



Committee for the Evaluation of Law Study Programs

Bar Ilan University

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 University 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 Bar Ilan University. The Committee's visit to Bar Ilan University took place on June, 9th-10th, 2014.

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

The Committee thanks the management of Bar Ilan University and the Faculty 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 Bar Ilan University

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

The Bar Ilan University Faculty of Law is a top notch law program. The students in its LLB program are clearly first rate and they receive a first rate legal education from a first rate faculty. Likewise, the students in the Ph.d. program are serious and are receiving excellent advanced training in legal scholarship. The members of the law faculty are active researchers and teachers and also participate in Israeli public life, both through their writings and through a variety of other channels.

The Committee's one serious concern, discussed in detail below, is with regard to Bar Ilan's very large M.A. in Law program and its large LL.M. (without thesis) program. The M.A. in law program is not, by normal measures, an M.A. program at all. The LL.M. (without thesis) program, while large, is almost entirely absent from the self study report. Without more information , we cannot evaluate it.

2. Organizational Structure

- Observation and findings

The faculty is relatively young and small. There are 31 faculty members in the regular track, of whom two are currently involved in public roles and do not teach. According to the report that we received, six of the faculty members are relatively new and do not yet have tenure, and only four are full professors. The

faculty is dynamic and vibrant, and the school has developed a good tradition of quality academic and research activity, and of commitment to the faculty. We were impressed by the leadership of the current dean, who is actively involved in promoting research, and the development of the faculty. The aspiration of the faculty to grow and to influence the legal discourse in Israel, to produce serious research on an international level, and to provide an appropriate education for the many students who pass through the halls of the Law School demands a significant expansion of the academic staff. While new faculty members should be recruited carefully, the school should aspire to increase the size of the faculty.

It is our impression that the faculty organizations, including the various committees, function in an appropriate manner. The faculty members are involved in school matters, including the appointments of new faculty. While the vote of the faculty regarding appointments is not binding on the dean, as in other Israeli law schools, the faculty's voice is clearly heard.

The relationship between the Law School and the university seems to be good, and it is our impression that the university is justly proud of its Law School and interested in helping it flourish. That said, the University should recognize that the faculty needs to grow in size and, moreover, needs additional space for clinics, for advanced students to conduct research, and for other activities. There are also potential problems in the promotion process that will be discussed in the section on research below.

3. Mission and Goals

- Observation and findings

The Bar Ilan Law Faculty has a clear and clearly articulated tripartite mission. First, it aspires to be a first rate academic institution conducting legal research and teaching at a high level. Second, it seeks to contribute to the legal

development of Israel. Third, it shares Bar Ilan University's commitment to integrating Jewish studies.

The Faculty makes a clear effort across all three dimensions. Some members are focused entirely on publishing abroad and participating in U.S. and European legal debates. Other faculty members focus attention more on local Israeli developments. Still others focus on Jewish law.

As part of its commitment to local legal development, the Law Faculty encourages faculty members to publish in Hebrew and in Israeli legal journals. As part of its commitment to Jewish law, Bar Ilan allocates more faculty slots to Jewish law than most other faculties in Israel, and requires more courses in Jewish law subjects.

As we discuss in our general recommendations, these are reasonable priorities. Indeed, we view the commitment to participate in Israeli legal development as extremely important.

As we note in our general report, we do not believe that either the University or CHE should demand that faculty members publish mainly outside of Israel. Given the nature of legal scholarship, as we discuss, these sorts of pressures can have seriously negative effects.

The President of Bar Ilan assured us that, although there have been periods when members of University committees, especially those with a natural science background, have pressured the law faculty to publish abroad, that is no longer the case. We are pleased to hear that.

