



Committee for the Evaluation of Law Study Programs

Haifa University Evaluation Report

2015

Contents

Chapter 1: Background.....3

Chapter 2: Committee Procedures.....4

Chapter 3: Evaluation of Law Study Program at
Haifa University.....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**- 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 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 Haifa University. The Committee's visit to Haifa University took place on May, 11th-12th, 2014.

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

The Committee thanks the management of Haifa University 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 Haifa 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 University of Haifa Faculty of Law is a very impressive academic institution. With a strong faculty and strong students, it delivers a top quality common law legal education, while successfully pursuing a distinctive mission to be the law school for the northern part of Israel. Impressively, it not only fulfills its mission to include Arab students but takes very substantial steps to ensure that they succeed, despite Hebrew not being the mother tongue of many.

Although we have some general recommendations for Israeli legal academy, detailed in our general report, our most significant specific recommendation is that the University of Haifa should work with the law faculty to build a new dedicated building. This will allow Haifa's Law Faculty to continue to develop, to provide space for its clinics, and to provide dedicated workspace for its Ph.D. students.

2. Organizational Structure

- Observation and findings

The University of Haifa has a relatively small faculty of law, both in terms of the number of students (747 LLB students; 318 LLM students; 66 Ph.D. students) and the number of full time senior faculty members (32 full time and 2 half time. SS at 132). The faculty is dealing with many challenges with great dedication and success. With 34 members of the faculty and around 747 LLB students, the LLB student-teacher ratio is 22:1. This allows the faculty to choose to deploy its resources in such a way that mandatory courses rarely exceed 100 students, and are often smaller. It likewise allows for numerous elective courses with enrollments from 20-40, and seminars and clinics with smaller enrollments yet.

There is a strong structure and culture of faculty governance at Haifa. This is reflected in various ways, ranging from faculty involvement in the design and implementation of the academic program to tenure and promotions. For example, in reviewing promotions, the faculty creates a committee comprising all faculty members who are on a level above the faculty member who is to be promoted. On a more subtle level, it can be seen in the support and supervision that is provided for

each new faculty member, who is guided and mentored by an experienced faculty member.

The Law Faculty at the University of Haifa does not have its own building, which, as we discuss further below, impinges on the functioning of the faculty as an academic community and all that that implies. The lack of communal space makes it more difficult for the law faculty to constitute itself as an intellectual community of scholars and students. There is no place for students to meet in order to study together or to conduct group discussions. The doctoral students do not have a work place, and as a result do not feel as much a part of the faculty as desired. We are aware that a new building raises serious budgetary issues that are beyond the scope of our report, but we nevertheless feel it appropriate to raise this issue, as the “architecture” of the existing space clearly affects the community. A new building would be a very important step forward.

Another aspect of organizational structure is how the Haifa law faculty navigates the intrinsic tension in legal education and scholarship between the local and the global. With regard to scholarship, as we discuss in more detail in our general report, Law, unlike Physics, has an inescapably local dimension. At the same time, there is a national and international discourse on law and legal theory. Every law school must wrestle with the tension between the local and the universal perspectives, in its recruitment, its teaching, its research and its promotion standards. This tension is clearly felt at the University of Haifa, as it tries to balance its different missions. On the one hand, Haifa is the only law school that is located in the north of the country, relatively removed from the business and legal centers of Israel. The members of the faculty recognize their unique social mission in the northern region of the country, but at the same time, yearn to be part of the central legal dynamic of the country and the world. Striking the appropriate balance is a general issue for Israeli law faculties and we discuss it in greater detail in our general report.

With regard to legal education, some of the same concerns arise. Here, too, we believe that there is a need here for a fine balance, and that the faculty is wisely developing its path in this regard. Currently, the vast majority of law students at the university are from the northern region, and most of the faculty's activities take place on the campus in Haifa. We are aware of the fact that it is easier to recruit good students from the center of the country, and that many potential LLM students are situated there in the heart of the Israeli business sector. Nevertheless, we feel that the focus on the northern region is one of Haifa's distinctive strengths that would be lost if it were to try to move activities or focus recruiting on the center of the country. Indeed, Haifa's impressive specialized LLM programs show that, despite its perch in the north, unique high quality programs will attract LLM students from the center.

