



Committee for the Evaluation of Law Study Programs

Sha'arey Mishpat College

Evaluation Report

2015

Contents

Chapter 1:	Background.....	3
Chapter 2:	Committee Procedures.....	4
Chapter 3:	Evaluation of Law Study Program at Sha'arey Mishpat College.....	5
Chapter 4:	General Recommendations and Timetable.....	

Appendices: Appendix 1 – Letter of Appointment

Appendix 2 - Schedule of the visit

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 University Law School, Ithaca, New York, USA
- **Lucie E. White**- Harvard Law School, Cambridge, Massachusetts, USA
- **Prof. David Schizer**- Colombia 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 May 2014, the Committee held visits of evaluation, and visited the College of Management, Sha'arey Mishpat College, College of Law and Business and Haifa 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 Sha'arey Mishpat College. The Committee's visit to Sha'arey Mishpat College took place on May, 8th, 2013.

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

The Committee thanks the management of Sha'arey Mishpat 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 the Law Study Program at Sha'arey

Mishpat 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

Two features of Sha'arei Mishpat Law College (SMC) are most salient: first, it is a "private" law college that is entirely tuition driven (no government support; minimal fundraising or endowment); second, it has a large student-faculty ratio, driven, according to the president and the dean, by financial constraints. Within these two constraints, we were impressed by a school that took its mission seriously, that succeeded in recruiting an able and productive faculty, and that produced students who were impressively smart, ambitious and successful. In moving forward, SMC faces significant challenges.

2. Organizational Structure

- Observation and findings:

SMC is a young, free-standing law school.² Founded in 1994, it now has 1313 students enrolled in its LLB program, with 21 full time faculty members.

In our meetings with the SMC faculty, we were impressed by their serious commitment to the future of the school and a strong drive for success. The faculty consists of a combination of young scholars who began their careers at SMC after receiving their doctorates, and of experienced professors who joined SMC after retiring from positions in one of the university law faculties.

This mix creates the potential for the experienced faculty members to share their experience with more junior members and to provide leadership, especially in research, international connections, and the intellectual aspects of faculty life. At the same time, given the faculty members' heavy teaching obligations, it is also possible that all faculty members have their hands full just teaching and conducting research.

The faculty is very small compared to the size of the student body. According to the dean, SMC is hesitant to recruit more faculty members because of its uncertain financial situation. Moreover, we got the impression that SMC prefers to

² In 2010, it opened a small accounting program but remains predominantly focused on the teaching of law.

recruit retired professors, rather than entry level scholars. Although a case can be made for different hiring strategies, we felt that SMC should try to maintain the current delicate balance between young and experienced faculty.

In our experience, faculty involvement in the governance and management of law schools is extremely valuable, and leads to greater faculty motivation and commitment to the school's success. It is our impression that despite the faculty's commitment to the school, there is a limited role of faculty involvement in the governance and management of the college, including both faculty recruitment and long term and strategic planning. Some members of the faculty do not feel fully included and consulted in important institutional decisions. We certainly understand that there are a range of difficult choices that can only be made by the heads of the institution. In such cases, it is nonetheless important to keep the faculty informed. We have a strong sense that developing faculty committees and promoting a culture of faculty involvement in decision making would be a key step for the improvement of SMC.

We also observed the enthusiasm of some of the young faculty members for research. Yet, despite some help they get from SMC, the level of support for research is not comparable to universities or even some of the other law colleges. Again, we were told that financial considerations constrain SMC's ability to support research, but, without any information on the financial state of the college, we are not in a position to evaluate that claim.

- **Recommendations:**

Advisable

1. We recommend that SMC make strong efforts to recruit more faculty members. We also recommend that SMC make a greater effort to support the research aspirations of interested faculty members by offering them funding and other resources.
2. We believe that SMC should develop a system for involving faculty members more in faculty life by having them participate in decision making and by sharing more information with them. Toward that end, we encourage the dean to develop a committee system to foster deliberations on key issues among faculty members. As described in more detail in our general report, we believe that the CHE should receive information on the financial condition of the college, so as to enable it to evaluate some of SMC's key financially-driven educational choices.

3. Mission and Goals

- Observation and findings:

The Mission of Sha'arey Mishpat College is both ambitious and important. As stated in Chapter 3.1.3 of the Self Study, that mission is to create an institute "that would provide high-quality professional training for qualified candidates representing *diverse segments of Israeli society, responding to the needs of the country's geographic and social periphery, together with the middle-class segments of the population, including those residing in the center of the country.*" The mission also seeks to create an institute that, through its curriculum, aspires to "inculcate the values of the State of Israel as a *Jewish and democratic state*" specifically through the training of this diverse group of students in law.

