The Quality Assessment and Assurance Unit

The Self-Evaluation Process: Recommendations and Guidelines

December 2006

Contents

Introduction
Background

The Israeli system of higher education underwent extensive transformation during the last decade. A period of impressive growth began at the older universities, which were joined by a long list of newer institutions of higher education of various kinds. The process of accreditation and authorization of the institutions and their study programs enables the system of higher education to assure their quality only at the founding stages, yet it does not provide a mechanism monitoring a continual process of quality improvement.

This situation requires a special handling, as reflected in the past two decades during which the issue of quality has become a key element of management performance. Branches of industry and service providers explored and established mechanisms of quality management as a tool of increasing efficiency, continual improvement, profitability, promotion of teamwork and technological and intellectual innovation. ISOs, TQM, σ6 (sigma6), quality circles, etc. testify to both practical implementation as well as a recognition of the fact that quality is an essential value.

The system of education in general and the system of Higher education in particular have also undergone changes following this trend. Starting with the evaluation of study programs – Curriculum Assessment (CA), through research management and students' authority, the principles of "quality management" have occupied a reputable standing among the tools of systemic and organizational management. In the past decade, the issue of quality assurance and evaluation has been a focus of activity and interest on the part of national and international entities involved in higher education. A considerable number of countries have established organizations (many of which are founded by law) to be responsible for the important issue of assessing and assuring quality. This policy follows the global trend of assuring quality in higher education systems, and assessing their quality.

Taking into account a worldwide trends and recognition that the subject was also essential for higher education in Israel, the Council for Higher Educationl decided at its meeting on June 3, 2003 to establish a system for assessing and assuring quality at institututions of higher education in Israel, in order to preserve and foster their quality as an essential need, both academically and nationally.

The ongoing quality assessment activity implements this decision of the Council for Higher Education on this matter.

General

The quality assurance activity of the Council for Higher is meant to serve as a catalyst towards creating suitable conditions for a process of ongoing improvement in institutions of higher education in Israel. The approach, adopted by the Council, consists of three stages:

1. Preparation of a self-evaluation report by the institution;
2. Evaluation by an external committee, appointed by the Council, including an on-site visit to the institution and a meeting with the heads of the institution;
3. A discussion by the Council and resolutions (including publication) in light of the report and the response of the institution;

The recommendations and guidelines for self-evaluation are meant to assist the institutions in carrying out the self-evaluation of the study programs and in defining the issues that should be dealt with in the framework of this activity (stage 1 above). The Council for Higher Education attaches much importance to this stage, as this activity is meant to bring the institutions of higher education and their parent units (faculties/schools/departments) to perform an "introspection", implying an examination and evaluation of their mission and goals and of the degree to which these, have been achieved. In this framework, they will have to present their areas of strength and weakness, to consider possible ways of improving the quality of their academic studies and, as an outcome of the process, to enhance and promote the evaluated study program.

Self-evaluation process

1. The Self-Evaluation Team

The experience gathered throughout the world shows that a good and efficient way to carry out a self-evaluation and to prepare a comprehensive, exhaustive and useful self-evaluation report is through a **Self-Evaluation Team**, set up by the parent unit under examination, to carry out the process and be responsible for the preparation of the self-evaluation report.

This team is mostly composed of representatives from a number of sectors e.g. the unit's academic leadership, teachers, students and the technical-administrative staff. In some cases, leading personalities from other disciplines (including external specialists) or any other individual who might contribute to the process are invited to join the team. Naturally, it is recommended to consult with individuals from the units that have undergone the same or similar process.

The participation and involvement of all the staff members in this activity is one of the key elements in the self-evaluation process. Under no circumstances this important task would be assigned to one or a limited group of staff members.

2. The Self-Evaluation Report

The self-evaluation report is a central element in the self-evaluation process which should address itself critically and analytically to the points of strength and weakness within the institution, the parent unit and the study programs under examination. This process should involve an examination of various aspects that have a bearing upon its academic and administrative proceedings in relation to the following fundamental issues:

1. How does the parent unit define its identity?
2. What are the aims and goals?
3. What is being done in order to achieve those aims and goals?
4. What are the tools to evaluate the degree of success in achieving the aims and goals?
5. What is being done in order to strengthen weak areas?