4. Study Programs

- Observation and findings

The Bar Ilan law faculty grants more than 1000 degrees per year in three main programs: the LLB (2013: 181; 2012: 192); the MA (for non law graduates divided into two streams depending on undergraduate degree: Accounting, Economics and Business Administration (2013: 289; 2012: 354) and Humanities or Social Sciences (2013: 315; 2012: 300)); and the LLM without thesis for law graduates (2013: unavailable; 2012: 279). In addition, BIU awards a few degrees of LLM with thesis (2013: 3; 2012: 6) and a few Ph.D.s (2013: 4; 2012: 5). We will discuss each program separately.

One general issue that cuts across the programs: the scheduling of classes. Classes are occasionally scheduled to meet for four hours on a given day (with a break). Although we understand that faculty members sometimes request such a compressed teaching schedule, it is our view that, from a pedagogic perspective, this is excessive, as it does not allow students time to digest the material or to prepare adequately. At the same time, we understand that some practitioners teaching as adjuncts cannot get away to teach more than one day a week.

Recommendation

Essential:

We recommend that courses taught by members of the standing faculty not be scheduled for more than two hours of instruction on a single day and that courses taught by adjunct faculty not be scheduled for more than 3 hours of instruction on a single day.

LLB Program

The LLB program is clearly viewed as the jewel of the faculty. It attracts the best candidates. The faculty devotes major resources to offering small classes, clinics, seminars, journal opportunities, foreign exchange programs, and other opportunities. These resources are well deployed and the quality of the LLB program is very high.

The LLB program is an interesting mix of mandatory law subjects, substantial mandatory Jewish law courses, and a required cross-disciplinary course (a choice of “Law and Economics”, “Law and Society”, “Law and History” etc). In addition, students are required to complete two seminars that are generally taught by members of the standing faculty. Outstanding students have the opportunity to serve as research assistants and teaching assistants.

BIU is nearly unique in requiring that students enroll in one of the many clinics offered. This is an interesting approach that the students and faculty we met clearly support. The committee is agnostic on whether it is a good idea. On the one hand, it provides valuable hands-on experiential learning for students. On the other hand, there are substantial resource implications and tradeoffs versus other small group learning opportunities. Such a choice is clearly reasonable and within the discretion of the faculty. It is an interesting experiment and we encourage BIU to study and evaluate it systematically.

The faculty recently reformed the seminars to provide students with a more systematic introduction to research methodologies and theoretical approaches. In addition, advanced workshops are offered for outstanding students.

The mandatory basic law courses are taught in sections of 110 to 120 students, well within the acceptable range for mandatory law courses. Upper level

electives are typically taught in smaller groups (3-90 with most around 40-60). Seminars are typically around 15-20.

With the small number of students in the LLB program, the outstanding faculty, and the range of learning opportunities, students are offered a first rate elite legal education.

Based on our discussions during our visit, we have a few suggestions for the LLB program (these do not rise to the level of a recommendation):

- Students complained about the lack of edited materials for courses, and claimed that the un-edited materials are too long to be read prior to class. If faculty members genuinely expect students to read assigned materials before class, they should prepare edited materials, perhaps jointly with others in the field.
- As in most law schools around the world, students graduate without having done enough writing or having adequate small group learning experiences. This is especially problematic because, as the administration and faculty both pointed out, the LLB degree is a first university degree, not a graduate degree. We encourage BIU to consider expanding the amount of writing instruction provided to students and the amount of writing expected of students.
- We were very impressed that the basic class size is 100 students, in contrast to 150 students in classes in parallel institutions. This gives a significant advantage to the learning at Bar Ilan. On the other hand, however, there is a lack of small groups classes, particularly classes that offer a different format from the frontal approach utilized in the larger lectures, such as workshops, research groups, pro-seminars, and the like.

The M.A. for non-law graduates

The BIU Law Faculty annually awards around 600 M.A.s in Legal Studies to non-law graduates. There are two tracks, one for Accounting and graduates in economics and business administration, one for graduates in the humanities or social sciences. The program is taught in four consecutive semesters and meets for six hours on Thursday afternoon and seven hours on Friday.

The program requires 24 credits in introductory law courses, 24 credits in more advanced courses and 8 credits in seminars, for a total of 56 credits. The M.A. courses are taught separately from both the LLM and the LLB programs.