The Committee found this mission very commendable. Indeed, in the Committee's view, it responds to the important national priority of diversity, particularly in the legal profession. We observed that the leadership, staff, faculty of every rank, and students were all sincere about and committed to this mission. Impressively, SMC has achieved many of its stated goals.

We also observed several factors outside of the control of the College that makes it difficult for it to realize those goals. First and foremost of these obstacles is the overriding fact that Israel's legal profession itself has limited capacity to employ all of the students currently enrolled in the law programs in its universities and law colleges. We understand that many law college graduates find it difficult to secure internships and ultimately to find work as lawyers.

This oversupply of lawyers, and a resulting decline in applicants, poses a particular challenge to a tuition driven college like SMC. With a declining applicant pool, SMC must choose between reducing its enrollment or reducing its entrance standards. With competing law colleges facing the same challenges, the need to maintain enrollment can compromise SMC's ability to pursue its mission by undercutting the rigor of the academic programs.

That said, we observed that SMC has achieved its goal of creating a diverse community by admitting students from low socioeconomic, ethnic, and religious backgrounds, while also encouraging second-career students to apply. Several features of the program seek to respond to the career goals of these students, notably a particularly successful litigation course as well as other practice-oriented and doctrinal offerings succeed. With respect to its second goal, of fostering a Jewish and democratic culture, the college features Jewish law prominently in the educational program required of all students, while at the same time successfully creating a pluralistic culture among the diverse student body. All students are required to take two Jewish law courses. In our meeting with students we were struck by how important the students all thought the Jewish law requirement to be. One reservation we had about the Jewish law program, however, was that we felt it could be more rigorous.

- **Recommendations:**

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Because the Committee believes that the college is both committed to and successful at achieving its mission, the Committee has no reservations or recommendations about Sha'arey Mishpat's mission.

4. Study Programs

- **Observation and findings:**

SMC's study program offers a basic common-law legal education, with 120 of the 140 required credit hours devoted to standard mandatory courses. In their remaining time, students have the opportunity to take electives, clinics and seminars. SMC's study program contains all the basic courses one would expect. Given the quality and experience of the faculty, it is unsurprising that the content of the courses, based on the syllabi, cover all the standard topics comprehensively and intelligently.

The committee was impressed with the structure of the study program. In particular, the faculty has thought deeply about the balance between required and elective courses, and the fit between the curriculum and SMC's mission.

We saw this in two ways. First, SMC has made a reasonable judgment that, in light of the institution's mission of reaching out to "peripheral" populations (both geographical and social), that a largely mandatory curriculum (120/140 credits) was appropriate. Second, SMC has made a reasonable judgment that putting an emphasis on the "practical" as opposed to the "theoretical" aspects of subjects was appropriate for its student body.

The students, both current and alumni, strongly support these institutional choices. The alumni, clearly drawn from the very top of their classes, felt well prepared for the challenges of practicing law, including in top law firms. Indeed, they felt that the practical focus of their studies gave them an advantage over the graduates of the university law programs. Similarly, the current students we spoke with were satisfied with the program.

Alumni and current students alike singled out two areas for particular praise: the "lawyering skills" course; and the clinics. They felt that the legal writing skills taught in the "lawyering skills" course (including, e.g., how to draft a complaint) prepared them well. Likewise, they felt that the clinical programs were a key part of their education, providing practical experience in lawyering tasks and equally important in representing real clients.

Three features of the program left us with concerns. With so much of the instruction in the mandatory courses, those courses warrant particular scrutiny. As described in the self-study, some required classes have more than 200 students (e.g. Civil Procedure (220), Jewish Law (205), Civil Law Procedure (290). Many other required courses had in excess of 150 students.

Perhaps relatedly, we found a serious problem of low attendance. Although in the small classes (the seminars and clinics), attendance is high, in the large classes, that clearly is not the case.

In addition, the structure of the study program results in students' having excessively condensed schedules (e.g., 12 hours of classes on a single day).

We do not believe that enormous classes, low attendance or cramming a full week of classes into two days is consistent with a minimum standard of education, especially given the challenges posed by SMC's mission.