3. Mission and Goals -

- Observation and findings

The Self-Study Report sets forth a unique and important mission for its Law Faculty. Founded with the goal of reforming legal education, the Faculty seeks to educate its students to be “profoundly knowledgeable in the basics of the legal profession and the legal field in a global and multicultural world.” The Faculty also aspires to address “real life challenges ... [including] facets of law and its trajectories in Israel and in the international arena.” It is committed to community involvement and social responsibility. And it takes seriously its position as the one law faculty in the north of the nation, both in terms of educating talented students from this region, particularly Arab Israelis, and in terms of addressing the social and legal challenges of the north and other parts of Israel’s geographic periphery.

In our campus visit, we observed that Haifa’s faculty members are both cognizant of and committed to these goals. Through formal courses, clinics, special programs, and exchange opportunities, it offers students a first-rate, multifaceted education, particularly those whose life situations (with respect to family obligations, employment schedules, and the like) enable them to take full advantage of specific programs and of the wider intellectual environment that Haifa’s deeply engaged faculty offers. Furthermore, the Faculty’s expertise in socio-legal studies permits a program rich in empirical, interdisciplinary, international, and epistemological dimensions of the law.

With respect to its goal of social responsibility, we spoke with clinicians doing innovative work on key social justice issues in ways that are both pedagogically effective and inclusive of students with different political, cultural, and religious practices and values. Students did want more skill training, through both simulation-based courses and live-client clinics, in order to enter the profession prepared to practice law in a highly competent way. This sort of training is especially important in order for the Faculty to meet its goal of preparing students to serve the North and other peripheral areas and groups, particularly through solo or small firm law practices outside of Tel Aviv or Jerusalem.

Of all the dimensions of the Faculty’s mission, we were especially impressed by its commitment to and success in educating Arab students in a supportive and inclusive way. The Faculty does not take on this goal out of a sense of abstract obligation. Rather, it understands the profound social value of training promising Arab students in the law, while also including them in a diverse intellectual community. As the Self-Study states, the Faculty is the most diverse in Israel, with about 20 percent of its students Arab Israeli. It also has Arab faculty members. It has established a successful program to help students for whom Hebrew is not their first language, notably Arab Israelis, to improve their Hebrew in the context of a broader introduction to the law. The Faculty is committed to accomplishing this

diversification of the student body without lowering its admissions standards, particularly in Hebrew language competency. Thus, if a prospective student cannot meet the minimum standard for Hebrew competency, he is encouraged to prepare for a year before again seeking admission.

In addition to its particular efforts to include Arab students and its supplemental programs for students with native languages other than Hebrew, the Faculty also has a specific admissions track to make allowances for students with special socioeconomic circumstances.

Recommendations

Advisable:

We recommend that the Faculty and students, with full endorsement and support from the University, continue in its efforts to achieve diversity, particularly with respect to Arab students, alumnae/i, and faculty. For instance, the University might show such support by giving the Dean and Faculty all possible assistance to endow those programs over the long term.

4. Study Programs - **Observation and findings**

Haifa offers a well-designed study program that combines standard, mandatory subjects with a wide variety of electives, clinics and seminars that offer both small group experiences as well as exposure to a wide variety of legal and related subjects, methodological approaches and teaching/learning styles.

LLB program

The LLB program self-consciously departs from the standard, mostly mandatory legal program pursued at other Israeli law schools. By reducing the number of mandatory credits to around 50%, Haifa allows students to expand the number of elective courses they may choose. Moreover, within the set of mandatory courses, Haifa offer both a “bare bones” introduction to a subject and a fuller “advanced” introduction, with students opting for one or the other based on interest and direction.

The committee was very impressed by the LLB study program and the commitment to it among the faculty. It nicely balances required and elective courses, offers a rich array of specialized electives, taught both by members of the standing faculty, by skilled adjuncts, and by academics visiting from abroad. Consistent with the faculty's cross-disciplinary focus, students are exposed to a

variety of approaches to the law, in addition to receiving a grounding in fundamental doctrine.

For students with wider interests, there are numerous opportunities for joint degrees (around 40% of students are enrolled in joint programs. SS at 15). These programs have the advantage of offering deeper study of a related field, with the resulting disadvantage of constraining the choice of electives. A further complication is incomplete coordination of the law school's schedule with the rest of the university.