Special attention should be dedicated to the conclusions to be drawn and to the presentation of the data that supports these conclusions. The institution and parent unit are requested to present the plan for future activities in light of the conclusions and to offer ways and means to implement and absorb changes.

The self-evaluation process and the report would relate to the study programs authorized to award an academic degree. There is no necessity to elaborate on the programs the institution has submitted or plans to submit to the Council for Higher Education.

Since the recommendations and guidelines for self-evaluation have been composed as generic document, the institution is not obliged to address every question. Only relevant questions will be answered.

The Recommendations and Guidelines are divided into six main chapters:

1. **The institution**;
2. **The "Parent" Unit (School/Faculty) in which study programs under evaluation are taking place.**
3. **The study programs under evaluation**;
4. **Research**;
5. **The self-evaluation process, summary and conclusions**;
6. **Appendices**
(additional materials, to be submitted separately).

The institution may, at its own discretion, add any further necessary relevant information and <u>necessary</u> relevant appendices, not mentioned in the recommendations and guidelines, to the report.

The External Evaluation Committees of the Council for Higher Education may request further information that has not been indicated in the Guidelines.

3. Guidelines for report submission

In order to facilitate the activity of the external evaluation committees, we will appreciate if the institutions will follow the instructions below:

✦ To submit the reports and all the appendices **in Hebrew and English** owing to the involvement of non-Israeli experts in the activity of external evaluation committees. **The institution that would prefer to submit the reports <u>only in English</u>, may do so**.
✦ To submit 15 hard copies of the report, which would not exceed 100 pages
✦ To preserve as much as possible the order of chapters, headings and question numbers as specified in the Guidelines. The citation of the relevant question (and their number) before relevant answer would be highly appreciated.
✦ To explain the abbreviations unique for the specific institution when they appear in the text for the first time
✦ To submit the appendices **only** on CD-ROM. In addition, the CD-ROM will contain the body of the self-evaluation report. The detailed guidelines for submitting of the materials on CD-ROM appear on page 19.
✦ To send the self-evaluation report to the unit for Quality Assessment and evaluation in the Council for Higher Education signed by the head of the institution (President/Rector) at the appointed time.

Chapter 1 - <u>The Institution</u>

1.1 A **brief** summary describing the institution and its development since its establishment, including details of the campus(es) where the institution's teaching activities take place (number and location), names of the faculties /schools/departments in the institution, the **over-all** number of students studying towards academic degrees in the institution according to faculty and degree (first degree, second degree with thesis, second degree without thesis, doctoral degree), the date of recognition by the Council for Higher Education.

1.2 Mission statement of the institution, its aims and goals.

1.3 A description and chart of the institution's organizational structure

1.4 Names of holders of senior academic and administrative positions.

Chapter 2 - <u>The Parent Unit Operating the Study Programs Under Evaluation</u>

In this chapter, please relate to the broader organizational framework in which the evaluated study program operates. If there is no such framework, please indicate this and continue to the next chapter (chapter 3).

2.1 The name of the parent unit and a brief summary of its "history", its activities and development in the period of its existence

2.2 Mission statement of the parent unit, its aims and goals

2.3 Description and chart of the unit's academic and administrative organizational structure (including relevant committees).

2.4 Names of holders of senior academic and administrative positions.

2.5 The number of study programs (departments, etc) operating in its framework; the names of the academic degrees (in English and Hebrew) granted to the graduates of these programs (the phrasing that appears in the diploma); the number of students who have studied (and are studying) within the parent unit in each of the last five years according to study program and level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

2.6 The number of graduates of the unit in each of the last five years according to study programs and level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree) . Please provide this data in the format of a table.