- **Recommendations**

Essential:

1. We recommend that no student should be permitted to schedule more than 8 hours of classes on any day.

Advisable:

2. We recommend that SMC offer more skills based courses.
3. We recommend that class size generally should be capped at 150 students.
4. We recommend that SMC develop more small learning experiences, including seminars, electives, and workshops, which require written assignments and mandatory attendance.

5. Human Resources / Faculty

- **Observation and findings**

We were extremely impressed by the quality of the faculty. Across all levels, faculty members are clearly committed to the school, the students, and their research. The faculty is appropriately focused on the mission of reaching students at the periphery, understanding the value of social mobility both to the students and to the State of Israel.

Some students enter the college with less rigorous or complete preparation and pose special pedagogical challenges for the faculty. Meeting these challenges poses a particular challenge because of the high student-faculty ratio. It is very difficult for a faculty member to devote time to individual students in classes of 200 or more students. The seminars and electives thus are a better setting for this sort of interaction but, with 120 out of 140 credits delivered in required (large) classes, they form a very small (if very important) part of the students' overall study program.

A lower student-faculty ratio would enable the faculty members to pursue their teaching mission more effectively. The dean expressed a desire to hire more faculty but said that he did not have the financial resources to do so. Because we have no information on the financial condition of the College, we cannot comment on the financial constraints faced by the school.

A further pedagogical challenge for faculty members is the substantial teaching load. The minimum load is eight hours per semester, which is comparable to the load in universities. Yet, as the self study indicates, faculty members generally teach more than the minimum load to supplement their income. Again, there are financial implications here, and we do not have the information necessary to express an informed view, but we can say that de facto teaching loads are heavy, and inevitably come at a cost in terms of individual attention to students and research.

Faculty members are also productive researchers. We discuss issues relating to faculty research below.

As noted above, SMC does not offer faculty tenure. Instead, faculty members are hired through long-term contracts, generally four years. The structure of the faculty contracts has a variety of implications.

First, it is our understanding that a course is canceled if it does not attract a minimum enrollment and, in such cases, the faculty member will not be paid for teaching the course. As a result, faculty members have a direct financial incentive to be mindful of student sentiment in planning their classes.

This has both positive and negative effects. On the positive side, it provides an incentive for faculty to be prepared, motivated, and interested in student reactions to their teaching. On the negative side, however, faculty members must be careful not to impose exacting standards on students – for instance, in enforcing attendance – or they risk having too few students, and thus losing some of their income.

A further implication of not having tenure is that faculty members may be less comfortable offering candid advice to the administration about challenges the school is facing, or about tactical and strategic choices that are being considered.

They also leave the faculty members feeling vulnerable to the long-term economic challenges faced by the school.

Although multi-year renewable contracts (as opposed to tenure) have the advantages of ensuring that faculty members remain motivated to perform at their best, and feel personally invested in the school's success, an appropriate balance needs to be found here. One approach, adopted by a different law college, is to offer a more explicit and long-term form of job security, which is conditioned on productivity and a level of performance. For example, contracts could be automatically renewable as long as the member of the faculty teaches a minimum number of classes (with satisfactory student or peer reviews) and produces a requisite volume of research. Under such a system, the faculty would be able to offer meaningful feedback to the School about strategic choices.

Relatedly, although the faculty plays a role in governing the school, its role is limited. Appointments of new faculty members are vetted by a committee (which includes faculty), and feedback is sought from the faculty, but hiring decisions ultimately are at the discretion of the dean. In the leading law schools in the United States, by contrast, the faculty as a whole generally votes on whether an appointment should be made. In university law schools in Israel, the faculty plays a decisive role through the appointments committee. Admittedly, a faculty-centric system may take more time and creates the possibility that appointments sought by the dean may not be approved by the faculty. But an advantage of a more explicit faculty role in hiring – and, more generally, of a more robust faculty role in governance – is that the faculty feel more invested in the successes of the school. In our experience, when faculty members feel responsible for decisions, they become even more motivated to implement them successfully.

In the self study, SMC indicates that it views academic tenure as having “more advantages for the College than disadvantages.” (SS at 49). At the same time, SMC is concerned with possible complacency, and thus would like to condition retaining tenure on “some requirements such as continuous academic research and updating.”

It is our view that SMC should implement this recommendation.

- **Recommendations:**

Advisable:

To the extent it is financially and logistically feasible, reduce the student-faculty ratio either by decreasing the number of students or increasing the number of full time faculty, or both.

