



Department of Philosophy
Faculty of Humanities
Bar Ilan University

Report of the External Evaluation Team
for
The Council for Higher Education

November, 2009

Contents

General Background.....3

Committee Procedures.....4

Executive Summary.....5

In-depth description of subjects examined.....6

Department of Philosophy.....6

Appendices:

Appendix 1 – Letter of Appointment

Appendix 2 - Schedule of the visit

The following document is the Evaluation Committee's report on the General Philosophy Division of Bar Ilan University to the Quality Assessment Unit of the Council for Higher Education (CHE). In keeping with the template provided by the CHE, the report is divided into three parts, A: General Background and Executive Summary, B: In-depth description of subjects examined, and C: Recommendations.

Part A – General Background, Committee Procedures and Executive Summary

General Background

The report is based upon the Evaluation Committee's interviews on the Bar Ilan campus and its study of the General Philosophy Division's Self-Evaluation Report (March, 2009). The Evaluation Committee (EC) is composed of Professors Paul Davies, Richard Eldridge, Jacob Joshua Ross, Gila Sher, and the committee's chair, Daniel Dahlstrom. Ms. Michal Kabatznik served as the CHE appointed committee coordinator. Each member of the committee received and studied the Division's Self-Evaluation Report individually in advance of the committee's meeting in Bar Ilan. Shortly before its on-site visit, the members of the EC met and conferred to determine the number and ranking of questions to pose during its interviews as well as to assign different members of the committee with the responsibility of leading the respective discussions with the different groups of interviewees. The Division of General Philosophy in Bar Ilan University, housed on the second floor of the Jacobovits building in the North Campus in Ramat Gan, teaches philosophy to undergraduate and graduate students alike.

The EC conducted its interviews of the Bar Ilan University Division of General Philosophy on Wednesday and Thursday, June 8 and 9, 2009. In successive meetings on the first day, the EC met with members of the university administration (including the rector, vice rector and head of university quality assessment, the dean of the faculty of humanities, the administrative head of the faculty of humanities), the division chair, the division administrator, senior academic faculty, and tenure track faculty. On the second day, the EC had meetings with junior academic faculty, groups of BA, MA, and PhD students as well as Alumni, followed by a summation meeting with the rector, vice rector, the dean of the faculty of humanities, the administrative head of the faculty of humanities and division chair. The EC was highly satisfied with the level of forthrightness, cooperation, and seriousness of those who participated in these meetings. No question went unanswered or was evaded. The EC was also impressed by the clarity and informative detail of the Division's Self-Evaluation Report.

Committee Procedures

The Committee members received the self-evaluation reports in January, 2009, and discussed them via email.

The Committee held its first meeting on April 19th, 2009, during which it discussed fundamental issues concerning higher education in Israel and the quality assessment activity, as well as General Philosophy study programs.

In April and June, 2009, the Committee members visited the institutions offering General Philosophy study programs. During the visits, the Committee met various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the Committee's general impression of the field of General Philosophy within the Israeli system of higher education.

The Committee wishes to thank the management of the institutions and the general philosophy departments for their self-evaluation reports and for their hospitality towards the Committee during its visits.

Executive Summary

The Bar Ilan Division of General Philosophy is a relatively small, but well qualified group of philosophers who manage to combine high levels of philosophical research with effective teaching in BA, MA, and PhD programs. The Division has a distinctive profile in bioethics that fills a unique niche in the Israeli philosophical landscape. But the Division also includes experts in epistemology, the philosophy of volition, the metaphysics of time, aesthetics, Leibniz studies, and issues at the interface of ethics and law. In addition, members of the Division play prominent roles in interdisciplinary programs in hermeneutics and gender studies. These expert researchers are also highly capable educators. Every member of the Division was singled out by name by some student or another as having had a considerable impact on the respective student's study of philosophy. Officials of the University Administration expressed their strong support for the Division and underscored its importance to the university. Indeed, it was gratifying to hear the Rector note with pride that undergraduates take approximately 14% of their courses from the two divisions (Jewish Philosophy and General Philosophy) of the Department of Philosophy.

However, largely as a result of a thirty per cent reduction in tenure track positions in the faculty of humanities over the past five years, the Division of General Philosophy at present is seriously understaffed, indeed, so understaffed that its capacity to remain a viable graduate-degree granting division is in question. The present senior academic faculty contains only 4 full-time members and one of these is retiring next year. Two other members are three-quarter time, two (including the chair) are half-time, and one member is only one-quarter time. In effect, the Division is currently managing its undergraduate and graduate offerings with only 7 FTE's— with the immanent prospect of dropping to 6 FTE's if a replacement position is not authorized. The size of this faculty is telling but the situation is exacerbated by the lack of senior academic faculty whose research enables them to cover certain core areas of philosophy at the level of sophistication required of a graduate program. For example, the Division lacks staff with research specialties in ancient philosophy, normative ethical theory, and philosophy of language. We were gratified to hear the Dean of the Faculty of Humanities, express his view that the Division should have at least 9 if not 10 members. We share this view but also consider it vital to the Division's viability that the size of the senior academic faculty not fall below 9 FTE's.

