and fn.e. This may be a low estimate. The Israel Bar Association reports that, in the November

2012 and May 2013 examinations, 311 and 433 students from OAC were examined. In the November sitting, 73% passed; in the May sitting, 83%. In both cases, OAC ranked 7th out of 10.

As we have discussed in our general report, we believe that objective measures of “teaching and learning outcomes” – as shown by what graduates do after their studies – will be very valuable to students choosing what and where to study. This is particularly important for OAC.

Recommendations:

Essential:

8. **Transparency:** As we discuss in our general report, we recommend that OAC collect comprehensive and detailed data on placement outcomes (both internships and permanent employment) for their students and publish those data on their website. For students considering studying law, knowing up front how many graduates find internships, and of what sort, as well as their permanent employment will be enormously valuable. Likewise, better data on students and outcomes will aid OAC in meeting its mission and goals.

8. Research

- Observation and findings

A great effort was made to convince us of the quality of the research done by the academic faculty at OAC, and of the fact that the college is discriminated against in that it does not receive government grants for research.

Without doubt, OAC’s faculty includes prominent researchers with established research profiles. Yet, we are not convinced that this is the case vis-à-vis the average faculty members. Compared to the university law faculties, the average level of research at OAC is substantially lower in both quality and quantity. This is unsurprising, because OAC’s mission is quite distinct and OAC should not be viewed as competing with Israeli universities with regard to its level of research. We were impressed that a majority of the faculty members of OAC are experts in their fields and have published a number of good studies in their areas of expertise.

We point this out because, as mentioned, the college made a strenuous effort in the Self Study to prove to us that the level of research at OAC is among the highest in Israel. Toward that end, the self study contained a comparative table, found on page 90 of the internal report. This table left us with the unpleasant impression that

we were being manipulated. It presents OAC as placing first among "other universities and colleges" in research achievement, as reflected in the number of books and articles published in Israel and abroad by its faculty members. These numbers are manipulated in two ways. First, the table excludes Hebrew University and Tel Aviv University. Second, the table relates the *total* number of publications without normalizing it to the number of lecturers. Without doing so, the data are largely irrelevant. During our site visit, we were provided with more complete data that included Hebrew University and Tel Aviv University, although still not normalized to the number of lecturers.

9. Infrastructure

- Observation and findings

The campus is far too small for the number of students enrolled. With few if any spaces for students not in class, students are clearly on campus only during their formal class time.

The building in which the committee's meetings were held is a recent construction surrounded by a green area. The future plans of the management include an expansion of the existing buildings to include a new hall and entrance at the opposite side of the courtyard. No construction has yet started.

Next to the future construction site, there is a low building with a small ground floor student lounge. On the floor above, the faculty has a fairly large meeting room next to the somewhat crowded administrative offices. Faculty have small offices, some of which are without direct openings on the outside and without natural light, but well equipped with computers and access to wi-fi. Apparently, space is so tight that some full time faculty members do not have offices. The classrooms are in different buildings and some of them are shared with other

schools that are part of the college. They are generally well furnished and have projectors for powerpoint or other materials.

The main building has a spacious congress venue where a large audience may convene for public events.

The library is not large, but has print periodicals and online resources. Considering that the college, according to its stated mission, is not committed to guarantee research activities for its students but rather “to overcome barriers to advancement created by time and circumstance”, the available sources of information may be sufficient for teaching purposes. We did not visit any dedicated area for the clinics.

The limited academic space combined with the very large student body raised the obvious question about accommodating students and classes. We were told that the classes were carefully scheduled, with morning and evening tracks.

10. Self-Evaluation Process

- Observation and findings

The report was an obvious effort to present the college in a very positive light, with attractive graphics and the style of an advertisement. The electronic version of the report available on the CHE website is dated January 2014. The self study process described in the report included both the faculty members and the college administration.

The data are interpreted in a favorable light, but seem somewhat partial to the institution. As discussed above, for example, the graphs at pp. 90-91 that compare OAC faculty's 2011 research activities with other institutions omit the Hebrew University and Tel Aviv University. The more accurate graph, provided to us during our site visit, included both Hebrew University and Tel Aviv University, with the effect of lowering OAC's ranking from the 3rd to the 5th position. Obviously, the original approach contained in the self study report somewhat undermined the confidence in the transparency of the self-report and left some room to speculation by the committee members on the general reliability of the information.

