



Committee for the Evaluation of Middle Eastern Studies Programs

Bar Ilan University
Department of Middle Eastern Studies
Evaluation Report

December 2010

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Chapter 1: Background

During its meeting on October 7, 2008, the Council for Higher Education (hereafter: the CHE) decided to evaluate departments in the fields of Middle Eastern History and, in the case of Hebrew University, the Department of Arabic Languages and Literature, during the academic year 2009 – 2010.

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

- **Professor Dale F. Eickelman – Dartmouth College, USA, Committee Chair**
- **Professor Emmanuel Sivan – Hebrew University, Israel, Co-chair¹**
- **Professor Jere L. Bacharach – University of Washington, Seattle, USA**
- **Professor Richard W. Bulliet – Columbia University, USA**
- **Professor Ilai Alon – Tel Aviv University, Israel²**

Ms. Marissa Gross - Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the committee was requested to:

*Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Middle East History/Studies and in the case of the Hebrew University of Jerusalem, also the Department of Arabic Language and Literature.

*Present the CHE with final reports for the evaluated academic units and study programs – a separate report for each institution, including the committee’s findings and recommendations.

*Submit to the CHE a general report regarding its opinion as to the examined field within the Israeli system of higher education with recommended standards.

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

The first stage of the quality assessment process consisted of self-evaluation, including the preparation of a self-evaluation report by the institutions under evaluation. This process was conducted in accordance with the CHE’s guidelines as specified in the document entitled “The Self-Evaluation Process: Recommendations and Guidelines” (October 2008).

During April-May 2010 committee members conducted full day visits to five institutions (six departments) whose Middle Eastern Studies programs the committee was requested to examine.

¹ Prof. Sivan did not participate in the review of the Hebrew University to avoid a conflict of interest.

² Prof. Alon did not participate in the review of Tel Aviv University to avoid a conflict of interest.

Chapter 2: Committee Procedures

The Committee held its first formal meetings on April 23, 2010. At this meeting committee members were given an overview of higher education in Israel and a description of the Israeli CHE. They also discussed Middle Eastern Studies programs in Israel and fundamental issues concerning the committee's quality assessment activity. Committee members had received copies of the departmental reports before this date.

During April-May 2010 committee members conducted full-day visits to five institutions (six departments) whose programs the committee was requested to examine.

This report deals with the Middle Eastern Studies Department at the Faculty of Jewish Studies at Bar Ilan University.

The Committee's visit to Bar Ilan University took place on April 25-26, 2010.

The committee spent two days of intensive meetings. It also had an opportunity to see the libraries and other facilities, and meet with appropriate administrators, tenure and tenure-track faculty, adjunct faculty, and BA, MA and PhD students. We thank the appropriate individuals for their involvement in our proceedings. Their input allowed us to explore many of the issues raised in the self-study report.

The schedule of the visit, including the list of participants representing the institution, is attached as Appendix 2.

Chapter 3: Evaluation of the Department of Middle Eastern Studies, 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. Background

Under the leadership of Prof. Eliezer Tauber, the Department of Middle Eastern History was created in 2003. Earlier it existed as a separate track within the Department of General History. In the middle of the 2008-2009 academic year, the Department's name was changed to Middle Eastern Studies. In 2003 the department had five senior posts, and this number has expanded to eight at the present time, an expansion unusual in the current economic climate. During 2008-2009, 192 BA students, 46 MA students and 29 PhD students were enrolled in the Department.

The self-assessment study misstates the year of the department's foundation and omits mention of how recent was the name change. The result in the Self-Assessment Report is to make it difficult to assess the extent to which the department is beginning to think strategically about its competitive advantages within Israel and its ability to sustain a strong international profile. The self-assessment leaves us uncertain on the number of thesis-writing MA students versus non-thesis ones. What is certain is that BIU's Department has a significant dropout rate. The Departmental self-assessment of the yearly dropout rate is weak and makes no effort to present numbers. Our informal estimate is that the drop-out rate is high. We recommend that the Department make a better effort to ascertain the drop-out rate and identify the causes.

Our interviews with administrators, Departmental faculty, and students nonetheless left us with a positive impression of student ability, enthusiasm for the departmental offerings notwithstanding severe facilities constraints, and the development of strong and supportive faculty-student relationships.