2.7 What bodies (internal/external) decide on rationale, mission and goals of the parent unit and of the study programs, how they are decided upon, examined and, if deemed necessary, changed? Have they been discussed within last five years? If so, please specify when these discussions have taken place and what were their outcomes? If not, when were changes made (if at all)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

<u>We recommend that chapters 1 and 2 be prepared separately by the institution and the "parent" unit (faculty/school) and be forwarded to the evaluated study program so it can use this information. These chapters would be updated on an annual basis (if deemed necessary).</u>

Chapter 3 - The Evaluated Study Program

Note: In this chapter we require separate reference to each of the study programs under examination at each of the levels taught (first, second, doctoral degree). The identical data for all the programs will appear only once.

3.1. The Goals and Structure of the Study Program

3.1.1. The name of the study program, a brief summary describing its development since its establishment.

3.1.2. Mission statement of the study program, its aims and goals

3.1.3. Description and chart of the academic and administrative organizational structure of the study program (including relevant committees)

3.1.4. Names of holders of senior academic and administrative positions.

3.2. The Study Program – Contents, Structure and Scope

3.2.1. The name of the study program, specializations/tracks within the program, the campus where it is taught (if the institution operates in the number of campuses), date of opening the program. If the study program is offered in more than one campus, is the level of the program uniform in different campuses, and what measures are taken in order to ensure this?

3.2.2. The study program and the specializations it offers, its content, scope and structure (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Please submit this information in Table 1 (page 14). Does the study program supply courses to other units within the institution?

3.2.3. To what extent do the structure, scope and contents properly reflect the main goals of the study program?

3.2.4. Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

3.2.5. Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

3.2.6. In summary, to what extent the program has achieved its mission and goals? What are the points of strength and weakness of the program?

3.2.7. Are additional non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between Business School and Manufacturers' Association or Industrial Factories)?

3.2.8. What are future development plans of the unit/evaluated study program, and how they were decided upon?

To this section, please attach the following information:
The Full study program in the format of Table 1 (that appears in chapter 6 of this document on page 14)

3.3. <u>Teaching and Learning</u>

3.3.1. Specify what teaching and learning methods are applied in the program: frontal lectures, self-study, distance learning, laboratories, seminars and pro-seminars, practical training, group exercises, role playing and simulations, organized tours, conferences and other methods. To what extent these methods are applied (% of the overall number of teaching hours, % of the overall number of credits).

3.3.2. What steps are taken in order to evaluate teaching and improving teaching? How the results of these activities are used, specifically, the negative findings about staff members' teaching? Does the unit act in order to locate and encourage excellent teachers? Does the unit/or the institution offer the teaching staff regular and systematic activity, including courses/in-service training/instruction and guidance programs in order to improve the quality of teaching? Do new staff members receive special support?

3.3.3. Describe the use of information technology in teaching and learning: methods, scope, types of course etc.

3.3.4. Describe the policy of the study program/parent unit regarding lecture attendance. What steps are taken in order to implement this policy? Please describe the current state of events in your answer.

3.3.5. Describe the methods applied to measure the achievements of the students that are used in the study program.

3.3.6. <u>Examinations</u>
   3.3.6.1. Describe the method of examinations and their character, the relative weight of each type of examination in the final grade (written/oral/open/multiple-choice etc.)
   3.3.6.2. How are the grades distributed? Is this method influenced by statistical considerations?
   3.3.6.3. If the relevant information is available, please present (in the format of histogram) the distribution of the overall average grade of the graduates (not including the grade of the thesis for the second degree) for each of the last three years.

3.3.7. <u>Written assignments (projects, thesis, dissertations)</u>
   3.3.7.1. Describe the types of written assignments and other projects required in the program, their contents and scope (seminar papers, degree papers, thesis, training period, practical training etc)
   3.3.7.2. What are the methods applied to evaluate written assignments and projects? What kind of feedback beyond the grade is given to the students in relation to these assignments and projects?
   3.3.7.3. What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years. Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.

3.3.8. Describe any other methods applied to measure the achievements of the students used by the institution.

3.3.9. In summary, to what extent the methods applied to measure the achievements of the students present a true picture of students' abilities? What are the points of strength and weaknesses of the methods of evaluating the students' achievements?

3.4. <u>Students</u>

3.4.1. What are the admission criteria for the program, the selection and admission procedure, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How the admission criteria are decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission criteria (psychometric score and matriculation grades) the candidates should meet?