The required courses are taught in very large sections (190 is not unusual). Seminars are taught in smaller groups, typically 20-25.

The students we spoke to very much enjoyed the program and found it a wonderful break from their daily lives, exposing them to the world of ideas. They were happy to spend their Thursdays and Fridays in class. Students reported that they typically spent about 1-2 hours a week preparing for class.

To the committee, this is a puzzling program. On the one hand, judging from the numbers of applicants and enrollees, and student reports, the program meets a demand for adult education. On the other hand, it is clearly NOT an advanced law degree. Although it is a “second degree” in the literal sense that only holders of a B.A. degree are admitted, it is not an *advanced* degree. The level of legal instruction is clearly below that of the LLB program, as indicated by the fact that BIU would not give credit for the introductory law courses towards the LLB degree. Unlike the M.A. degree in most departments of most universities, this is not a research degree: no thesis is required.

Is the instruction at the masters level in some other field? Not as far as we could tell. Indeed, the level of the instruction and the work load on students (13 hours per class of lectures; 1-2 hours of outside preparation), is below the BA level.

That said, we had the impression that the entire faculty is convinced of the necessity of the program for two reasons. First, they are convinced that teaching about the law to non-lawyers is an important social contribution, and that it is important for Israeli society to expose as many people as possible from various disciplines to think about the rule of law, human rights, etc. Many members of the faculty spoke about the fact that the students at this program come from a variety of disciplines and from different and varied prior careers, a factor that enriches the discourse. The second reason is pragmatic – the program provides a tremendous financial benefit for the Law School that pays for many of the other worthwhile things that it does.

We believe that while the program is a valuable form of education and outreach, the level of the courses is not at the LLB level and students from this program must not receive credit towards the LLB degree at any college or law faculty for courses taken in this program.

Recommendation:

Essential:

With regard to the M.A. in Law program, BIU and CHE should consider whether “truth in labeling” would require that it be called a “diploma” or “certificate” program rather than an M.A. program. At the very least, BIU should indicate explicitly that the M.A. courses should not count towards an LLB degree.

The LLM (without thesis).

Law Faculty annually awards around 280 LLM (without thesis) degrees. There are three tracks: Commercial; Arbitration; and Criminal. Required courses are taught in sections of 100-120, with a few in very large sections (e.g., Constitutional Laws with 174 and Law of Obligations between Spouses with 230).

For the committee, this is a rather mysterious program. There is minimal discussion in the self-study. We are not told anything about the students in the program other than that they must hold an LLB degree obtained in Israel with a GPA of at least 80. The section of the self-study that addresses learning outcomes (3.2.2) all but ignores the LLM without thesis program. In discussions with the administration and faculty during our visit, there was a palpable reluctance to discuss the program. We met no students from the program.

We were left with the impression that the LLM without thesis program was viewed as something of a “cash cow,” valuable because of the resources it raised that could be devoted to enlarging the faculty and supporting the LLB program, but not valued for its own sake. Indeed, the only proposal regarding the LLM without thesis program included in the summary of the strategic plan (SS at 13) is to *expand* the program by adding a LLM in Law & Communications.

This is a missed opportunity. From our discussions with the administration and the faculty, we learned that the LLM without thesis program includes a range of students including: recent graduates of university LLB programs; older graduates of university LLB programs; young graduates of law colleges; and more senior graduates of law colleges.

A well-designed program would address the needs of the different populations of students. For example, graduates of the law colleges looking to “upgrade” their credentials require additional attention to bring them up to the level

of graduates of university law faculties like Bar Ilan. Older graduates of university and college law faculties who have not been in an academic environment for many years may require special refresher courses. And so forth.

Recommendation:

Essential:

We recommend that the Law Faculty conduct a focused *supplemental* self-study of its LLM without thesis program in which it devotes the same attention and seriousness that it devoted to its review of its LLB program.