Perhaps as a result of the Division's shrinking size, the number of its BA students has decreased significantly over the past five years (though this decrease is probably comparable to decreased enrollment in the humanities across departments). To its credit, the Division has managed to keep a constant number of students enrolled in the Division over the past five years and it has done so by developing different, streamlined MA programs that successfully attract students. Several of these programs are joint programs (e.g., with law, physics, computer science, or chemistry). However, the supplementary philosophy courses required for these joint MA programs are BA courses. There is an MA program in General Philosophy, but even for this program, students are able to satisfy the bulk of the required number of courses by taking courses offered only at the BA level. (The Bioethics MA program does not appear to have the same problem.) While we find nothing objectionable in having BA and MA students together in some courses, we are worried that the MA programs are over-relying on BA courses to supplement the MA

program. In our view, the Division should develop courses and seminars that are designed exclusively for graduate (MA, PhD) students.

There are other important problems facing the Division and/or the administration relative to the Division that are elaborated in more detail below, namely, the lack of sufficient writing assignments and of an adequate distribution of requirements in the BA program; an insufficient number and variety of courses; the small number of BA majors relative to BA minors in philosophy; a common complaint that the process of promotion and tenure is overly cumbersome, takes too long, sometimes fails to make the criteria transparent as well as to maintain confidentiality and observe standard practices during the process; some obvious disharmony within the Division, affecting its ways of making decisions collectively.

However, there is one substantial problem facing the Division as a whole that deserves mention in this Executive Summary: its status as a Division rather than a Department, more specifically, its status as merely a Division of General Philosophy within a joint department that also houses a division of Jewish thought. From the Division's Self-Evaluation and our own interviews, we gather that, despite authorized approval (extending back to 2004) and wide-spread support for separating the two divisions into two separate departments, the University Administration has decided to continue to have the two divisions (each with its own Chair!) combine to form one department. We revisit this issue in more detail at different junctures in our report but in general it seems to us quite irregular that a distinguished full-scale university does not have an independent (general) philosophy department. From the perspective of General Philosophy it seems to us that there are sufficiently large differences between the subject matter of General Philosophy and that of Jewish thought and between the faculties of the two divisions, to make a separation necessary. (In order to mitigate confusion and underscore the considerable differences between the two disciplines, we sometimes refer to the division of Jewish philosophy as the division of "Jewish thought").

Part B – In-depth description of subjects examined

This part of the EC's report is divided into five sections, each of which corresponds to a separate section or chapter of the Division's Self-Evaluation Report:

1. Divisional aims and self-conception
2. Research profile and academic staffing needs
3. Study program
 - 3.1 Undergraduate program (BA)
 - 3.2 Graduate programs (MA & PhD)
4. Teaching and learning
5. Self-administration and physical infrastructure

1. Divisional aims and self-conception

The Division views philosophy as "central to our intellectual heritage and to our self-understanding, vital to the entire spectrum of academic pursuits" and, in keeping with this view, its goal is "to cultivate the discipline of philosophical thinking and to present and illuminate a variety of philosophical traditions and schools". This admirably succinct statement of the Division of General Philosophy's general aim is notable for its recognition of the pivotal role that philosophical thinking plays in human culture generally and in the university in particular. Our interviews with representatives of the Division at Bar Ilan confirmed a strong and lively commitment to this aim on the part of faculty and students alike.

The Division conceives itself as offering majors the opportunity "to obtain a broad base of knowledge and understanding in philosophy, including its several sub-disciplines," and it aims to provide MA students with "well-rounded advanced training in philosophy," including study of "a broad variety of philosophical fields". The Division's "mission statement" also assigns special importance to its MA program in bioethics.

These statements of the Division's self-conception are, however, marred by its diminished capacity to offer the breadth that it mentions. We are dubious that it does in fact offer its majors that "broad base" of philosophical knowledge, "including its several sub-disciplines" or that it has the means to achieve its aim of providing MA students with that "well-rounded advanced training in philosophy." In our Executive Summary above, we already flagged the issue of the Division's shrinking size and we shall return in more detail below to its effects on the quality of philosophical curriculum and education that it offers. But the issue deserves iteration: in its present make-up the Division runs the risk of lacking the critical mass to achieve its well-conceived aims.

The Division's self-conception and ability to achieve its aims are also impaired, in the estimation of its faculty, by its status as one of two divisions in the department of philosophy. Members of the Division's faculty repeatedly made clear its desire to separate officially from the Jewish philosophy division and attain the status of an independent department. Referring to its status alongside a division of Jewish thought within a single Philosophy Department, the Division notes that "it seems ill-advised to indefinitely retain this arrangement, which is highly anomalous both in the context of Bar Ilan University and compared to ('General') philosophy departments in other universities, in Israel and abroad". We can only concur with this evaluation of the current situation; indeed, from our interviews with the Rector and the Dean, we gather that they do as well.

2. Research profile and academic staffing needs

We regard research and teaching as equally important parts of a major philosophy department and, hence, we place our evaluation of the research profile and academic staffing needs ahead of the discussion of the study programs in order to offset the impression that research plays second fiddle to teaching.