The Department has considerable potential. Current faculty members were trained in a remarkable variety of institutions in Europe, North America, and Israel, achieving a remarkable diversity. Their age distribution is also wider than at some other institutions, so that the Department does not face a large imminent loss of senior faculty, as is the case at some other institutions. Unfortunately, the evident lack of opportunity (or inclination) for many faculty members to participate in the self-evaluation study, other than to contribute personal information, indicates that the Department as a collectivity has only begun the process of strategic planning.

Once comprehensive strategic planning is significantly underway, the Department should take more advantage of developing the links that their advanced students have with Bar Ilan's satellite colleges and degree studies programs (colleges in Ashkelon, West Galilee, Yarden Valley, and Safed, and programs in Bnei-Brak and Jerusalem). One student mentioned that 10 of 30 students had such posts. The Self-assessment Report does not mention these possibilities, nor

the appeal of the Middle East Studies department to *yeshivot*. For example, students at Yeshivat Horev (Jerusalem) travel to BIU twice a week and a BIU Arabic instructor travels to them twice a week. There are 18 students now in their second year and 25 new students will begin the program next October. On the basis of this already successful program, the Committee believes that Bar Ilan may have significant potential in reaching out to other *yeshivot* and making such institutional connections a distinctive feature of the Department. The Committee understands that CHE policy is to limit the efforts of universities to teach courses away from the university structures out of concern that such students will fail to achieve the benefit of academic campuses, electives, faculty contact, and interaction with other students of diverse backgrounds. If the *yeshivot* courses are intended to introduce university-level studies to new audiences and orient students toward subsequent on-campus learning, then the initiative would appear consistent with CHE goals.

The intention of the 2008-2009 name change was in part to make it possible to incorporate other disciplines into the Department. A political scientist with a primary appointment elsewhere at BIU is in the Department, but otherwise, the addition of faculty members from disciplines other than history remains an aspiration.

The self-evaluation mentions two planned “innovative special MA Programs,” one on “Shi‘ite Islam and Revolutionary Iran,” and the other on “The Contemporary Middle East.” The first of these two programs would partially distinguish Bar Ilan’s Middle Eastern Studies program from other programs in Israel. It is beyond our mandate to evaluate programs in the early proposal stage as opposed to existing ones, but we suggest that the Department give priority to initiatives that would distinguish BIU distinctive from departments and programs elsewhere in Israel. As some advanced students suggested, BIU’s Department can, for example, play a major role in Israel in upgrading the quality of secondary school and college teaching on the Middle East by training qualified instructors in the field and developing instructional materials that represent the best contemporary practices of Middle Eastern studies.

2. Teaching Staff and Research

The core of the faculty currently consists of eight senior faculty members, six junior ones, and three adjuncts. Not all faculty members are full time in the Department of Middle Eastern Studies. Although Bar Ilan houses the newest Middle East Studies program in Israel, its faculty is well established and many of them are well known internationally for their scholarship. The list of recent publications for the faculty reflects the breadth of their interests, and their willingness to publish in English, Hebrew and in a few cases other languages. While name recognition of the faculty was high based on informal inquiries by members of the Committee, their specific identification as Bar Ilan faculty was very low, particularly in comparison with the knowledge of the home institution of faculty associated with Ben Gurion University, Haifa University, the Hebrew University of Jerusalem, and Tel Aviv University. The challenge for Bar Ilan is to make their institutional image as great, if not greater than, the record of their individual faculty.

From 2004 to 2008, the number of Departmental undergraduates dropped approximately 20%, from 241 to 192 students, commensurate with the drop in humanities enrolments

throughout Israel and less steep than in some other universities. The number of MA students in this same period increased from 29 to 42, an increase of 69% (although we are unable to determine the number of thesis versus non-thesis writers from the self-study), and the number of doctoral students increased from 22 to 29, an increase of 24%. Unlike other Middle Eastern Studies departments in Israel, Bar Ilan's graduate enrolments appear to have held steady since 2002. In spite of the severe budget cuts from that year onward, the number of departmental faculty has remained constant. Although the Department faces some mandatory retirements in the next few years, these are more gradual than at other institutions. Nonetheless, intensive and systematic strategic planning should not be further deferred. The Self-Assessment notes a lack of permanent faculty lines and a freeze on hiring and deliberate slow-down in promotion. We were given to understand at the time of the review that the problems indicated in the Self-Assessment Report had been or were about to be rectified.