The Ph.D. program

BIU Law Faculty is very proud of its Ph.D. program, and views it as the pinnacle of its research degrees. In recent years, 10-11 students have begun the program each year, with 4-8 completing it. The Self Study reports that 60% of Ph.D. graduates hold teaching jobs. SS at 56.

Substantial resources and attention are devoted to the Ph.D. program. Scholarship funds are available for some of the doctoral candidates. SS at 54-55. The Ph.D. students' legal research seminar, and the faculty supervision, are both viewed positively by students in the program.

The Ph.D. program is a serious and well-designed program that faculty and students are both satisfied with. As with other Ph.D. programs in Israel, there is an issue of placement and demand. Although BIU reports that 60% of Ph.D. graduates are in academic jobs, that means that 40% are elsewhere.

Given the number of Ph.D. students in the Bar Ilan program, space has become a problem. Students report that they do not have dedicated office space and

that this compromises their ability to conduct research and to interact with each other and with faculty.

Recommendation:

Advisable:

Given the general oversupply of law Ph.D.s in Israel that we describe elsewhere, we recommend that BIU pay attention to working with Ph.D. students in placing them in non-academic jobs including convening regular lunches with Ph.D. graduates who hold jobs outside of academia, as a way of (a) making clear that Ph.D.s are valuable outside of academia; (b) exposing students to non-academic options and (c) encouraging them to think seriously about their post-doctoral plans.

5. Human Resources / Faculty

- Observation and findings

Bar-Ilan has an impressive research-oriented law faculty, with the self-evaluation report Table 7.2A listing 31 members on the senior teaching staff. This is a small faculty, and the challenge is to cover three disparate missions in the LLB, LLM, and PhD programs.

We note that the research faculty has 16 tenured faculty members and 18 untenured faculty members. [The total of 34 faculty differs from the 31 total in the self-evaluation report, due to different years.] This heavy percentage of untenured faculty seems unusual, but we do not know the cause.

On the junior teaching staff, Bar-Ilan uses some of its PhD students. This differs from some other law faculties which rely on LLM students, and provides

valuable teaching experience for the PhD students and exposes students to high quality advanced graduate students. We understand that there are fiscal issues involved in using PhD students rather than LLM students, and commend Bar Ilan's decision to invest resources in this way.

One issue, at Bar-Ilan as elsewhere, is the uneasy status of clinical faculty. They are not the same as research faculty, and not classified as faculty. At the same time, they are not administrative personnel, because their primary task is teaching. As one person put it, clinicians are neither elephants nor giraffes, but no appropriate third classification has yet been created. We discuss the issue of clinician status further in our general report.

Advisable:

Status of clinical faculty members: Bar Ilan Law Faculty views clinical legal education as an important part of its academic program. Clinicians often do not fit into either the tenure/tenure track framework or the administrative staff framework. The University should consider creating an alternative framework for clinicians.

6. Students

- Observation and findings

LLB Program

Approximately 200 students are accepted and enroll each year to the LLB program. As we previously stated, the faculty deserves praise for preserving this

number and not expanding the student population per class as most law schools have. Most of the students (approximately 170 out of 200), are accepted through the standard process based on their averages on psychometric tests and matriculation exams. The students who apply to Bar Ilan are on a very high level, and the average matriculation and psychometric scores of the group are quite impressive. We were also impressed that the student body successfully integrates the various groups and sectors of Israeli society. In addition to the regular admissions track, a number of students are accepted through alternative tracks. For example, a maximum of 10 students are accepted on the basis of prior academic degrees. Self Study at 37. We believe that it is a mistake to limit this number so sharply, and suggest that it be significantly increased if there are sufficient highly qualified candidates. It is worthwhile to encourage the involvement of students who have excelled in a variety of other disciplines in the social sciences and humanities, as their diversity enriches and deepens the classroom deliberations. Since the Israeli educational system does not include a degree prior to law school, it seems to be a correct approach to encourage students with degrees to enter the program, so long as they are excellent students.