The Bar Ilan Self-Evaluation Report lists over 130 research outputs in English and Hebrew (articles, monographs, edited collections, reviews, encyclopedia entries) produced by 12 members of faculty over the past few years. It is an impressive achievement. Despite the small number of its full-time faculty, the Philosophy Division at Bar-Ilan is producing research of recognized international quality in applied ethics (notably bioethics),

metaphysics (notably the philosophy of time), the philosophy of mind, early modern philosophy (notably the philosophies of Leibniz and Hume), and Jewish studies. The contributions to metaphysics and modern philosophy come largely from faculty in early or mid-career. This research appears in internationally reputable journals and from internationally reputable publishers. In one or two cases this work is very likely to make a substantial and longstanding contribution to the relevant field. The Division clearly benefits from the support given by the research-led objectives of the Faculty of the Humanities and of the University as a whole. Faculty members speak positively of this support and of facilities more generally, including the separate philosophy library.

By far the most prolific contribution to the Division's list of publications comes from someone whose primary location would seem to be the Hermeneutics Program and it addresses and attests to Bar-Ilan's historical and political commitment to Jewish studies. Much of the remaining research is produced by adjunct and part-time faculty or by faculty who, again, are primarily located elsewhere in the institution. This is noticeably true with respect to the work falling under the heading of Continental Philosophy. In terms of strategic planning or of deciding how best to advance a specific research identity at Bar-Ilan, the Division is hampered by the fact that in the areas where it has already established a presence and a reputation there is – with arguably one exception – only a single active researcher. It is thus not really in a position to claim departmental area specialization. Only in applied ethics is there more than one researcher with that specialization, interpreted broadly.

As noted in the Executive Summary, the faculty is down from 9 to approximately 7 FTE's over the past few years, with the prospect of two senior faculty retiring within the next five years. We use the word "approximately" because the senior academic faculty, which includes only four full time members, amounts to 6.75 FTE's. The breakdown is as follows: 4 full time; 2 three-quarters; 2 half-time, and 1 one-quarter time. There is also a remaining one-quarter position that is at the Division's disposal, to enable it "to hire adjunct teachers on an ad-hoc basis". This arrangement is no doubt quite valuable but it underscores the lack of critical mass required for a department.

Quite understandably, the Division itself notes insufficiencies in its offerings coupled with the lack of a faculty member who specializes in ancient philosophy. Also understandable, under the present circumstances, are faculty members' complaints about being overwhelmed by graduate student advising. By normal standards, the present size of the faculty lacks the critical mass needed for its members to be able carry out research programs of their own while fulfilling the Division's pedagogical duties: meeting its undergraduate curricular obligations, offering a suitable number and range of graduate courses, advising MA and PhD students and directing their theses. The situation caused by this understaffing is dire, raising the question of the viability of the doctoral if not the entire graduate program.

Yet there does seem to be welcome support from the Administration for regaining and maintaining the critical mass needed to sustain the research profile of a graduate-degree granting department. As noted above, the Dean informed us that the Division should have at least 9 if not 10 members. Similarly, in our interview with the Rector, he insisted that the Division should be a "research department" (in contrast to a service department) and that no positions will be taken from the Division.

The Division states that it wants to be able (a) to replace retirees, both those that have occurred and remain unreplaced and those that are upcoming, and (b) to add one more faculty member, bringing its number up to 8 FTE's. Both desiderata seem plausible but it is important (a) that the first new hires be full time in the Division (not dividing their time with the Jewish thought division or some interdisciplinary program) and (b) that the Division identify the areas most in need of being covered. Merely listing the many areas does not suffice, especially since it would be unrealistic to think that the Division will be allowed to hire in all these areas and, by failing to rank its needs, it postpones or, worse, abnegates a decision about that ranking.

The Division does identify hiring an additional faculty member who specializes in Bioethics, as its most pressing need. Hiring someone with this specialization is certainly a reasonable goal since it would provide the critical mass in this area, however, a case could equally be made for hiring someone with a specialization in two other areas: analytical epistemology and ancient philosophy. The pending retirement of a faculty member with the former specialization provides reason for hiring someone who could continue teaching the "Theory of Knowledge" course that she currently teaches. The lack of a specialist in ancient philosophy, acknowledged by the Division, means (a) that the Division must look to the Classics department for someone to teach the large – and, for majors, required – introductory course in this area and (b) that there is no one to teach any upper division or graduate courses in ancient philosophy (e.g., Plato, Aristotle, Stoics). In our view, there is only one reasonable solution to this situation: the Division needs authorization to hire a replacement for the person retiring who teaches epistemology ("Theory of Knowledge"), an ancient philosophy specialist, and a bioethicist. By giving the Division the authorization to hire three persons in these fields, the administration would be restoring the number of FTE's in the Division to 9 (since one of the hires would be replacing the epistemologist).

While there is significant interaction with other departments at Bar Ilan, there is, as the Chair noted, too little collaboration with other departments in other universities. (We did register one instance of this interaction, via the Van Leer Institute.) Particularly given the current fiscal and size constraints of the Division but also given the potential for cross-fertilization of ideas for students and faculty, it would be prudent to develop interaction along these lines. Such interaction, perhaps involving workshops, student and faculty exchanges, could have benefits not only for research but also for the graduate and undergraduate education and curriculum.