3.4.2. To what extent is the relevant information concerning the courses taught in the study program passed on to the students and available to them, e.g. syllabus (bibliography specifying required reading, exercises and assignments, components of the final grade) collection of the examination papers. How is this information brought to the attention of the students, where is it published and how are the students updated on changes that have been introduced?

3.4.3. What is the yearly drop-out rate of students from the program over the last five years, and what are the reasons for their leaving (academic/financial/else)? Is there a satisfaction with the drop-out rate? In case there is not, what steps does the unit take in order to prevent, reduce or increase drop-out?

3.4.4. To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

3.4.5. <u>Counselling systems</u>
    3.4.5.1. Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.
    3.4.5.2. Are counselling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

3.4.6. What are the mechanisms that deal with students complaints?

3.4.7. Does the unit take steps in order to locate outstanding students (including candidates) and reward them? If so, describe these procedures. What financial assistance is provided to the students with financial problems and/or to outstanding students?

3.4.8. Does the institution and/or the parent unit maintain contact with their graduates, employers, and with employment market. If data are available, please specify the measure of integration of graduates into the labor market (which is especially relevant regarding study programs in professional fields): where have they found employment, what positions they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Please supply the data on the number of graduates who have completed their studies with distinction. Relevant survey of the unit/institution on this matter might be provided.

3.4.9. In summary, what are the points of strength and weakness of the issues specified above?

To this section, please attach the data concerning candidates in the <u>last five years</u> (according to the level of degree)
- **Number of students who enrolled, admitted and continued on to complete the program**
- **The admission requirements (in the format of histogram): the distribution of the psychometric score (or its equivalent), the distribution of the matriculation grades.**

3.5. Human Resources

3.5.1. Teaching Staff

3.5.1.1. Describe the profile of the program's teaching staff in the format of the tables 2a through 2d (pages 15-17). What are the areas of specialization of the staff versus the requirements of the study program? To what extent does the staff profile enable flexibility and dynamism within the program?

3.5.1.2. What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training. Are their research areas related to the study program (e.g. do the staff members teach special courses that are related to their areas of research or to areas in which they have gained a reputation)?

3.5.1.3. What steps are taken in order to ensure that staff members are updated, academically and professionally, with regard to the program?

3.5.1.4. What are the rules, criteria and procedures for appointing the head of the study program and the staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? Are you satisfied with these procedures?

3.5.1.5. What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

3.5.1.6. How is full employment defined in the institution for senior and junior staff, and how many hours each of them is required to teach in each of the study programs?

3.5.1.7. Are staff members obliged to serve as advisors for final projects, theses and dissertations? Are there criteria for assigning advisors to the above-mentioned papers and projects?

3.5.1.8. What is the policy regarding recruiting and absorbing teaching staff (senior as well as junior) and what are the plans for the future recruitment to the study program under evaluation? How are these plans made and by whom?

3.5.2. Technical and administrative staff

Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

3.5.3. **In summary**, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

To this section, please attach the following information:
- **The teaching workforce (senior and junior teaching staff employed, external senior and junior teaching staff, teaching and research assistants, post-doctoral staff members) in the format of the Tables 2A through 2D (in chapter 6 of this document, pages 15-17).**

3.6. <u>Infrastructure</u>

In this chapter, describe the overall physical infrastructure that serves the unit and the study program under evaluation. To what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

3.6.1. <u>Administration</u>

3.6.1.1. What is the physical location of the unit in the institution, in which building it is located, and where does the study program under evaluation operate? Do other study programs share the building?

3.6.1.2. What is the location of the secretariat/administration of the parent unit? Does the study program under evaluation have a separate secretariat?

3.6.1.3. How many rooms serve the academic staff (senior, junior and external) and technical staff of the program, and what standard equipment is available in each room?

3.6.2. <u>Classes</u>

3.6.2.1. How many classrooms, seminar rooms, rooms for group activities, and auditoria serve the study program, how many seats do they have, and what equipment can be found in each room /classroom/auditorium (including reference to the possibility of using personal laptop computers on campus).