LLM Program

As discussed elsewhere, the situation in the LLM degree is less clear and less encouraging. The number of students is relatively greater, and the admissions process is much less clear. Many of the students are graduates of the Bar Ilan Law School, who wish to earn an additional degree. Others are graduates of colleges who wish to earn a university degree in order to enhance their employment profiles. There are also some students who return after years of work in the field to refresh their academic level. The integration of these three types of students into one class presents difficult challenges.

Advisable:

1. We recommend that the faculty develop some courses geared specifically to graduates of college programs, particularly the weaker colleges, in order to bridge the gap between their academic level and that of the university graduates.
2. At the same time, the masters program must offer some advanced courses that are designed exclusively for students who have practical experience in the field.

The Doctoral Program

The students in the doctoral track are outstanding. From our perspective, it seems that the faculty could do more to integrate them into the academic activities of the school. We believe that such an effort would not only be helpful to the students, but would also yield desirable results for the school itself. The school should make sure to provide these students with place to work, which would give them a sense of belonging and connection. Efforts should also be made to include them in departmental seminars and other academic activities of the school.

7. Teaching and Learning Outcomes**- Observation and findings**

As noted above, the 200 student LLB program is of very high quality. The Self Study (Section 3.2) nicely describes the different approaches to measuring learning outcomes and evaluating teaching quality. The Committee is convinced that students in the LLB program receive a rigorous and high quality elite legal education.

Unfortunately, the Self Study does not include an equally careful analysis of “Teaching and Learning Outcomes” for the 600 student M.A. program or the 270 student LLM without thesis program. These programs, which together represent the vast majority of the degrees granted by the Law Faculty, deserve equally careful study. Without more data on these programs, we cannot express a view as to the adequacy of the teaching and learning outcomes.

Essential:

Transparency: As described in our general report, we strongly recommend that Bar Ilan, and the other law faculties, provide greater transparency in the employment outcomes of their graduates. This should include detail on internship placements (what percentage of the LLB graduating class finds internships and in what size firms or other locations), what becomes of those who do not choose to seek, or find, internships, and details regarding the first job after internships. There should also be standardized disclosure on the outcomes of those who complete Ph.D.s including, on an individual basis (as the numbers are small), what graduates of the Ph.D. program end up doing.

8. Research

- Observation and findings

It is important, and, as we discuss elsewhere, praiseworthy that the faculty encourages publication in both Hebrew and English publications. Bar Ilan takes

very seriously the responsibility of Law School to be involved in and influence domestic legal developments which, in Israel, requires writing in Hebrew. This commitment to domestic Israeli law cannot, of course, exclude participation in international legal discussions. Bar Ilan effectively strikes a balance, with faculty feeling free to develop a variety of different research profiles, some with more of an emphasis on Israeli law, others with more of an emphasis on other areas.

The faculty also encourages studies in the area of Jewish Law, and allocates significant resources toward that end. This is consistent with Bar Ilan University's mission. Nevertheless, we believe that the faculty should search for ways to create a greater degree of integration and cooperation between scholars of Jewish Law and experts in other disciplines, both in teaching and in research. Such collaboration will help these scholars place themselves at the center of Israeli life and the Israeli political discourse, and will help also the students recognize the relevance of the discipline.

Promotion at Bar Ilan University is consistent with the practices of all other universities in Israel. Promotion is not determined solely within the department, but must be confirmed by university committees. The fact that promotion passes through university committees is in and of itself correct and appropriate, as it demands a more objective perspective beyond the context of the department. Yet, it seems to us that there are problems in the implementation, obstacles that we encountered in other institutions as well, and that we discuss in more detail in our general report. The university committees, in their desire to have uniform criteria for advancement throughout the institution, apply the same criteria for promotion in the Law School as they do in the exact sciences and the natural sciences, a practice that we believe to be erroneous. This stance is not appropriate in our opinion, and we recommend that the university develop a different approach in this regard.