3. Study program

In regard to total numbers of students, the Division has been holding its own over the past five years. With the equivalent of 7 FTE's – 4 full, 2 three-quarters, 2 one-half, and 1 one quarter – and 135 enrolled students – 79 BA, 34 MA, and 22 PhD (memo from the Division, June 6) – in 2008, Bar Ilan has a ratio of 19:1 for students enrolled in philosophy to faculty. While the number of newly enrolled BA students and PhD students has dropped significantly over the past five years (down from 34 to 23 BA's and 8 to 4 PhD's), a substantial increase in MA students (up to 24 from 9) has made up for this difference. As a result, the number of newly enrolled students for the three degrees offered by the

Division is exactly the same (51) in 2008 as it was in 2004 (nor has the number deviated much in the intervening years).

Nevertheless, the drop in undergraduate students and in PhD students is cause for alarm. Adding to this concern, albeit to a lesser extent, is the drop in the overall number graduating. The number graduating has dropped from 28 in AY 04 (and 38 in A 07) to 22 in AY 08. While some of this decline is part of a general trend in the Humanities, the Division needs to develop ways, particularly at the undergraduate level, to make their offerings more attractive to students.

3.1 Undergraduate program (BA)

The Division of General Philosophy's self-evaluation is clear-headed and accurate, and this applies to its assessment of the BA program as well. The writers recognize very explicitly that while the predicament of the university in general is due to the financial crisis which is affecting all the universities and departments, the position of the Philosophy Division is particularly precarious because it has not yet recovered from the ongoing transformation, initiated in 2004, of the old Philosophy Department, which was a combined department of Jewish Thought and General Philosophy, into two divisions (with the ultimate aim of forming two distinct departments). This transformation is, in our opinion, justified and correct and was supported by a committee of experts appointed by the Senate at BIU. However, the fact that the establishment of two separate departments has not yet been fully carried out may not only be undermining, as noted earlier, the status of the General Philosophy division both administratively and functionally, but may also have had a negative impact on undergraduate education. In any case, the structure of the program of studies for the BA at BIU is a mere skeleton of a program – essentially first-year logic, history of ancient philosophy (with some texts), and history of modern philosophy (with some texts) – with courses taught in part by members of other departments or by lecturers who are not yet part of the core of the full-time teachers of the Division. There is far too little writing and discussion – staples of a philosophical education – in the undergraduate program. Students complained of the paucity of course offerings and the lack of writing assignments in the courses that are offered. One glaring omission from this list of required courses, particularly given the Division's emphasis on bioethics, is an introductory course in ethics. In addition, there is a lack of intermediate courses in a variety of fields, including courses in normative ethics and meta-ethics. In the absence of such courses, it is difficult to see how the unique new program in Bioethics (a separate program outside the philosophy division, of which its director, who is also the Division's chair, is justifiably proud) could appeal to a broader pool of potential students who might fill in the basic courses in philosophy and go on to earn advanced degrees. Similar remarks apply to the other new graduate program in Hermeneutics or Translation and Interpretation. Unless more elective courses are made available at the BA level in continental philosophy there is room for the complaint that such a program, however welcome at the university level, lacks the infrastructure which might be provided by suitable courses in a properly augmented department of philosophy. These programs (Bioethics and Hermeneutics as well as the other interdisciplinary programs in History and Philosophy of Science and Gender Studies) require the sorts of courses that only a department of general philosophy can adequately provide; in that sense they present an invaluable opportunity for the Division. However, as long as the Division lacks the staffing and organization to provide

such courses, the very presence of these programs with their own majors can only serve to undermine the status of the fledgling department.

Our assessment of the undergraduate program simply confirms the Division's own evaluation:

Although the faculty members are versatile and flexible, our program is wanting in many key, even essential areas because the division is so severely understaffed. In the past few years we have been reduced from 9 faculty positions plus a number of adjunct teaching hours to the present 7 positions and 4 adjunct teaching hours. We do not have a member of our own faculty who specializes in ancient philosophy. We have insufficient offerings in ethics, twentieth century philosophy, bioethics, and feminist philosophy. We are lacking courses in medieval philosophy, political philosophy, nineteenth-century philosophy, philosophy of religion, and non-western philosophies. Thus, although the division is able to sustain its various programs it cannot provide a rich or even truly adequate course of study.

Not surprisingly, BA students complained to us themselves that in general there are too few offerings and that all sorts of subjects that are now being offered at other universities in Israel and abroad are not available to students of the BA in philosophy at BIU.

At the same time, the students who are currently majoring in the department seem to be happy with their relations with the lecturers and expressed to us their feeling that the members of the small teaching staff were friendly and devoted to their task. But one of the students interviewed expressed the view that perhaps some of them were not demanding enough of their students.

One key to addressing the inadequacies of the BA program is by now a familiar refrain of this report: the Division must be authorized to hire suitable replacements to the teachers who are about to retire or who have retired and to hire additional faculty beyond those replacements. The fact that most of the students for the BA are doing a minor in philosophy rather than a major may be due to a doubt whether philosophy can be of much use to them in their future careers. The Division has yet to spread the word that the study of philosophy is not only exciting and enlightening but also has much to contribute to the thinking individual's breadth and spiritual stature. Perhaps the Division can spread the word by getting potential students to meet, as we did, with some of their alumni who were very appreciative of what their study of philosophy at Bar-Ilan had done for them.