The social justice oriented law clinics are nicely integrated into the program and provide opportunities for more "hands on" work for the students. Israel's legal practice rules prohibit even supervised students from representing clients in court (something permitted in US clinics under most states' student-practice rules) and make it difficult to offer the same kinds of clinical opportunities that are typical in a US law school. Within the limits of the law, and the sharp financial constraints (all the clinics are funded by contributions), the clinics accomplish a great deal.

That said, we found a lack of clarity vis-à-vis the goals and objectives and vis-à-vis the pedagogic function of educational clinics. Some of the clinics clearly function as NGO social organizations, and the clinicians are uncertain about the need to help students acquire skills. We also heard from the students that they wish to receive more skills, professional development, and legal experience from the clinics.

Recommendations:

Advisable

1. We recommend that the faculty devote attention to thinking through the goals of its clinical program, and, in particular, how to make sure that specific skills are taught across the different clinics.
2. We recommend that the faculty look closely at the integration of the "joint degree" programs to make sure that they do not simply stack one set of requirements on top of another, leading to impossible course loads for students. Although we did not find that this was happening at Haifa, we subsequently encountered this problem elsewhere.

MA/LLM program

Haifa offers both a general LLM program and an array of more specialized programs (Patent Law, Adjudication and Criminal Procedure; Presiding Judges; Civil and Administrative Law; Law and Technology; Law and Health). The specialized programs offer unique opportunities that draw on the faculty's strengths, and impressively include special LLM level courses. These programs are small, selective and, based on the discussions with graduates and participants, highly valued,

drawing students from all over the country. The program for presiding judges is particularly impressive and provides an extremely valuable (and valued) opportunity for enriching presiding judges' understanding of the law and scholarly approaches, outside of the press of adjudicating disputes. The judges noted that, while they received continuing education through the judiciary, what they do at Haifa is something else entirely and deeply appreciated. Although clearly not money-makers, these specialized programs are deservedly valued by the faculty and students.

Ph.D. program

Haifa opened its Ph.D. program in 2008 and now has about 70 students. If viewed as a program to prepare candidates to enter law teaching, the Ph.D. program is extremely large, with far more participants than can possibly expect to find full time teaching jobs. Participants themselves were aware of this and offered a variety of explanations for their participation including: training for an academic career; a desire for a specialized credential that will be valued in the Israeli legal market; and self-actualization.

The committee has no particular view on whether it makes sense to enroll candidates in a Ph.D. program who do not intend to pursue an academic career. That said, the appropriate program may well depend on the students' goals.

Currently, the program is, officially, a single unified program with minimal requirements other than (a) a doctoral student workshop in which candidates present their proposals and (b) a dissertation. In addition, the graduate student conference for Ph.D. students around Israel was viewed as a great success.

Recommendations

Advisable:

1. For all Ph.D. students, there should be a required seminar on the theory and methods of research in law, taught by senior members of the standing faculty with the participation of faculty members from other disciplines. The course should deal with major trends and approaches in jurisprudence, theories of law, and research methods.
2. The goals of the program should be clarified and then the structure should be tailored to meet those goals. For students who are on an explicit or implicit "academic" track, additional support should be provided, including efforts to help Haifa Ph.D. candidates develop the kinds of contacts with foreign scholars that students who go abroad for their Ph.D.s develop as a matter of course. This is particularly important for candidates who, for family or economic reasons, cannot go abroad for advanced training. If finances permit, participation in international conferences and residencies at foreign law schools from a few weeks to a full semester while writing the

dissertation would both aid Haifa Ph.D. candidates to develop as scholars, and make it more likely that they will be able to find academic positions. This approach will create researchers who are aware of what is happening in the field outside of Israel and have connections with academics abroad, but who write in Israel with a focus on the Israeli context.

3. Finally, for candidates on the academic track, it is particularly unfortunate (for the candidates and for Haifa's LLB students) that they are not hired as teaching assistants. We understand that this is because Ph.D. candidates are more expensive than LLM students, upper level students or practicing lawyers, but is, nonetheless, unfortunate for both the candidates and for the LLB students.