Current student enrolment appears manageable given the size of the faculty, although the self-assessment notes the pressure on faculty to limit the amount of writing that can be assigned to undergraduate students when classes reach the size of 75-85 students and seminars have up to 25 participants. Faculty members have a substantial record of publishing and research, and faculty interests cover the range of Middle Eastern studies. With the exception of a part-time departmental member, as mentioned earlier, all are historians. However, several faculty members stated that they incorporate the approaches of other disciplines into their syllabi and discussion of research methods and critical reading and some syllabi bear this out.

3. Teaching Program and Students

The range of courses offered by the department is comprehensive given the relatively small size of the department. Arabic is taught in another department, but relations between the Middle Eastern Studies program and the Arabic program appear cordial and mutually supportive. A single adjunct voluntarily (!) teaches Turkish for beginners, and an associate professor teaches intensive Persian for graduate students. The lack of opportunities to develop proficiencies in these languages is discussed elsewhere in this report. We also note that the five graduate students with whom we spoke had interests in post-1970 topics, although faculty interests are primarily in earlier historical periods. This is not necessarily an adverse situation, since there can be subtle connections between (for example) medieval Islamic theology and modern politics. Bar Ilan has recently acquired a contract for teaching military officers in the Maltak program. We were provided with no information on the implications of this addition to the department's teaching responsibilities. We raise this issue because at the university where the Maltak program was previously located, certain courses were restricted to Maltak students only, and such restrictions appeared to divert faculty attention from the Department's primary obligations.

The self-assessment indicates that undergraduate instruction could be improved by additional writing assignments, especially in the introductory courses. However, with large classes, only three adjuncts, and no opportunity for advanced doctoral candidates to participate in the academic program as teaching assistants, the opportunity to improve the quality of undergraduate instruction under current budgetary constraints may be limited. These constraints also limit the ability to train graduate students. Student-faculty relations at Bar Ilan are strong and supportive, and students spoke of having chosen Bar Ilan because of its strong sense of

mutual support among students. This ethos makes Bar Ilan's Middle Eastern Studies department more accessible to students from social backgrounds that appear to differ from comparable departments elsewhere in Israel, and thus positions the department to contribute strongly to making higher education in this field more inclusive.

The instructional program is diverse and adequate, although it is not clear whether the pro-seminars for advanced undergraduate and graduate students consist of regular meetings with advisors, or whether they are seminars in which students take turns in presenting their research to others, and to their advisors, thus developing their academic skills. Doctoral seminars in which students are required to present their findings to one another as well as to the instructor are highly desirable. The possibility of funded field trips to elsewhere in the Middle East (or within Israel) as part of the instructional program, as other institutions provide, should also be considered as a possibility.

It should be kept in mind that the BIU graduate program in Middle Eastern Studies is new. Whenever a university creates a new graduate degree program where other institutions offer the same degrees, the first generation of students tends to be very enthusiastic yet generally weaker than students admitted to existing programs. This is as true in the United States as for Middle East Studies in Israel. Based on our interviews with the graduate students, they were enthusiastic and excited about the opportunity to learn and undertake research. We predict that given adequate institutional support, this gap will rapidly close.

The current and recently graduated students have the responsibility and burden of demonstrating that they can hold their own with their peers, can undertake scholarly research equal to, if not superior to, that done by Israeli graduate students in the other four Middle East Studies programs, and, eventually, find academic employment at the university level or comparable settings. With tight budgets and very limited employment opportunities within Israel, accomplishing these goals will be hard but Bar Ilan's administration can play a constructive role. Bar Ilan can make available with modest funding greater student participation in national conferences such as those run annually at Ben Gurion University. Greater research support for the best Ph.D. students is an important but relatively inexpensive step that can be taken, and, perhaps, run conferences on campus which will give both BIU faculty and graduate students greater national and international visibility.