3.2 Graduate programs (MA & PhD)

Perhaps because of its small size, the Division of Philosophy is a place with nurturing relations between faculty and students. Students are made to feel "at home" in the Division and appreciate the attention given to them by dedicated professors and an extremely friendly and caring secretary. The Division has a general MA program with two specialties: bioethics and hermeneutics. The program offers four MA tracks: (i) MA in general philosophy with Masters thesis (Track A); (ii) MA in general philosophy without thesis (Track B); (iii) MA in bioethics with Masters thesis (Track A); (iv) MA in bioethics without thesis (Track B). The program also offers a PhD track in general philosophy, which requires an MA degree in philosophy with thesis. We commend the faculty and secretary for their devotion to the graduate students.

We examined the following main structural features and issues regarding the graduate program: (1) the size of the program, (2) the program's teaching staff relative to the fields

of philosophy (including bioethics and hermeneutics), (3) the structure of MA program, and (4) the structure of PhD program.

3.21 Size of the graduate program in general

The graduate program is medium-sized, with 34 MA students and 22 PhD students, but the number of faculty (7 FTE's) is too small for a program even of this moderate size. The impending retirements, with no assurance of being able to replace them, merely exacerbate the problem. What we have said above about the consequences of the Division's size for its undergraduate program is no less true for the graduate program. In order to have a viable graduate program it is absolutely essential that the retirees be replaced by full time faculty right upon their retirement, and that the number of faculty increase in the next few years.

3.22 Fields of philosophy covered in the program

The Division has two MA programs: a central program in general philosophy, and a special program in bioethics. As mentioned earlier, it also participates in other interdisciplinary graduate programs (hermeneutics and cultural studies, whose director is a member of the philosophy faculty; history and philosophy of science; gender studies). In addition, BA students in the law faculty, the department of computer sciences, and the chemistry department can take a "direct" MA track in philosophy. We commend the Division for the rich array of MA programs it offers to Bar Ilan students.

The program in bioethics deserves special mention since it is the first and only program of its kind in Israel. Its goal is "to equip students with advanced knowledge in philosophy, with an emphasis on applied ethics, and in particular bioethics. It is hoped that these graduates will be able to contribute to Israel's nascent 'bioethics revolution' and to the relevant discourse among healthcare professionals. This program also functions as a foundation for specialization in bioethics by some of our PhD students." We commend the Division and the University for establishing this program, which attracts a fairly large numbers of students who express great satisfaction with it.

At the same time, however, again due to the small number of faculty, many fields are not adequately covered by the graduate program(s). Indeed, even in bioethics and hermeneutics the Division lacks faculty. What was said above (3.1) about the lack of courses in ethical theory at the undergraduate level applies equally to the MA programs and the Bioethics program in particular. The "emphasis on applied ethics" is certainly salutary but, as the expression itself implies, there is a body of theoretical knowledge that is being applied and the lack of availability of courses in ethical theory (normative ethics, meta-ethics and/or moral epistemology) is clearly a detriment to the entire graduate program and its bioethics component in particular.

In our view, stated in Section 2 above, there are three equally critical areas for future appointments: an ancient philosophy specialist (a requisite for any robust graduate philosophy program), an analytical epistemologist (given the upcoming retirement), and a bioethicist (to augment the Division's success story and unique niche). Until such time as adequate resources become available for expansion, the Division will have to meet its other needs – i.e., genuine needs in ethics, 19th and 20th century philosophy (continental and analytic), medieval philosophy, non-western philosophy, philosophy of religion, and

philosophy of language – by prevailing on present faculty to expand their teaching repertoires occasionally in these areas and by hiring adjuncts to teach in these areas.

3.24 Structure of the MA program

The MA program in philosophy is largely, indeed, egregiously unstructured, requiring numerous changes. There is no distribution requirement that will ensure that students receive solid, advanced education in all core fields of philosophy; there are also no special seminars designated for MA students; the number of courses required for the research tracks is exceedingly small: 18 weekly hours of courses in general philosophy with thesis, 22 weekly hours without a thesis; 19 weekly hours in bioethics with thesis, 23 weekly hours without a thesis. These are very serious lacuna that must be corrected. (The number of class hours required for the MA degree may have been determined by the university rather than the Division. In that case, we address this issue to the university as well.)

The requirements for the direct MA tracks (law, computer science, chemistry and physics) are also exceedingly low. It is doubtful to us that BA students taking such a small number of classes should earn an MA in philosophy.

3.25 Structure of the PhD program

The PhD program regrettably also has very little structure. In our interview with the senior academic faculty, they cited the need for more structure themselves. The Chair's suggestion, for example, that PhD students would be better served by a PhD committee would be a helpful start in this regard. There are various ways to introduce more structure into the PhD program as a means of insuring the quality of the education of doctorates. We prefer to leave it to the Division to deliberate on the best structure.

4. Teaching and Learning

This section focuses on practices, strategies, and attitudes in teaching and learning, in contrast to curricular structures and requirements (addressed above in Section 3).