3. Human Resources / Faculty -

Observation and findings

Haifa has an extremely impressive faculty. They have been trained at leading universities around the world, and are highly motivated. The law and society methodology is especially well represented. Many members of the faculty have international expertise, as well as international reputations. There is a particular focus on the United States, although members of the faculty also study other areas of the world. As the self study demonstrates, the faculty contains very active researchers who publish both in Israel and abroad.

The faculty (as well as the student body) is somewhat smaller than at some other Israeli universities. This smaller size can create challenges in fielding a broad range of expertise. Yet the school is able to have relatively small sections of first-year courses, so that students have the opportunity to interact with their professors. There also is a mix of senior and junior professors.

The faculty is collegial, and supportive of the school. There is a well-developed tradition of faculty governance. Members of the faculty praised the school for providing parental leaves, even though the University does not fund these leaves.

4. Students -

The students that we met were quite impressive, and very loyal to the faculty. Their problems and challenges seem very similar to those of students in other institutions. They must work many hours in order to make a living, and, possibly as a result, the level of preparedness for classes is not high.

One of the special challenges facing the University of Haifa is the integration of Arab students. In the Law School, approximately 30% of the students are Arabs, the highest percentage among law schools in Israel. Some come from villages and have a very low level of Hebrew, which is detrimental to their integration into the program. We were impressed by the steps taken by the faculty in order to minimize the number of dropouts from among the Arab student population and to strengthen their Hebrew language skills.

Recommendations

Advisable

1. We recommend that the efforts to support Arab students be intensified by providing an intensive summer program in Hebrew for these students, and that Arab upperclassmen or graduates of the faculty serve as support personnel for the course. We saw in other institutions that this type of combination expresses to the students the importance of this matter, and intensifies their motivation to study Hebrew.
2. We recommend that the faculty further develop courses and programs connected to religious law and the comparison between Jewish and Islamic law. We further recommend the development of courses on law in the Middle East. These two areas can potentially bring to positive expression the unique encounter between Jews and Arabs in Haifa.
3. Finally, we recommend that the faculty consider offering a course on Islamic law and/or Muslim family law taught in Arabic for Arabic speakers, something that is particularly necessary given Haifa's unique role.

Teaching and Learning Outcomes -

- Observation and findings

LLB:

LLB students report a high degree of satisfaction with the teaching, reports that are more systematically confirmed by the teaching evaluations reported in the self study report. Many students value and enroll in the joint degree opportunities, although predictably then complain about too little flexibility in course selection. Clinics play an important role, although some students desire more opportunities to acquire legal skills.

MA/LLM

Participants in the specialized LLM programs are extremely happy with the experience, and report that they have come from all over the country to participate. The specialized LLM for sitting judges provides a unique opportunity for judges to study issues of general legal interest with other judges. The program plays a very important role for the judges, who treasure the opportunity to expand their horizons and to study with other judges.

Ph.D.

As discussed above, students are divided between those who are seeking personal fulfilment or advancement in professional career v. those who want to become legal academics. Both groups are very happy with experience. Students who would like to become academics expressed some frustration over their perception that Israeli trained Ph.D.s are not fully competitive for Israeli academic jobs with those who study abroad, and frustration with fewer opportunities to build international connections and networks.

Overall

Beyond the reports of students, we also sought external evidence of teaching and learning outcomes. Student placements are tracked and, we were told, very good. We were told that nearly all who want internships can get them, even in challenging market. Geography poses something of a challenge, as there are not as many opportunities to practice law in the North as in Tel Aviv and Jerusalem.

Finally, Haifa reports that its students have good success in finding permanent employment after passing the bar, although they face challenges due to (a) location in the north and (b) the challenging law market.

Recommendations:

Essential:

1. As we discuss in more detail in our general report, we recommend that Haifa 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 Haifa in meeting its mission and goals.

5. Research -

Observation and findings

The faculty members view research as a core priority of the School, and they are productive and highly ambitious in their research. While the law and society movement is especially well represented, the faculty fields a range of expertise, both substantively and methodologically.

The teaching load is eight points per semester, which is heavy (at least by U.S. standards). But the School supports high quality research in a range of ways, including through funded sabbaticals.

The School wrestles with how to manage the tradeoff between global and local orientation in research. There is a heavy emphasis on publishing in foreign law reviews, especially in the United States, which has both advantages and disadvantages.