Based upon the list of completed MA theses and discussions with the current MA students, the topics were solid but, with several exceptions, none struck the Committee as breaking new ground. Since abstracts in English were not available for the completed PhDs and the PhD students with whom the Committee spoke were at the early stages of their training and had not yet worked out their specific topics and lines of interpretation, the Committee does not feel it can judge adequately the quality of PhD work at Bar Ilan.

4. Facilities and Library

The physical plant of the Department of Middle Eastern Studies is the worst that we have seen in all five universities visited and compares poorly with most underfunded Eastern European state universities, Cairo University, and the Arts and Human Sciences faculty at Mohammad V University in Rabat—to mention only a few benchmarks. Eleven departmental members share two offices that lack even a complete wall between them. Only the departmental chair, the administrator, and a faculty member associated with the Begin-Sadat Center for Strategic Studies have offices of their own. In these conditions, it is impossible for senior staff to work on campus or even to consult adequately with students. Students mentioned office hours in which three faculty members would converse simultaneously in the same office with three different students. Some “office” hours took place in the cafeteria. We did not have an opportunity to visit other departmental offices, but we were informed that Middle Eastern Studies stands out at BIU for its degraded physical facilities. One administrator indicated that the university is in the process of allocating three additional offices. This is a step in the right direction but remains an inadequate response for an institution that must encourage research alongside teaching.

We are assured that the department’s library and that of the Arabic department have recently improved, in the case of the departmental library through added space. Nonetheless, students indicate that library facilities are inadequate. The self-assessment report deplors the state of the Bar Ilan libraries and characterizes the departmental library as inadequate, failing to meet the needs of students or researchers. The department and the library work closely together to ensure that the needs of first and second year undergraduate students are met, but third year undergraduates and graduate students are instructed to look elsewhere for books and other resources. Since the lack of adequate library resources is also a national issue, we return to it in our section on recommendations to the Council on Higher Education.

Chapter 4: Recommendations and timetable

1. Immediate (departmental)

Initiate effective department-wide strategic planning that will take the distinctive features of Bar Ilan’s student population into account, as well as possible adjustments due to the loss of faculty through resignation or retirement. Such planning must be department-wide and include all ranks of faculty members. Unlike adjunct faculty members at many universities, Bar Ilan’s adjuncts are relatively long term and should be included in the planning process. For planning purposes, one might visualize and prepare for three scenarios: a steady state budget over the next few years, a 10% percent reduction, and a 10% additional allocation. Without such planning, regardless of the uncertainties in the current economic climate, the department will be hard pressed to realize its potential as a distinctive and strong department within Bar Ilan University and in Israel.

The department inaugurated a “teaching committee” in November 2009 to coordinate the curriculum and standardize syllabus format. The department notes that the return rate on electronic evaluations of courses is low, and that only the departmental chair visits the classes of junior faculty. We suggest that the teaching and curriculum committee share this responsibility.

2. Immediate (administration)

The departmental physical facilities of the Department of Middle Eastern Studies at Bar Ilan University are a national embarrassment. The University should immediately ameliorate this deplorable situation by allocating additional space.

3. Intermediate

Scholarship funding is likely to remain limited for years to come, but priority should be given to allocating teaching assistantships to the department, both to improve the quality of undergraduate instruction through facilitating the introduction of more written assignments, and also to provide graduate students with professional teacher training. BIU has a number of branch campuses and many advanced degree candidates already play a role at these institutions. Creating teaching assistantships will have a multiplier effect in improving the quality of undergraduate instruction.

4. Long Term

The coverage on languages other than Arabic such as Persian and Turkish is a national concern and greater coordination between institutions for more offerings in both languages. We urge Bar Ilan to maintain its current instruction in Persian and Turkish.

The situation of the departmental library is materially poor. Some minor adjustments can be made such as the introduction of better computers and a more effective interface with electronic resources accessible through JSTOR and other electronic databases. The BIU library system appears to be especially challenged to provide adequate resources because of inadequate budgets. The problems of the departmental library and the library associated with the department of Arabic studies are vastly overshadowed by the declining state of university and research libraries throughout Israel. If this under-investment in basic infrastructure is allowed to continue, it will cripple the international stature of Israeli universities in the humanities and social sciences and their ability to train students to acceptable levels. We suggest in our general report to the Council on Higher Education approaches to mitigating this decline on the state of library resources as they relate to Middle Eastern studies in Israel.