4.1 The pedagogical situation in general

Like the philosophy departments at Ben-Gurion and Haifa, the Bar-Ilan division of philosophy is struggling to achieve three main aims: a) to maintain its identity as a generally analytic department, oriented toward addressing problems of knowledge, inquiry, and ethical practice (among other topics), as these problems arise in contemporary life and as they are addressed throughout the English-speaking world, b) to continue to teach the full range of the history of philosophy, including Ancient Greek philosophy, Modern Philosophy (17th-18th centuries), and 19th and 20th philosophy, and c) to respond to student interest at all levels in questions about identity, meaning, and subjectivity (19th and 20th century European philosophy; phenomenology, existentialism, psychoanalysis, religion). In addition, as noted above, it offers a specialized MA in Bioethics and contributes to interdisciplinary MAs in Hermeneutics, History and Philosophy of Science, and Gender Studies. The Division is further hampered by its need to cooperate with the Jewish Thought Division as part of a single official department. But above all, to reiterate the single most important issue facing the Division, its size – 7 FTE's with at least one imminent retirement – is simply too small to achieve its aims. Rather, it is a Division in crisis, all but on the point of collapse. This crisis – again, primarily in staffing – manifests

itself at all levels of teaching and learning: high dropout rates, insufficient advising of students, inadequate course offerings, and highly strained interpersonal relations within the Division. The division is, as one Ph.D. student put it, “below critical mass” for satisfactorily fulfilling its aims (see a, b, c above). The Evaluation Committee concurs with this judgment.

The Division’s crisis is exacerbated by problems with its morale. Of course, the lack of support across the university over the past decade (a drop from 130 to 100 tenure track faculty, as the Dean put it) no doubt has much to do with problems of morale. But these problems have other sources as well, some internal to the Division, e.g., intellectual and personal disagreements. We address these problems in more detail below. But the good news is that these problems are largely (though not completely) invisible to the students, both undergraduate and graduate. (One student alluded to those problems in communicating with the committee, but only one.) In general, the members of the faculty are to be commended for their dedication to their students and for their success in conveying to students a genuine concern for the students’ education.

4.2 Assessment of the pedagogical situation at each level (BA, MA, & PhD)

Because the issues in the pedagogical situation of the undergraduate and graduate programs are different, we address each of them in turn in the following subsections.

4.21 Teaching and learning in the undergraduate program

BA students were happy with the warmth and close attention paid to them within the Division’s courses. These features of students’ experience are facilitated by the Division’s relatively small number of students and, as a consequence, its comparatively favorable student/faculty ratio (at least by Israeli norms).

At the same time, there is ample reason to be concerned about the quite high dropout rate of roughly 50%, especially from the BA program. Some significant attrition from philosophy degree programs is inevitable, since students may have very rough and inaccurate ideas at the time of entry of what the university-level study of philosophy involves. Nonetheless, 50% strikes the Evaluation Committee as undesirably, perhaps unacceptably, high. The current dropout rate – like the general drop in undergraduate majors (see Section 3, p. 6 above) – is likely due to a variety of factors, including (a) the lack of formal advising for BA students, (b) the lack of writing done in the first and second years (currently, only seminars, generally taken in the third year, require formal, analytical writing), and (c) the sheer paucity of offerings. With regard to (a), providing students with faculty advisers sends a clear signal to students that they are welcome and important to the Division; particularly at a time of falling enrollments, the Division should introduce this level of counseling. As for (b), while the Division’s description of its method of evaluating written assignments is laudable, there appears, nonetheless, to be an overreliance on examinations at the expense of writing – a problem, incidentally, that we have found at other philosophy departments as well. As already noted (Section 3.1), BA students themselves complained, rightly in our view, about the inadequate range of course offerings. In addition, there are no obligatory systematic or survey courses. Particularly striking, especially in light of the Bioethics MA program, is the lack of offerings in ethical theory, as noted earlier (see section 3.2). Indeed, one has to wonder about the Division’s commitment to undergraduate curriculum, given that only 8 of the 24 required hours are

taught by regular members of the faculty. Given the drop in enrollments along with the dropout rate, it is manifest that the Division needs to reexamine its undergraduate curriculum and the pedagogical resources (faculty members!) that it devotes to undergraduate education.

4.22 Teaching and learning in the graduate program

MA students are generally unhappy with their program (but not with their professors or the division's administration). There are not enough courses specifically for MA students; in fact, there are no courses that are dedicated to MA students only. Consequently the expectations for the level of work on the part of the MA students are not high enough, and the MA students are aware of this. There are not enough professors adequately to support a MA in Bioethics – hence, our qualified concurrence with the Division's view that hiring in this area is a top priority (see Sections 2 and 3.22 above). Particularly glaring, again, is the absence of a general survey course in ethical theory, this time at the graduate level.

All MA students work, and most come to Bar-Ilan only one or two days per week. There is little sense of a shared philosophical culture. There is some sense that there is too much competition between the Hermeneutics MA and the General Philosophy MA, when there really should be cooperation. (There may be a history of personal relations that stands behind the separation of the Hermeneutics program from the Division. In many philosophy departments, offerings in Hermeneutics would be a quite normal part of the philosophy curriculum.) The MA students do appreciate the open door policy of the faculty. Despite the lack of common culture, students also felt that the division's small size enabled it to function as a second family. The Division's Administrative Assistant and the Chair were especially praised for their responsiveness and helpfulness.