On one hand, producing internationally-oriented scholarship in English clearly is valuable, since this work can attract a wider audience. One of the Israeli legal academy's great strengths is that Israeli academics use the same methodological approaches as their U.S. counterparts, so that Israeli and U.S. legal academics can participate in the same scholarly debates and contribute to the same scholarly literature. This means the methodological sophistication of Israeli legal academics, as well as their focus on broad theoretical problems, enable them to attract a significant audience outside of Israel, which has obvious value for a small country.

On the other hand, there is significant value in producing scholarship that addresses problems in Israel itself and strives to improve the Israeli legal system.

Israeli legal academics have the expertise to make this contribution – far more so, obviously, than legal academics from other countries, who lack the deep institutional knowledge and perhaps also the motivation to write insightfully about the Israeli legal system. This means Israeli legal academics have both an opportunity and a responsibility to produce scholarship about Israel. There may be advantages, moreover, for this scholarship to be in Hebrew, since it can reach a wider audience within Israel.

Like at other Israeli law schools, though, Haifa's standards for promotion focus on foreign publications. As we discuss in greater detail in our general report, this raises a question about whether the standards are calibrated properly to encourage the right balance between publications that attract attention internationally and publications that contribute more directly to law reform efforts in Israel.

6. Infrastructure -

- Observation and findings

The University of Haifa is blessed with a wonderful geographical position on the top of Mount Carmel with a gorgeous view over the city and port. One of the advantages for the students is an open air cafeteria on the building leading to the library that seems very agreeable. Having an especially convenient position, out of the business area, allows sports and athletic facilities.

The law faculty's physical space is well configured, even if cramped and, in some cases, shared with other faculties. Classrooms are well equipped also for co-teaching sessions with teleconferencing capabilities which are actually used in some courses. We observed Prof. Michal Gal's Antitrust class in which antitrust economics was effectively explained by Prof. Robert Pindyck from his office at MIT.

The Law Library is part of the broader University collection. This has certain advantages including access to non-legal materials and avoiding duplications of the same periodicals. It may limit the opportunities to acquire more specific literature that can hardly fit in a general library. As is common in many places, the librarians report that students use mostly electronic materials, having remote access to the subscribed e-journals and data bases. In case of specific research needing consultation of older books or specific documents, an inter-library loan is provided but it obviously requires a few days and may discourage those who only need to check some details or wish to compare minor issues of their research.

Sharing space with other faculties can, in principle, be an advantage for the students who have the opportunity to meet people engaged in other fields and to discuss topics other than specifically legal ones. Given the professed multidisciplinary approach of the school (mentioned above in this report), it

certainly is consistent to have easy access to other scholars in history, languages, psychology and so on.

On the other hand, space is clearly limited in ways that limit the faculty's expanding activities, especially in the area of the clinics (an activity that requires some dedicated space), and for seminars that are better run in smaller classrooms. In addition, there is a shortage of offices, and limited dedicated student space. Doctoral students working on their theses do not have access to dedicated space where they can leave their books and be sure to be able to work peacefully on their research.

The need for a new law building is obvious, and indeed recognized by the dean and the Rector's office.

- **Recommendations**

Advisable:

The Haifa Law Faculty needs a new building that will have sufficient space to hold its expanding activities. In designing that new space, should it be approved, specific attention should be given to providing more student space and other ways to increase student presence.

7. Self-Evaluation Process -

- **Observation and findings**

The Haifa Law Faculty's Self-Evaluation Report should be commended. It stands out for its detailed reporting of the current state of the Haifa Law Faculty's programs, its thoughtful assessment of the Faculty's many strengths, and its frank accounting of the challenges the Faculty faces in order to realize its goals. The Report is a fitting testament to the hard work, over a twelve month period, of the entire Haifa Law community.

The Report gives a detailed description of the process that produced it. Particularly significant was the explicit discussion within the Faculty Council of the Faculty's mission, with input invited from all Faculty members. Also commendable was the solicitation of input from alumni/ae and the transparency with which the Report's drafting was conducted, through the use of a dedicated web site enabling all Faculty members to give input as the self-evaluation process moved forward. The Law Faculty should also be commended for the deliberate process through which it plans to make use of the Report to benchmark its on-going efforts to realize

its ambitious goals. Finally, our discussions with all parts of the community confirmed their engagement with the self-evaluation process, as well as the effectiveness of that process as a catalyst both for self-reflection, and for meaningful change.