Signed by:



Prof. Dale F. Eickelman,
Chair



Prof. Jere Bacharach



Prof. Ilai Alon



Prof. Richard W. Bulliet

Appendix 1: Letter of Appointment



March 23rd, 2010

Prof. Dale Eickelman
Department of Anthropology
Dartmouth College
USA

שר החינוך
Minister of Education
وزير التربية والتعليم

Dear Professor Eickelman,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: 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. Involvement of world-renowned academicians in this process is essential.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21st century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

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

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 Middle Eastern Studies.

The composition of the Committee will be as follows: Prof. Dale Eickelman (Chair), Prof. Emmanuel Sivan (Co-Chair), Prof. Ilai Alon, Prof. Jere Bacharach, and Prof. Richard Bulliet.

Ms. Marissa Gross will coordinate the Committee's activities.

In your capacity as the chair of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

I wish you much success in your role as a member of this most important committee.

Sincerely,

Gideon Sa'ar
Minister of Education,
Chairperson, The Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Riki Mendelzvaig, Secretary of the Council for Higher Education
Ms. Michal Neumann, Head of the Quality Assessment Unit
Ms. Marissa Gross, Committee Coordinator

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November 2009

Appendix to the Letter of Appointment for Evaluation Committees (Study Programs)

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education, which came into effect in the academic year of 2004-2005. Within this framework, study-programs are to be evaluated approximately every six

The main objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel to the importance of quality evaluation and to develop an internal culture of self-evaluation, as well as the required mechanisms;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment processes. The evaluation Committee (hereinafter "Committee") should refrain from formal comparisons.

2. The Work of the Evaluation Committee

2.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.

2.2 The Committee shall visit the institutions and the academic units being evaluated – if possible - within 4-6 months of receiving the self-evaluation reports. The purpose of the visit is to verify and update the information submitted in the self-evaluation report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit, the Committee will meet with the heads of the institution, faculty members, students, alumni, administrative staff, and any other persons it considers necessary.

2.3 The duration of the visits (at least one full day) will be coordinated with the chairperson of the Committee.

2.4 Following the visit, the Committee will submit the CHE with:

1. A final report on each of the evaluated departments,
2. A general reports on the state of the discipline in the Israeli higher education system.
The general report will include recommendations to the CHE for standards and potential state-wide changes in the evaluated field of study.

2.5 The reports will be sent to the institutions and the academic units for their response.

2.6 The reports and Committee's findings will be submitted to the CHE and discussed within its various forums.

3. Conflict of Interest Policy

3.1 In order to avoid situations that may question the credibility and integrity of the evaluation process, and in order to maintain its ethical, professional and impartial manner, before issuing their Letter of Appointment members and chairperson of the evaluation Committee will sign a Declaration on Conflict of Interest and Confidentiality.

3.2 In the event that a member of the Committee is also a current or former faculty member at an institution being evaluated, he/she will not take part in any visits or discussions regarding that institution.

4. The Individual Reports

4.1 The final reports of the evaluation Committee shall address every institution separately.

4.2 The final reports shall include recommendations on topics listed in the guidelines for self-evaluation, including:

- The goals, aims and mission statement of the evaluated academic unit and study programs
- The study program
- The academic faculty
- The students
- The organizational structure
- Research
- The broader organizational structure (school/faculty) in which the academic unit and study program operate
- The infrastructure (both physical and administrative) available to the study program
- Internal mechanisms for quality assessment
- Other topics to be decided upon by the evaluation Committee

5. The Recommended Structure of the Reports

Part A – General background and executive summary:

5.1 General background concerning the evaluation process; the names of the members of the Committee and its coordinator; and a short overview of the Committee's procedures.

5.2 A general description of the institution and the academic unit being evaluated.

5.3 An executive summary that will include a brief description of the strengths and weaknesses of the academic unit and program being evaluated.