3.6.2.2. How many computer labs serve the students in the program, and how many computers are there in each lab? Specify the existing hardware and software, and state if it includes special hardware and/or software. Specify the institutional and unit computer lay-out, and how it serves the parent unit and the study program.

3.6.2.3. Do the parent unit and study program have access to additional facilities for special purposes, e.g. conference rooms, study centres, research centres and meeting rooms? If teaching activities take place outside the campus, please specify which activities and the frameworks in which they are carried out.

3.6.3. <u>Laboratories</u>

What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

3.6.4. <u>Library</u>

3.6.4.1. Describe the library, which serves the students and the teaching staff of the study program: its location, its physical structure, the number of titles according to subjects, journals, computerised databases, the number of obligatory books relative to the number of students, opening hours, number of seats, number of computers, the library's professional staff and their qualifications, to what extent do the students receive assistance and guidance in the library, the ability of students and teaching staff to use the databases from outside the library (using a code to connect to the computer). Specify likewise the policy guiding the purchase of material for the library: how are decisions made with regard to the purchase of books, journals, computerised databases etc. and based on which recommendations/requirements, what are the procedures for updating the library, is there a clear and well-defined budget for the library?

3.6.4.2. Does the institution and the study program take steps in order to enable the convenient access of the students with special needs to the study material and the different facilities , e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

3.6.4.3. In summary, what are the points of strength and weakness of the physical infrastructure?

Diagrams of the building, a map of the institution and a list of special equipment and other relevant materials might be added to this section.

Chapter 4 - <u>Research</u>

Due to the difference in character and research efforts of the various programs under evaluation, we recommend that each institution handle this chapter as it sees fit.

We do not suggest a uniform format. Yet, if one needs guidelines for this section as well, following are some points one may relate to:

- The research budget (in $) of the institution, faculty/school, evaluated unit/study program in each of the last five years according to the source of funding: competitive sources, government/public funds, internal funds, other.
- Research students (master degree with thesis, doctoral degree): overall number (internal/external), sources of funding, level of funding, number of graduates (of the university, faculty/school, parent unit/study program) in each of the last five years.
- Are faculty members required to serve as advisors of senior projects, theses and dissertations? Are there criteria for assigning advisors to different research projects?
- Publications in the last five years (only by the teaching staff of the evaluated study program) according to: refereed journals, books (originals or editions), professional journals, conference proceedings, professional reports, etc.
- Patents: is there a commercialization unit in the institution? Briefly describe its function: number of patents registered and where have they been registered.
- Research infrastructure: research laboratories, specialized equipment, budget for maintenance (level and sources of funding).
- Research cooperation in Israel and abroad.
- Grants, honors, fellowships/scholarships, etc received by members of the staff (senior and junior).
- Research specializations (areas, fields) of special strength and uniqueness
- List of leading journals in the field (including ranking, if possible)
- What is the level of synergy between the research strength and the teaching needs at the various degree levels?
- Any other relevant information

To this chapter, the following information might be added (if it does not appear in the section itself)
- **A list of names of the staff members (senior and junior) according to research areas, specifying the papers/publications of each staff member within the last five years.**
- **A list of seminars, conferences and workshops held by the parent unit within the last five years.**
- **A list of research grants and other achievements: grants (competitive and non-competitive) obtained by the staff members who teach in the parent unit under evaluation during the last five years.**
- **A list of staff members who have won prizes/scholarships (please specify prizes/journals).**
- **A list of staff members who serve on editorial boards of journals (please specify journals).**
- **A list of chairs, research institutes, research centres and research facilities established within the last five yeas, including specialized laboratories**

Chapter 5 - <u>The Self-Evaluation Process, Summary and Conclusions</u>

5.1. To what extent do the institution and the parent unit perform self-evaluation on a regular basis? (apart from the evaluation initiated by the Council for Higher Education). If self-evaluation is being performed – please describe and evaluate the way it is carried out and its frequency.

5.2. Has the institution appointed a senior staff member to deal with self-evaluation? If so, please state his name and his past and present position in the institution. State and evaluate the definition of his task as the staff member in charge of quality evaluation in the institution, including the scope of his authority and his method of operation.