Chapter4: Summary of Recommendations and Timetable

It is best if the recommendations appear according to levels of priority. We suggest that the approach to addressing these recommendations be viewed as short term, intermediate term, and long term.

Within the division of the recommendations according to the implemented timetables, it is possible to divide the recommendations according to the different parties which are responsible to the implementation (the departments, the CHE/PBC etc.).

Essential changes

1. As we discuss in more detail in our general report, we recommend that Haifa 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 Haifa in meeting its mission and goals.

Advisable changes

1. The Haifa Law Faculty needs a new building that will have sufficient space to hold its expanding activities. In designing that new space, should it be approved, specific attention should be given to providing more student space and other ways to increase student presence.
2. We recommend that the Faculty and students, with full endorsement and support from the University, continue in its efforts to achieve diversity, particularly with respect to Arab students, alumnae/i, and faculty. For instance, the University might show such support by giving the Dean and Faculty all possible assistance to endow those programs over the long term.
3. With regard to the LLB program:
 - a. We recommend that the faculty devote attention to thinking through the goals of its clinical program, and, in particular, how to make sure that specific skills are taught across the different clinics.

- b. We recommend that the faculty look closely at the integration of the “joint degree” programs to make sure that they do not simply stack one set of requirements on top of another, leading to impossible course loads for students. Although we did not find that this was happening at Haifa, we subsequently encountered this problem elsewhere.
4. With regard to the Ph.D. program:
 - a. For all Ph.D. students, there should be a required seminar on the theory and methods of research in law, taught by senior members of the standing faculty with the participation of faculty members from other disciplines. The course should deal with major trends and approaches in jurisprudence, theories of law, and research methods.
 - b. The goals of the program should be clarified and then the structure should be tailored to meet those goals. For students who are on an explicit or implicit “academic” track, additional support should be provided, including efforts to help Haifa Ph.D. candidates develop the kinds of contacts with foreign scholars that students who go abroad for their Ph.D.s develop as a matter of course. This is particularly important for candidates who, for family or economic reasons, cannot go abroad for advanced training. If finances permit, participation in international conferences and residencies at foreign law schools from a few weeks to a full semester while writing the dissertation would both aid Haifa Ph.D. candidates to develop as scholars, and make it more likely that they will be able to find academic positions. This approach will create researchers who are aware of what is happening in the field outside of Israel and have connections with academics abroad, but who write in Israel with a focus on the Israeli context.
 - c. Finally, for candidates on the academic track, it is particularly unfortunate (for the candidates and for Haifa’s LLB students) that they are not hired as teaching assistants. We understand that this is because Ph.D. candidates are more expensive than LLM students, upper level students or practicing lawyers, but is, nonetheless, unfortunate for both the candidates and for the LLB students.
5. We recommend that the efforts to support Arab students be intensified by providing an intensive summer program in Hebrew for these students, and that Arab upperclassmen or graduates of the faculty serve as support personnel for the course. We saw in other institutions that this type of

combination expresses to the students the importance of this matter, and intensifies their motivation to study Hebrew.

6. We recommend that the faculty further develop courses and programs connected to religious law and the comparison between Jewish and Islamic law. We further recommend the development of courses on law in the Middle East. These two areas can potentially bring to positive expression the unique encounter between Jews and Arabs in Haifa.
7. Finally, we recommend that the faculty consider offering a course on Islamic law and/or Muslim family law taught in Arabic for Arabic speakers, something that is particularly necessary given Haifa's unique role.

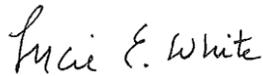
Signed by:



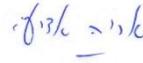
Prof. Edward B. Rock



Prof. Silvia Ferreri



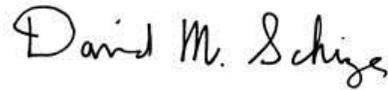
Prof. Lucie E. White



Prof. Arye Edrei



Prof. Stewart J. Schwab



Prof. David Schizer

Appendix 1: Letter of Appointment

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 – The Faculty of Law
May 11 – 12, 2014