Part B – In-depth description of subjects examined:

5.4 This section will be based on evidence gathered from the self-evaluation report and the topics examined by the Committee during the site visit.

5.5 For each topic examined, the report will present a summary of the Committee's findings, the relevant information, and their analysis.

Part C –Recommendations:

5.6 This section will include comprehensive conclusions and recommendations regarding the evaluated academic unit and the study program according to the topics in part B.

5.7 Recommendations may be classified according to the following categories:

- ***Congratulatory remarks and minimal changes recommended, if any.***
- ***Desirable changes recommended*** at the institution's convenience and follow-up in the next cycle of evaluations.
- ***Important/needed changes requested for ensuring appropriate academic quality*** within a reasonable time, in coordination with the institution (1-3 years)
- ***Essential and urgent changes required, on which continued authorization will be contingent*** (immediately or up to one year).
- ***A combination of any of the above.***

Part D - Appendices:

5.8 The appendices shall contain the Committee's letter of appointment and the schedule of the on-site visit.

6. The General report

In addition to the individual reports concerning each study program, the Committee shall submit to the CHE a general report regarding the status of the evaluated field of study within the Israeli institutions of higher education. The report should also evaluate the state and status of Israeli faculty members and students in the international arena (in the field), as well as offer recommendations to the CHE for standards and potential state-wide changes in the evaluated field of study.

We urge the Committees to clearly list its specific recommendations for each one of the topics (both in the individual reports and in the general report) and to prioritize these recommendations, in order to ease the eventual monitoring of their implementation.

Appendix 2: Site Visit Schedule

**BAR ILAN UNIVERSITY
THE DEPARTMENT OF MIDDLE EASTERN STUDIES
Schedule of Site Visit
April 25-26, 2010**

All Meetings will take place in the Jewish Studies Faculty Building, Building 410, Room 330

Sunday April 25, 2010:

Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Prof. Joseph Menis , Rector Prof. Haim Taitelbaum , Vice Rector, Head of Quality Assessment System
09:30-10:00	Meeting with the heads (academic and administrative) of the Faculty of Jewish Studies	Prof. Eliezer Tauber , Dean
10:00-11:00	Meeting with the head of the Department of Middle Eastern Studies	Prof. Yaccov Lev , Chair Mrs. Dganit Boni-Davidi , Secretary
11:00-12:30	Meeting with Senior Academic Faculty*	Prof. Michael M. Laskier Prof. Ze'ev Maghen Dr. Deborah Gerber Tor Dr. Joshua Teitelbaum
12:30-13:30	Lunch (closed working meeting in the same room)	
13:30-14:30	Tour of campus (Including classes, studios, library, offices of faculty members, computer labs etc.)	Prof. Ze'ev Maghen
14:30-15:15	Meeting with Junior academic faculty* + adjunct faculty	Dr. Joseph Mann Dr. Elad Ben-Dror Dr. Bat-Sheva Garsiel
15:15-16:00	Closed-door working meeting of the evaluation committee	

Monday, April 26, 2010:

Time	Subject	Participants
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09:00-09:45	Meeting with B.A. Students**	Ms. Naomi Ninio Mr. Chen Shofet Ms. Rachel Langrock Ms. Shai Rom
09:45-10:30	Meeting with M.A. students**	Mr. Barooch Rubin Mrs. Yafa Blond Mr. Alex Menis Mr. Liad Gilboa Mr. Asaf Ziedler
10:30-11:15	Meeting with PhD students**	Mrs. Dalit Atrakchi Mrs. Ariela Hezi-Ashkenazi Mr. Netanel Avneri Miss. Nataly Alyagon Mrs. Orit Miler Mrs. Moria Cohen
11:15-12:30	Closed-door working meeting of the evaluation committee	
12:30-13:15	Lunch (closed working meeting in the same room)	
13:15-14:00	Summation meeting with heads of the institution and of the Dept. of Middle Eastern Studies	Prof. Joseph Menis, Rector Prof. Haim Taitelbaum, Vice Rector, Head of Qu Prof. Eliezer Tauber, Dean Prof. Yaccov Lev, Chair
14:00-17:00	Closed-door working meeting of the evaluation committee	

* 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.