5.3. What are the conclusions of the parent unit and the study program from the self-evaluation activity with regard both to the way it was performed and to its results? Has it shed light on issues that were in need of treatment/improvement and has it eventually contributed to the improvement of the program?

5.4. If a mechanism/structure has been decided upon for the future treatment of problematic issues that were highlighted by the self-evaluation activity, specify it while referring to the functionary within the institution who would be responsible to follow-up on this activity. Please refer to the question how does the institution and the parent unit intend to deal in the future with the quality assessment and its implementation?

5.5. Are the results of the self-evaluation open, transparent and accessible to staff (academic as well as administrative) and students?

Chapter 6

Appendices

(* Appendices will appear in the <u>body</u> of the report)

6.1 The Study Program - Table no. 1

Academic Year of Evaluation[*] - (200...)

Framework of study: single track/ double track/ other _____

*The data must refer <u>only</u> to the academic year during which the quality assessment is taking place

Year in Program	Semester	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1	1										
	2										
2	1										
	2										
3	1										
	2										
Total											

_____

6.2 Teaching Staff - Tables
Academic Year of Evaluation* -_(200…)

*The data must refer only to the academic year during which the quality assessment is taking place

Table 2A

Senior Academic Staff Employed

Name of Staff Member			Employment Status	Part of Full time Position in Institution+		Part of Full Time Position in Program+		Additional Employment (outside the institution)			Area of Specialization	Courses under responsibility of the staff member			Additional Tasks in Institution	No. of Students Receiving Guidance (*)	
								Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member			
First	Family	Title (Dr, Ms, Mr)		Weekly Hours	Per Cent	Weekly Hours	Per Cent		Weekly Hours	Per Cent						2nd Degree	3rd Degree
												1.					
												2.					
												3.					
												1.					
												2.					
												3.					
												1.					
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												1.					
												2.					
												3.					

*The marked columns will appear in the table only for the master and doctorate programs, if available

+ In case the employment status in the instituion and in the program are identical, this data can appear only once (please specify that this data is identical)

Table 2B

Junior Academic Staff Employed

Name of staff member			Employment Status	Part of Full Time Position **in Institution**+		Part of Full Time Position **in Program**+		Additional Employment (outside the institution)			Area of Specialization	Courses under responsibility of the staff member			Additional Tasks in Institution
								Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Teacher	
First	Family	Title		Weekly Hours	Per Cent	Weekly Hours	Per Cent		Weekly Hours	Per Cent					
												1.			
												2.			
												3.			
												1.			
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												3.			

+ In case the employment status in the instituion and in the program are identical, this data can appear only once (please specify that this data is identical)

Table 2C
External Teaching Staff - Senior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					

Table 2D
External Teaching Staff - Junior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					

Additional materials (will appear only on CD-ROM)

1 – The institution or academic unit yearbook and the registration guide **(in Hebrew)**.

2 – Relevant rules and regulations, e.g. code of study, code of discipline, ethical code, procedure for termination of studies, examination procedures and procedure of appeal, rules applying to tuition fees and financial assistance, code of appointments **(in Hebrew)**.

3 – Detailed syllabi, including the name of the lecturer, the requirements of each course, its subject and bibliography and how the course grade is composed in each of the study programs under evaluation. We would like to clarify that only the syllabi of the courses that are taught in the academic year during which the quality assessment is taking place will appear in this section **(in English)**.

4 – Updated curricula vitae of staff members, including list of publications **(in English)**

5 - Any document that supports the information contained in the self-evaluation report, at the discretion of the institution **(in Hebrew/English)**

הנחיות להצגת דו"ח ההערכה העצמית והחומרים הנוספים ע"ג CD

אנו מבקשים ליצור אחידות בתקליטורים על מנת להקל על חברי הוועדות לנווט בהם. נודה לכם אם תקפידו על ההוראות הבאות:

1. כללי

2.