Sunday, May 11, 2014

| Time | Subject | Participants | Room/Location |
|-------------|--|---|---|
| 9:30-10:15 | Arrival of committee members; light refreshments will be served | | Terrace Building, room 3044 |
| 10:15- | Opening session and Meeting with the Dean of Faculty of Law | Prof. Gad Barzilai, Dean , Faculty of Law | Terrace building, room 3044 |
| 11:15- | Meeting with senior academic staff (representatives of relevant committees)* | Prof. Shulamit Almog Prof. Oren Gazal-Ayal Prof. Niva Elkin-Koren Prof. Michal Gal Dr. Khalid Ghanayim Prof. Yehiel Kaplan Dr. Omer Kimhi Prof. Ronen Perry Dr. Orna Rabinovich-Einy Prof. Amnon Reichman Dr. Arianne Renan Barzilay Dr. Noya Rimalt Prof. Eli Salzberger Dr. Tal Zarsky | Terrace Building, room 3044 (Attached please find an appendix detailing each faculty member's specializations and additional positions in the Faculty and/or the University) |
| 12:45-13:30 | Lunch | | Terrace Building, room 3046 |
| 13:30- | Walk to the Main Building | | |

| Time | Subject | Participants | Room/Location |
|--------|-------------------------------------|--|-----------------------------|
| 13:45- | Tour | <p>Prof. Gad Barzilai will accompany Tour of campus.</p> <ul style="list-style-type: none"> Library - Dr. Ely Aharonson, Department library liason and Ms. Karen Elisha, Library staff will accompany Observation of a class being run via videoconferencing equipment; a joint class of students of the law faculty at Haifa and in Ottawa co-taught by faculty members from both places | Main Building |
| 14:45- | Meeting with junior academic staff | <p>Mr. Tal Cahana Mr. Yehosha Gal (tentative) Mr. Rami Hazzan Mr. Shay Madrер Mr. Shai Margalit (tentative) Ms. Michal Minsky Ms. Shirly Naveh Mr. Shay Otzary Ms. Liran Pinhas Ms. Manal Totry-Jubran Mr. Alon Weinstein Ms. Yaara Winkler</p> | Terrace Building, room 3044 |
| 15:45- | Meeting with adjunct academic staff | <p>Dr. Sharon Bar-Ziv Mr. Eyal Bar-Zvi Judge Rami Cohen Dr. Elias Daw Dr. Yariv Ilan Mr. Eitan Lederer Judge Gabriela Levy Judge Micah Lindenstrauss Judge Ron Shapira</p> | Terrace Building, room 3044 |

| Time | Subject | Participants | Room/Location |
|-------------|--|---|-----------------------------|
| 16:45- | Meeting with LL.B students** | <p style="text-align: right;"><u>2nd year</u></p> <p>Mr. Udi Abram (LL.B Joint Program in Law and Economics) Ms. Stav Ganor (Regular LL.B Degree) Ms. Lareine Khoury (Regular LL.B Degree) Ms. Or Pi-Ell (Regular LL.B Degree) Mr. Mohammed Slieman (Regular LL.B Degree) Mr. Uran Soker (LL.B Joint Program In Law and Economics)</p> <p style="text-align: right;"><u>3rd year</u></p> <p>Mr. Neil Ben Ishai (Regular LL.B Degree) Ms. Shai Goldshtein (LL.B Joint Program in Law and M.A in Public Administration And Policy) Ms. Alona Murciano (LL. B Joint Program in Law and Economics) Ms. Inbal Schellekes (LL.B Joint Program in Law and M.A in International Relations)</p> | Terrace Building, room 3044 |
| 17:45- | | <p><u>LL.M for Judges</u></p> <p>Judge Avraham Elyakim Judge Zaid Falah Judge Israela Kary Geron Judge Menahem Raniel Judge Diana Sela Judge Mishory Yifat</p> | Terrace Building, room 3044 |
| 18:30- | Meeting with heads of the University of Haifa and the Dean of the Faculty of Law | <p>Prof. Perla Werner, Vice Rector Prof. Gad Barzilai, Dean , Faculty of Law Ms. Ruchama Elad-Yarum, Manager, Unit for Academic Quality Evaluation, Office of the Rector</p> | Terrace Building, room 3044 |