6. Students

- Observation and findings:

SMC is certainly fulfilling its mission in attracting students from the economic, social and geographic peripheries. The tuition is a significant challenge for many of the students. Most work to both pay tuition and their living expenses, which interferes with their academic program. Financial aid is limited and hardly redresses that problem. We were very impressed by the policy of providing additional financial aid to the top students in exchange for helping the less capable students.

The students who we met were very impressive, comparable in quality to the students in the best law schools. On the other hand, there is no question that they were among the best students in the college, and not representative of the entire student body. Students and faculty both reported that the range in ability and commitment among the students is extremely broad, and that the weaker or less motivated students slowed down the pace of teaching and interfered with the learning of the more motivated and capable students.

The wide range of students can also be seen in reported student qualifications in the self study (at 37-40), the high rate of admission (self study at 40), and the drop out rate after the first year (self study at 41). This wide range of preparation, combined with classes that are large and sometimes excessively large, makes learning difficult. Classes clearly suffer from low attendance rates, and students reported that this has a negative effect on the learning experience.

The students we met are all working at top law firms, but our impression is that students in the bottom half of the class have a great deal of difficulty finding jobs.

- Recommendations:

Advisable:

1. To the extent that it is financially feasible to do so, SMC should reduce the size of the student body by reducing the number of students admitted and reducing the number of students promoted from year 1 to year 2.
2. SMC should disseminate more data to inform students of the relationship, if any, between performance in the first year and employment outcomes. In doing so, it can help students make intelligent choices about whether continuing beyond the first year is worthwhile.

7. Teaching and Learning Outcomes

- Observation and findings:

In our meetings with students, graduates and faculty, we were deeply impressed by the seriousness with which all took the educational mission and with the high quality of the best students and graduates. In the case of the students and graduates, we were impressed by their intelligence and ambition, and with their ability to secure high quality placements in a difficult job market. This is a tribute to their ability, their commitment to their studies, and to their teachers.

With regard to the types of evaluation of teaching and learning outcomes, we found an excessive reliance on end of term examinations. Especially given SMC's mission, students do not have enough opportunity to develop their writing skills. When they do – in seminars and in the lawyering skills course – they find these opportunities incredibly valuable.

With regard to the evaluation of teaching, we were struck by the low level of completion of student evaluations when completed in class (SS at 14: 35%). We all agreed with the self-study report's observation that the effort to encourage a higher response rate (through prizes, etc.) was counter-productive given the low level of attendance, as it would encourage students who had not attended class to respond. At the same time, we wondered why SMC did not evaluate teaching through observation by colleagues in addition to evaluation by students. In our experience, observation by other faculty is a far better way of evaluating and encouraging demanding and effective teaching than student evaluations.

We also detected a concern that “market pressures” (from other law colleges) limited the faculty's ability to implement a demanding academic program. Given SMC's dependence on tuition, and the thin applicant pool (discussed elsewhere), there was genuine concern that demanding teaching and high standards on examinations would lead students to choose other law colleges.

Finally, we found the data on the ultimate teaching and learning outcomes – namely, graduates placement in internships (staj) and in post-bar exam employment – totally inadequate. Indeed, we found a stark contrast between students' impressions (that fewer than 50% of the current third year class had succeeded in finding placements for staj) and the dean's estimate that 90% of the 300 students who were interested in finding staj placements were able to do so.

- **Recommendations:**

Essential:

1. As discussed in our general report, we recommend that SMC 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 SMC in meeting its mission and goals.

Advisable:

2. We recommend that student be offered (and required to enroll) in more small class learning opportunities such as seminars.
3. We recommend that students be provided with more opportunities to develop their writing skills.
4. We recommend that student evaluation of faculty teaching be supplemented by FACULTY evaluation of faculty teaching.

8. Research

- **Observation and findings:**

The committee was deeply impressed by the faculty members' commitment to research. They have impressive research agendas and publish books, as well as articles in highly regarded journals; the faculty's research profile overall is diverse in subject matter and methodology. The school understands that faculty members who engage in research are more effective as teachers, since their knowledge is more up to date and their perspective is more sophisticated.

The school holds conferences, including international conferences, and also supports faculty who wish to attend conferences at other schools, including overseas. The school also provides funding for research assistance, and the school has a library with a significant online collection, all of which are commendable contributions to the research mission of the faculty.