The MA program lacks both adequate structure – there are no distribution requirements – and adequate substance of requirements (only 8-9 courses in one year), in addition to (and as consequence of) being woefully understaffed. While it is desirable, especially in the Bioethics program, to accept into the MA program students who have not done a BA in philosophy, the additional required 16 hours of 'makeup' courses at BA level for these students may not be enough (see Section 3.2 above). The Bioethics program is unique among Israeli universities, and it seems clear that the students who enter and complete this program will contribute and are contributing to Israeli society. Serious, philosophically sensitive, and careful analysis of concepts such as *health, illness, flourishing, life, death*, etc. can be invaluable for patients, caregivers, and medical students (both nurses and doctors). But the program, like the division, is badly understaffed.

The PhD students are generally doing good work that is in line with the research interests of some members of the division. But they concurred with the MA students that more general survey work at the MA level is needed and that more writing, with more (and more timely) feedback on it, is desperately needed. The division is, in their words, in a state of "real crisis;" it is "not normal enough" to do serious writing and to get timely feedback on writing; the absence of survey courses is just "the tip of the iceberg" of what is wrong. Despite these complaints, the students are loyal to the program, and they appreciate the comparatively good (but still inadequate funding) available to support their work at Bar-Ilan. They praised faculty members for being "really dedicated," and they

appreciated the fact that, as a result of the Division's small size, one can form relationships with faculty members. The members of the Evaluation Committee were struck by the comparatively professional and developed orientations of the dissertation topics that they heard about. But the problems are severe.

The alumni, who to some extent remember times before the cuts of the last five or so years, were more supportive of the program. Some fell in love with Bar-Ilan and the personal attention that was (then) available. There was general agreement that the study of philosophy had opened up issues for students, improved the clarity of their thinking, and supported their professional development in fields outside philosophy. One alumnus remarked that he is "really grateful to this university," and there was general agreement with this sentiment. To the Evaluation Committee, these testimonials highlighted the effects of the severe costs of the last five years of cuts and showed what would be lost if the program were allowed to wither further.

Overall, while the reduced number of faculty members speaks for itself, it is important also to remember that the effects of these cuts are direct, severe, and evident to students at all levels in inadequate offerings, inadequate structure within the programs (see Section 3 above), and increasingly inadequate feedback on serious written work, despite the good will, work ethic, and seriousness of members of the division's faculty. At the same time, the faculty members of the division are both individually accomplished and dedicated to their students and to their professional work. With support, this Division can recover, but it needs support.

5. Self-administration and Infrastructure

5.1 Self-administration

Most of the faculty expressed appreciation for the efficient and congenial way that the Division is administered by the Chair with the help of the Administrative Assistant. However, this sentiment was not unanimous. There appear to be sharp, personal disagreements within the Division, not surprising, given that it contains strong personalities, each committed to the importance of his or her work, yet with distinctly opposed visions of the Division and its future. In the cases of one or perhaps two individuals, civil conversation with other members of the Division has all but ceased. In an effort to manage the conflicts, the Division in 2004 instituted formal bylaws to govern Division meetings. These bylaws proved ineffective in maintaining civility, however, and they were abolished in October 2007. At present, the business of the Division is conducted without formal Division meetings and by way only of informal consultation among most, but not all, members of the Division.

This is an unhappy, indeed intolerable, situation, and it is far from clear how to repair it. In the first place, the Evaluation Committee notes that bylaws simply should not be necessary for a Division of its size. If the business of the Division cannot be conducted civilly without bylaws, then it is unlikely to be conducted civilly with them. Second, regular Division meetings should be held, if at all possible. Third, we urge all members of the Division to remember that their conflicts with one another are caused in at least some significant measure by their conflicting, but all honorable, strong commitments to the Division in a time of radically shrinking resources. When it is impossible, as is currently the case, to do everything that it is reasonable for this Division to do and that it has

historically done, then it is certain that there will be severe disagreements. Fourth, the situation has reached a point at which it is unclear whether any reasonable measure of mutual good will can be achieved. One might – without blaming any current member of the Division individually for anything, and in particular without blaming the Chair, who seems to have done his best to manage an impossible situation – hope that a new Chair may find a way to calm the waters. Unfortunately, given the depth of the disagreements and their bitter history, this hope seems fairly idle. The Evaluation Committee has no recommendations other than 1) to give the new chair a chance to do his best, 2) to remind everyone of everyone else's honorable commitments to the Division and 3) to consider involving a mediator from outside the Division (probably someone from the Humanities, but certainly someone from outside the department) to attend Division meetings, both to observe the proceedings and to remind others of the importance of civility. (Any such mediator's attentions, however, should be confined only to such observing and reminding. No mediator should have the function of reporting back to the administrations. The existence of such a back channel and the possibility of its exploitation would only make things worse.)

It is also possible that the formal constitution of the Division of General Philosophy as a Department, separate from the department housing the Jewish Philosophy Division, might help with the morale problem. In any case, to iterate a point made earlier in the Executive Summary and elsewhere, it is our view that the formal separation of these two divisions into two distinct departments is long overdue. The international norms for evaluating professional work, constructing curricula, and hiring new faculty members are simply too distinct between these two divisions to make formal unification reasonable. It remains possible for each formally independent department to offer courses that are cross-listed in the other, and it may be possible and desirable (though resources are severely limited) to offer a combined degree program in Jewish Thought and General Philosophy at BA or MA level. But formal separation into two independent departments is necessary for maintaining clarity about their distinct enterprises, whatever the praiseworthy history of Bar-Ilan and its commitment to Jewish Thought for BA students in general. It is long overdue.