Monday, May 12, 2014

| Time | Subject | Participants | Room/Location |
|-----------------|----------------------------------|--|-----------------------------|
| -09:00 | Meeting with LL.M/M.A students** | <p align="center"><u>LL.M /M.A with Thesis</u></p> <p>Ms. Farha Jubran Miller (LL.M In Civil and Administrative Law) Ms. Sivan Kimhi (LL.M) Mr. Itai Mishor (LL.M) Ms. Danielle Vardi (M.A In Law and Business In Asia)</p> <p align="center"><u>LL.M/M.A without Thesis</u></p> <p>Ms. Meirav Ben Shmuel (LL.M In Civil and Administrative Law) Mr. Assaf Elbaz (M.A In Law and Business in Asia) Mr. Eran Goren (LL.M in Law and Technology) Ms. Nitsan Gafsou (LL.M In Law and Technology) Ms. Hagit Mizrahi (LL.M in Law and Health) Mr. Uri Sabach (LL.M in Law and Technology)</p> | Terrace Building, room 3044 |
| -10:00 11:00 | Meeting with Ph.D students** | <p align="right"><u>1st stage</u></p> <p>Mr. Gal Amir Mr. Eyal Brook</p> <p align="right"><u>2nd stage</u></p> <p>Mr. Deeb Abbas Mr. Noy Brindt Mr. Ala Haidar Ms. Tamar Indig Ms. Marva Ish-Am</p> | Terrace Building, room 3044 |

| Time | Subject | Participants | Room/Location |
|-----------------|---|---|-----------------------------|
| -11:00 12:00 | Meeting with Alumni** | <p>Ms. Karni Chagal (LL.B Joint Program in Law and Economics)</p> <p>Mr. Ido Gleitman (LL.B Joint Program in Law and M.A in Philosophy)</p> <p>Mr. Ram Spektor (Regular LL.B Degree)</p> <p>Ms. Eman Yaqub Hanna (LL.B Joint Program in Law and the Department Of Psychology)</p> <p>Ms. Doaa Abu Elyounes (LL.M in Law and Technology without a thesis)</p> <p>Mr. Yoav Dagani (LL.M in Criminal Procedure without a thesis)</p> <p>Mr. Yair David (Master of Law - Patent Drafting)</p> <p>Mr. Ohad Eitzik (LL.M in Law and Technology without a thesis)</p> <p>Dr. Lotem Perry (Ph.D in Law)</p> <p>Dr. Meytal Segal-Reich (Ph.D in Law; direct track)</p> <p>Dr. Benjamin Spanier (Ph.D in Law)</p> | Terrace Building, room 3044 |
| -12:00 13:00 | Professional and Academic facilitators from the legal clinics | <p>Dr. Sagit Mor, Academic facilitator, Human Rights in Society clinic</p> <p>Adv. Haran Reichman, 1. Legal Clinics of Law and Social Change Director, 2. Professional facilitator Law and Education Policy clinic</p> <p>Adv. Abeer Baker, Prisoners Rights and Rehabilitation clinic</p> <p>Adv. Nadia Tzimerman, Professional facilitator ,the clinic of law and maritime resouces</p> <p>Adv. Dalit Ken-Dror Feldman, Professional facilitator, Law and Technology Clinic</p> <p>Adv. Revital Kishinevsky, Professional facilitator, Legal Feminism clinic</p> <p>Ms. Jacki Silbermann, Student, Law and Education Policy clinic</p> | Terrace Building, room 3044 |

| Time | Subject | Participants | Room/Location |
|-----------------|--|--|--------------------------------|
| -13:00 14:00 | Lunch | | Terrace Building, room 3046 |
| -14:00 14:15 | Closed committee meeting | | Terrace Building, room 3044 |
| -14:15 15:00 | Closing session with heads of the University of Haifa and the Dean of the Faculty of Law | Prof. Perla Werner , Vice Rector Prof. Gad Barzilai , Dean , Faculty of Law Ms. Ruchama Elad-Yarum , Manager, Unit for Academic Quality Evaluation, Office of the Rector Dr. Michal Daloya , Unit for Academic Quality Evaluation, Office of the Rector | Terrace Building, room 3044 |

* 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.

Committee Members:

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

CHE Representative:

- **Ms. Alexandra Buslovich-Bilik** – Committee Coordinator