Essential:

Tenure and Promotion Standards: As described in our general report, Israeli law faculties should guard against excessive dependence on indirect proxies for evaluating the quality and impact of scholarship. A peculiarity of American scholarly journals is that they are student-edited and not peer reviewed. This means that the placement of articles is not a reliable measure of either quality or impact. An undue emphasis on publishing in U.S. law journals also has the unfortunate effect of discouraging publications in Hebrew on topics of importance to the development of Israeli law. Bar Ilan, more than most Israeli law faculties, seems careful to encourage contributions to the development of Israeli law and Jewish law. The university organs that oversee tenure and promotion should respect this admirable pluralism.

9. Infrastructure

- Observation and findings

The law buildings are part of a large and pleasant campus with a green area surrounding the main structures. The classrooms are well equipped, included projectors and internet access. The faculty room is pleasant and agreeable, overlooking a garden, with an attached kitchen. It is clearly well used by faculty members to meet and hold workshops.

The library is distributed over several floors with a section reserved for studies on Jewish law. The space available for clinics is rather limited and for this reason an ongoing construction project is creating an additional area in the basement with an independent access from the outside.

Advisable:

Students need more space for small group meetings in an area easily accessible and close to the library.

10. Self-Evaluation Process

- Observation and findings

With the exceptions noted above (relating to the M.A. and the LLM (without thesis) programs), the Law Faculty produced a final report that is comprehensive and identifies some important issues that the university needs to consider, such as the status of clinical instructors.

The self study process was serious. Beginning in 2012, the process was based on periodical meetings that the faculty holds once a year to assess the situation both on the teaching and research sides of its functioning. In order to update the situation to the date of compliance some duties were outsourced to an “organizational consultant” in order to seek a better management of functions. On the faculty side, a team was created that was charged separately of the administrative and teaching assessment.

Chapter4: Summary of Recommendations and Timetable

Recommendation

Essential:

We recommend that courses taught by members of the standing faculty not be scheduled for more than two hours of instruction on a single day and that courses taught by adjunct faculty not be scheduled for more than 3 hours of instruction on a single day.

With regard to the M.A. in Law program, BIU and CHE should consider whether “truth in labeling” requires that it be called a “diploma” or “certificate” program rather than an M.A. program. At the very least, BIU should indicate explicitly that the M.A. courses should not count towards an LLB degree.

We recommend that the Law Faculty conduct a focused *supplemental* self-study of its LLM without thesis program in which it devotes the same attention and seriousness that it devoted to its review of its LLB program.

Transparency: As described in our general report, we strongly recommend that Bar Ilan, and the other law faculties, provide greater transparency in the employment outcomes of their graduates. This should include detail on internship placements (what percentage of the LLB graduating class finds internships and in what size firms or other locations), what becomes of those who do not choose to seek, or find, internships, and details regarding the first job after internships. There should also be standardized disclosure on the outcomes of those who complete Ph.D.s including, on an individual basis (as the numbers are small), what graduates of the Ph.D. program end up doing.

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Status of clinical faculty members: Bar Ilan Law Faculty views clinical legal education as an important part of its academic program. Clinicians often do not fit into either the tenure/tenure track framework or the administrative staff framework. The University should consider creating an alternative framework for clinicians.

We recommend that the faculty develop some courses geared specifically to graduates of college programs, particularly the weaker colleges, in order to bridge the gap between their academic level and that of the university graduates.

At the same time, the masters program must offer some advanced courses that are designed exclusively for students who have practical experience in the field.

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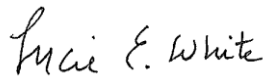
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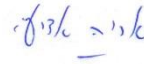
Prof. Edward B. Rock