Research support is generally a single overall amount which forces choices between hiring research assistants or attending conferences. There are obviously advantages in allowing faculty to prioritize among these competing uses in a given year, since each individual member of the faculty is better positioned than the administration to determine what is most important to their research in a given year. Yet some members of the faculty indicated that the level of support was such

that often they had to choose between very valuable uses, and that more generous allocations (and greater flexibility to carry amounts forward to another year) could alleviate this challenge, if feasible financially.

Faculty members are not eligible for sabbaticals. Given the heavy teaching load, some expressed concern that it was very challenging to have the time and perspective necessary to do research at the highest level. At the same time, the financial challenges associated with sabbaticals are obvious. Either faculty members would have to teach even more students during semesters when they teach, or other faculty members would need to be recruited to teach the students of those on sabbatical, or fewer students would have to be admitted. Each of these options poses challenges. Yet if these challenges could be addressed, research leaves – or some other form of more limited teaching relief – offers the advantage of facilitating a higher level of research. Another option would be to offer more compensation specifically tied to research quality and productivity.

Although we were told that financial constraints precluded regular sabbaticals, we note that we did not have any access to financial information and that at least one other law college provides regular sabbaticals for its faculty.

- **Recommendations:**

Advisable:

To the extent that it is financially and logistically feasible, further encouragement and support should be offered for research, including either additional compensation or teaching relief for productive researchers and more support for conferences and research assistants.

9. Infrastructure

- **Observation and findings:**

The area surrounding the buildings appears green and pleasant. A parking lot is close to the main building.

The maintenance seems satisfactory, with a good cleaning service. The classrooms are efficient, equipped with projectors and offering enough opportunity for exchanges between teachers and students. One large room, spacious enough to accommodate 300 students, is located on the ground floor where the classes meant for the meetings of people working in the clinics are also located. As general gatherings of all students are not supposed to occur at one and the same time, one

hall seems sufficient to face the needs of the college. The facility has limited space for students to study or meet with each other. Even if attendance by students may not be constant, some space for them to interact is recommended and should be provided

During the visit the committee was informed of the plan to move to a dedicated campus in Modi'in, to have more space, to expand into other fields, and to better serve different populations. The faculty members seemed eager to exchange the present situation for a new, more updated structure. After having discussed and rejected plans to move to other areas, there seems to be a consensus in favor of the move to Modi'in. The move seems to offer good chances for recruiting new students and expanding into new areas, as there is no competing institution in the town.

In planning the new facilities, attention should be given to providing more student space and other means for increasing student presence. The dean expects that the move will take place in four years. Continuing in the current facility during that period, while inevitable, poses challenges. The library is rather limited in resources and space, but reasonably adapted to the present activity of the college where students mainly attend classes but do not carry out research activity. The electronic data bases seem sufficient to the needs of the students.

Members of the faculty may find the limited amount of books an obstacle to their research activities but are also able to consult periodicals by way of electronic consultation.

- **Recommendations:**

Advisable:

It is advisable that the space for interaction and collective study be expanded. It seems unlikely that any room may be taken from the area where the clinics' meetings take place as it is quite necessary for that purpose and it is just sufficient in its extension.

10. Self-Evaluation Process

- **Observation and findings:**

We appreciate that Sha'arei Mishpat's leadership, staff, and faculty all invested a great deal of effort in preparing the self-study. Furthermore, we commend the report for its forthrightness, particularly with respect to its difficulties in recruiting students. Finally we were pleased to learn that the process of preparing the report was a valuable and informative exercise for the Sha'arey Mishpat community.

We requested further information which was provided.

- **Recommendations:**

Advisable:

We encourage the school to continue its efforts to achieve its goals and systematically collect the data on the students' performance and outcomes will be valuable in that effort.

Chapter4: Summary of Recommendations and Timetable

Recommendations:

Essential:

1. We recommend that no student should be permitted to schedule more than 8 hours of classes on any day.
2. As discussed in our general report, we recommend that SMC 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 SMC in meeting its mission and goals.

Advisable:

3. We recommend that SMC make strong efforts to recruit more faculty members. We also recommend that SMC make a greater effort to support the research aspirations of interested faculty members by offering them funding and other resources.
4. We believe that SMC must develop a system for involving faculty members in faculty life by having them participate in decision making and by sharing much more information with them. Toward that end, we encourage the dean to develop a committee system to foster deliberations on key issues among faculty members. We also think that the faculty should have more information on the financial situation of the college in order to create a greater level of trust between the faculty and the school.
5. As described in more detail in our general report, we believe that the CHE should receive information on the financial condition of the college, so as to enable it to evaluate some of SMC's key financially-driven educational choices.
6. We recommend that SMC offer more skills based courses.
7. We recommend that class size be capped at 150 students.
8. We recommend that SMC develop more small learning experiences, including seminars, electives, and workshops, which require written assignments and mandatory attendance.