Chapter4: Summary of Recommendations and Timetable

Recommendations:

Essential:

1. **Seminars:** The independent study program that OAC calls a “seminar” is not, in fact, a seminar. We strongly recommend that OAC students should have the same opportunities to study in genuine seminars that students at other law schools receive. In particular, we recommend that CHE define a seminar as follows: “A seminar is normally to be understood to mean a semester long small group learning experience (not more than 20 students) in which students, under the guidance of a teacher, read and discuss a set of academic articles and/or cases, culminating in the students submitting a 25-30 page independent research paper.”
2. **Student-faculty ratio:** CHE should audit OAC’s reports of the number of full time faculty members and students in order to determine whether OAC is in compliance with CHE’s 80:1 maximum student-faculty ratio. If it is not, CHE should require that OAC come into compliance within one year.
3. **Transparency:** As we discuss in our general report, we recommend that OAC collect comprehensive and detailed data on placement outcomes (both internships and permanent employment) for their students and publish those data on their website. For students considering studying law, knowing up front how many graduates find internships, and of what sort, as well as their permanent employment will be enormously valuable. Likewise, better data on students and outcomes will aid OAC in meeting its mission and goals.

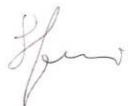
Advisable:

4. **Small group learning opportunities:** given OAC's student population, it must offer many more small group learning opportunities than it currently does, including classes on legal writing.
5. **Electives:** Because so many of OAC's courses (required and elective) are taught in huge classes, students at OAC have far fewer opportunities for small scale learning experiences. Even with two genuine seminars, OAC will still not provide sufficient opportunities. If the mandatory courses are all taught in very large sections, then a significant number of the elective courses should be taught in smaller groups. In most law faculties, elective courses rarely have more than 80 students (except in the case of electives that students consider required such as Corporations, Tax, etc.), with many in the 20-40 student range.
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7. **Faculty status:** OAC should offer its faculty members multi-year contracts to come into alignment with treatment of faculty at other law colleges. The committee recommends that contracts be for a minimum of three years.

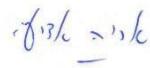
Signed by:



Prof. Edward B. Rock



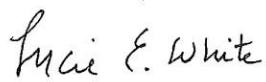
Prof. Silvia Ferreri



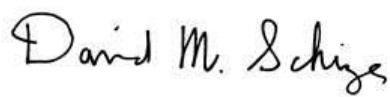
Prof. Arye Edrei



Prof. Stewart J. Schwab



Prof. Lucie E. White



Prof. David Schizer

Appendix 1: Letter of Appointment

Appendix 1: Letter of Appointment

April 2014

Prof. Edward B. Rock
University of Pennsylvania Law School,
Pennsylvania
USA

Dear Professor Rock,

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks: to enhance and ensure the quality of academic studies, to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel, and to ensure the continued integration of the Israeli system of higher education in the international academic arena.

As part of this important endeavor we reach out to world renowned academicians to help us meet the challenges that confront the Israeli higher education. This process establishes a structure for an ongoing consultative process around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial enterprise.

It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of the study programs in Law. In addition to yourself, the composition of the Committee will be as follows: Prof. Arye Edrei, Prof. Silvia Ferreri, Prof. Richard L. Revesz, Prof. David Schizer, Prof. Stewart J. Schwab and Prof. Lucie E. White.

Ms. Alex Buslovich-Bilik will be the coordinator of the Committee.

Details regarding the operation of the committee and its mandate are provided in the enclosed appendix.

I wish you much success in your role as the chair of this most important committee.

Sincerely,

Prof. Hagit Messer-Yaron
Deputy Chairperson,
The Council for Higher Education (CHE)

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

Appendix 2: Site Visit Schedule

Law- Tentative schedule of site visit Ono Academic College

Thursday, June 12, 2014

Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	
09:30-10:30	Meeting with the Dean of Faculty of Law	
10:30-12:00	Meeting with senior academic staff (representatives of relevant committees and programs)*	Up to 10 senior academic staff members Name, Field of Experience
12:00-12:45	Lunch (in the same room)	Closed door meeting of the committee
12:45-13:45	Tour of facilities: classrooms, library, labs, offices	Head of the Department
13:45-14:30	Meeting with Junior academic staff	Up to 10 Junior academic staff members
14:30-15:15	Meeting with Adjunct academic staff	Up to 10 Adjunct academic staff members
15:15-16:30	Meeting with BA students**	Please include up to 10 students (only 2 nd and 3 rd year) from different tracks Name, 2 nd / 3 rd year
16:30-17:15	Meeting with MA students**	Please include up to 10 students Name, year, with thesis / without thesis
17:15-18:00	Meeting with Alumni**	Please include up to 10 Alumni that graduated in the last 3-7 years
18:00-18:15	Closed committee meeting	
18:15-18:45	Closing session with heads of institution and dean of faculty of Law	

***The heads of the institution and academic unit or their representatives will not attend these meetings**

**** The visit will be conducted in English with the exception of students who may speak in Hebrew and anyone else who feels unable to converse in English.**