נבקש כי הפרטים הבאים יופיעו בשפה האנגלית:

- <u>על גבי התקליטור</u> – יש לציין את שם המוסד, שם המחלקה ואת התאריך.
- מסמך שיצורף לתקליטור, ויכלול:
  - o פרטי המוסד, המחלקה ואיש הקשר.
  - o תוכן עניינים לתקליטור, הכולל את שמות התיקיות ושמות הקבצים שבכל תיקייה. (רצ"ב דוגמא לתוכן עניינים).
- <u>שמות התיקיות</u>.

שמות התיקיות ייבנו על פי הפורמט הבא: Institute__folder name__dd_mm_yyyy

לדוגמא: *HUJI_syllabi_28_12_2006*

(ראה רשימת שמות מוסדות מקוצרת בהמשך.)

- <u>שמות הקבצים</u>.

שמות הקבצים צריכים לבטא את תוכנם. כך, קבצים בתיקיית קורות חיים יזוהו לפי שמות אנשי הסגל.

שימו לב, כי תוכן הקובץ יכול להיות בעברית (לגבי חומרים עליהם לא חלה חובת הגשה באנגלית, כגון שנתונים ותקנונים), אך נבקש לתת שמות לקבצים באנגלית בלבד.

3. קבצים

- הקבצים יותאמו לקריאה באמצעות Acrobat Reader:
  - o Word יוסב לפורמט pdf;
  - o Excel יוסב בפורמט pdf;
  - o קבצים מסוגים אחרים (למשל, בתוכנות PowerPoint, SPSS, Project, Visio או תוכנות ייעודיות של המוסד), יוסבו לפורמט pdf, או לפורמט של תמונה (כגון jpeg).

    אנו מבקשים **להמיר** את הקבצים באמצעות Acrobat Writer לקבצים מסוג pdf, ו<u>לא</u> לסרוק אותם.

- נבקש כי כל פריט יובא בקובץ נפרד. למשל, בתיקיית סילבוסים, סילבוס של כל קורס יופיע כקובץ עצמאי.

רשימה 1 – קיצורים של שמות המוסדות

האוניברסיטה העברית	HUJI
אוניברסיטת ת״א	TAU
אוניברסיטת בן גוריון	BGU
אוניברסיטת בר-אילן	BIU
אוניברסיטת חיפה	HU
האוניברסיטה הפתוחה	OU
הטכניון	TECH
המסלול האקדמי של המכללה למנהל	COLM
המכללה האקדמית להנדסה ע״ש בראודה	BRAU
המכללה האקדמית נתניה	NETA
המכללה האקדמית תל חי	TELH
המכללה האקדמית עמק יזרעאל	YVC
המרכז האקדמי רופין	RUP
המכללה האקדמית של ת״א יפו	MTA
בצלאל – אקדמיה לאומנות ועיצוב בירושלים	BEZ
שנקר- ביה״ס גבוה להנדסה ועיצוב	SHEN
המכללה האקדמית יו״ש	YOSH
המכון האקדמי טכנולוגי חולון	HIT

רשימה 2 – דוגמא למבנה התיקיות והקבצים בתקליטור

Institute__Evaluation Report_dd_mm_yyyy
Evaluation Report.pdf

Institute__YearBook&RegistGuide_dd_mm_yyyy
Yearbook2006/7_Heb.pdf
Registration Guide_Heb.pdf

Institute Name_Rules and procedures_dd_mm_yyyy
Study Code_Heb.pdf
Disciplinary Code_Heb.pdf
Promotions Code_Heb.pdf
Tution Fees_Heb
Studies Termination_Heb
Ethical Code_Heb

Institute__Syllabi_dd_mm_yyyy
The folder should contain detailed syllabi in English: Each course in separate file. The name of the file should be similar to the name of the course.

Examples:
Introduction to Behavioral studies.pdf
Mechanics of Materials.pdf

Institute__CV_dd_mm_yyyy
The folder should contain updated CVs of the staff members in English: Each CV in separate file. The name of the file should be similar to the name of the staff member.

Examples:
Avraham Levi.pdf
David Cohen.pdf

Institute__ Extras_dd_mm_yyyy
This folder should contain any document that supports the information contained in the self-evaluation report, at the discretion of the institution.