9. To the extent it is financially and logistically feasible, reduce the student-faculty ratio either by decreasing the number of students or increasing the number of full time faculty, or both.
10. SMC should reduce the size of the student body by reducing the number of students admitted and reducing the number of students promoted from year 1 to year 2.
11. SMC should disseminate more data to inform students of the relationship, if any, between performance in the first year and employment outcomes. In doing so, it can help students make intelligent choices about whether continuing beyond the first year is worthwhile.
12. We recommend that student be offered (and required to enroll) in more small class learning opportunities such as seminars.
13. We recommend that students be provided with more opportunities to develop their writing skills.
14. We recommend that student evaluation of faculty teaching be supplemented by FACULTY evaluation of faculty teaching.

15. To the extent that it is financially and logistically feasible, further encouragement and support should be offered for research, including either additional compensation or teaching relief for productive researchers and more support for conferences and research assistants.

16. It is advisable that the space for interaction and collective study be expanded. It seems unlikely that any room may be taken from the area where the clinics' meetings take place as it is quite necessary for that purpose and it is just sufficient in its extension.

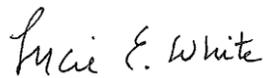
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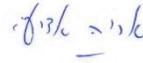
Prof. Edward B. Rock



Prof. Silvia Ferreri



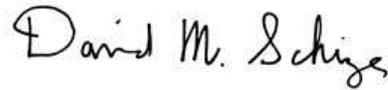
Prof. Lucie E. White



Prof. Arye Edrei



Prof. Stewart J. Schwab



Prof. David Schizer

Appendix 1: Letter of Appointment
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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

Schedule of site visit
Sha'arey Mishpat College

Thursday, May 08, 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	Prof. Benjamin Sredni Prof. Aviad Ha'cohen Dr. Limor Ezioni	
09:30-10:30	Meeting with the Dean of Faculty of Law	Prof. Aviad Ha'cohen	
10:30-12:00	Meeting with senior academic staff (representatives of relevant committees and programs)*	Prof. Israel Gilead	Torts
		Prof. Chemi Ben - Noon	Corporate Law
		Dr. Hilly Mudrick Even Chen	Civil Procedure
		Dr. Limor Ezioni	Ethics
		Dr. Amos Herman	Public International Law
		Dr. Ayelet Blecher Prigat	Criminal Law
		Prof. Rhona Shuz	Torts
		Dr. Haim Shine	Evidence
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		
13:45-14:30	Meeting with Junior academic staff	Dr. Chagai Vinizky	Property Law
		Dr. Michael Baris	Contract Law
		Dr. Victor Bouganim	Jewish Law
			Jurisprudence
			Corporate Law

		Dr. Tehila Alon	Family Law Jewish Law
		Dr. Dafna Lavy	Civil Procedure
14:30-15:15	Meeting with Adjunct academic staff	Judge Dr. Edna Kaplan Hagler	
		Prof. Berchyahu Lifshitz	
		Prof. Yehiel Kaplan	
		Tareq Dibini, C.P.A, Adv.	
		Zmira Goldner Adv.	
		Yuval Kaplinsky, Adv.	
15:15-16:30	Meeting with BA students**	Iris Tal	3rd year
		Talya Oshri	2nd year
		Nachman Gal	2nd year
		Tomer Bachar	2nd year
		Elior Vaknin	3rd year
		Eran Adani	3rd year
		Dov Ram	3rd year
16:30-17:15	Meeting with Alumni**	Maya Shochat	
		Meital Yochanes - Russo	
		Meital Peretz	
		Avihu Aharon	
		Nehoray Ayzencot	
		Yael Goldman	
		Revital Ofer	
		Anat Zefadia	
		Moty Amitay	
		Kineret Gancharsky	
		Maayan Shaoulian	
17:15-17:30	Closed committee meeting		
17:30-18:00	Closing session with heads of institution and dean of faculty of Law	Prof. Benjamin Sredni Prof. Aviad Ha'cohen	