Prof. Silvia Ferreri



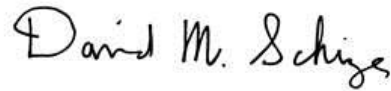
Prof. Lucie E. White



Prof. Arye Edrei



Prof. Prof. Stewart J. Schwab



Prof. David Schizer

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

Law – schedule of site visit

Monday, June 9, 2014, י"א סיון תשע"ד

Location: Building no. 306, Room no. 200

Time	Subject	Participants
8:30-9:00	Closed-door meeting of the committee	
9:30-9:00	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Prof. Haim Taitelbaum, Rector Prof. Miriam Faust, Vice-Rector and In charge of Quality Evaluation
9:30-10:00	Meeting with the Dean of Faculty of Law	Prof. Shahar Lifshitz, Dean, Faculty of Law Dr. Yaacov Habba, Vice Dean, Faculty of Law
10:00-11:30	Meeting with senior academic staff (representatives of relevant committees)*	Prof. Parchomovsky Gideon, Prof. Ariel L. Bendor, Prof. Amihai Radzyner Prof. Arie Reich Prof. Dagan Tsilly Prof. Yuval Feldman Prof. Halperin-Kaddari Ruth Prof. Lorberbaum Yair Prof. Perez Oren Prof. Stern Yedidia Dr. Adi Ayal, Phd (Law) Phd (Economics) Dr. Ittai Bar-Siman-Tov, Dr. Bitton Miriam Dr. Ori Aronson

		Dr. Hadar Dancig-Rosenberg Dr. Regev Massalem Shiri.
11:30-12:00	Meeting with Junior academic staff *	Mr. Adi Libson Ms. Carmit Suliman Mr. Netanel Dagan Ms. Lior Mishali Ms. Orli Oren Mr. Shai Stern Ms. Hatuka Sarit Mr. Sela Tal Mr. Rosenbaum Matityahu - mati
12:00-13:00	Lunch (in the same room)	Closed-door meeting of the committee
13:00-14:00	Tour of facilities: classrooms, library, labs, offices	Prof. Zilbershats Yaffa
14:00-15:00	Meeting with Adjunct academic staff (clinical supervisors)*	Mr. Aviad Bakshi Ms. Lilach Lurie Mr. Mordechai Mark Mr. Uri Nir Ms. Roni Rothler Mr. Erez Itzhaki Ms. Adi Raz Ms. Inbal Rubinstein Mr. Menahem Klein Mr. Chen Kugel
15:00-15:30	Closed-door meeting of the committee	

Tuesday, June 10, 2014, י"ב סיון תשע"ד

Location: Building no. 306, Room no. 200

Time	Subject	Participants
9:00-9:30	Closed-door meeting of the committee	
9:30-10:30	Meeting with BA students**	Mr. Wolf Ammie Ms. Houminer-Pollak Lea Ms. Shimonov Nina Ms. Shitrit Atalya Mr. Segev Omri Ms. Taganya Tsyona Mr. Nahear Alon Mr. Rabinovich David Ms. Feldman Rotem Ms. Karass Liron Mr. Guskin Yigal
10:30-11:30	Meeting with MA students**	<u>With thesis:</u> Mr. Ron Musayov Mr. Tzachi Lasry Ms. Adi Blutner <u>Without thesis:</u> Ms. Baruch Ruth Ms. Ben-Uliel malka Mr. Dagan Hadar Ms. Dagan Ziva Ms. Noymark Sharon Mr. Adler Reuven

11:30-12:30	Meeting with PhD students**	Mr. Avishayi Klein Ms. Reut Snir Mr. Aviad Igra Ms. Idit Shafran Mr. Shlomo Brodi Ms. Yifat Nahmias Mr. Shay Farber Ms. Alona Hagay Frey
12:30-13:30	Meeting with Alumni**	<u>B.A Alumni:</u> Mr. Cohen Nerya Ms. Katz Maya Mr. Winer Gilad Ms. Reich Sarit Ms. Silverman Reemon <u>M.A Alumni:</u> Mr. Levi Cooper Mr. Zmmer Eitan
13:30-14:30	Lunch and closed-door meeting of the committee	In the same room
14:30-15:00	Summation meeting with heads of institution and dean of faculty of Law	Prof. Haim Taitelbaum, Rector Prof. Miriam Faust, Vice-Rector and In charge of Quality Evaluation Prof. Shahar Lifshitz, Dean, 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.