5.2 Promotion and Tenure

Among the faculty, there is widespread and, from our vantage point, justified dissatisfaction with the process of promotion and tenure. The Division does not supply any criteria for promotion and tenure. Many members of the faculty complained about (a) a lack of transparency regarding the criteria, (b) the cumbersomeness and length of the tenure process (which currently has six stages), (c) the make-up of the promotion and tenure committee at the university-level (some questioned the sagacity of having professors in the natural sciences sit in judgment of work done by candidates in the humanities), (d) a failure to abide with international standards of evaluation (citing a disregard for external evaluations), (e) the lack of confidentiality about judgments, i.e., leaks by members of the committee, and (f) a failure to communicate regularly with the candidate regarding the state/progress of the committee's deliberations. Even if some of these points are exaggerated or off the mark, the level and consistency of the complaints confirms that the Division and, in particular, the University Administration need to do a better job in all aspects of the tenure process that have been noted. One means of helping

the candidates and perhaps helping to insure the fairness of the process is to institute a system of mentoring. Such a system would call for a different member of the senior faculty to be assigned the mentor of each untenured, tenure track faculty member, with the responsibility of counseling him or her on departmental and university practices, requirements, and expectations, including those for promotion and tenure.

5.3 Infrastructure, Administrative Staffing, and Library

The Division benefits enormously from a secretary whose energy, efficiency, and buoyancy are, by all accounts, vital to the Division's activities and morale. Yet she is plainly overburdened and we endorse the Division's call for additional support for her. Although we found the library quite impressive, it is suffering from the same shortfall of funds that has beset the rest of the Division and University. In its present state, we can only concur with the Division that its library ("once the leading philosophy library in Israel") is in need of resources to add staff and to make acquisitions.

Part C – Recommendations

We make the following recommendations to the Division, the University Administration, and/or the Council of Higher Education and distinguish them in terms of their urgency. The most urgent recommendations are those requiring either immediate or steadfast attention to insure the quality of the research and education that the Division provides. We employ check marks to flag our judgment of the respective level of urgency of a recommendation: three check marks '√√√' for the most urgent, two check marks for the next most urgent, one check mark for a less urgent but nonetheless pressing recommendation. Unchecked recommendations signal practices or policies whose adoption we consider highly advisable. As a means of minimizing redundancy, we present at most very brief justifications for these recommendations but conclude each recommendation with a parenthetical reference to the pages in Parts A and B where the relevant justification or discussion can be found.

Recommendations to the Division and/or the University Administration

1. Replacing retirees and increasing the size of the faculty √√

Our report corroborates that the faculty is so severely understaffed that its viability as a graduate-degree granting Division is imperiled. We accordingly recommend that the Division be authorized (a) to replace retiring faculty within a year of the respective faculty member's retirement and (b) to increase the size of its senior academic faculty from 6.75 to 9 FTE's within three years and 10 FTE's within five years (Executive Summary, p. 5; Section 1, p. 7; Section 2, p. 8; Section 3.1, pp.10f; Section 3.21, p. 12; Section 4.1, pp. 13f).

2. Hiring priorities √√

In view of the Division's aims of both providing a broad base and sustaining the bioethics component of its program (cementing its distinctiveness among Israeli universities), we recommend that the Division be authorized to search for three specialists in ancient philosophy, analytical epistemology, and bioethics respectively (Section 2, pp. 7f; Section 3.22, p. 12).

3. Constituting the Division as a Department √√

As a form of inquiry with its own distinctive traditions, general philosophy is unmistakably distinct from Jewish thought and studies. As iterated throughout this report, this internationally recognized distinction entails distinct norms for such matters as evaluating professional work, constructing curricula, and hiring new faculty members. For these reasons, the formal separation of the two divisions of philosophy into separate departments is long overdue. Accordingly, we recommend that the University Administration (a) complete the process of formally terminating the arrangement whereby the Division of General Philosophy and the Division of Jewish Philosophy are subsumed under one department and (b) constitute the General Philosophy Division as an independent Department, separate from the Division of Jewish Philosophy (Executive Summary, p. 5; Section 1, p. 7; Section 3.1, p.10; Section 5.1, p. 16).

4. Tenure ✓

We have three sets of recommendations regarding tenure.

(1) We recommend that the faculty members of the Division (a) collectively determine and state or, as the case may be, re-state formally (albeit with sufficient generality and flexibility for application to individual cases) its requirements for tenure and (b) charge the Chair of the Division with making these requirements known to the Administration and to all tenure-track faculty members.

(2) We recommend that the Administration (a) state formally its requirements for tenure, (b) renew its efforts to eliminate the cumbersomeness of the tenure process and any breaches of confidentiality in the tenure committee's deliberations, (c) adhere to internationally accepted norms of evaluation, (d) consider the advisability of the present make-up of the committees, and (e) communicate regularly with candidates regarding the state and progress of their cases.

(3) We recommend that heads of the Administration meet with the faculty of the Division for the purpose of coming to agreement about the criteria for tenure and the nature of the process (Section 5.2, p. 17).

5. Administrative and Library Staffing

We recommend that the University Administration make assistance available to both the Division's secretary and the current library staff (Section 5.3, p. 18).

6. Library Support for Acquisitions

We recommend that the University Administration strive to provide the library with an adequate acquisition budget, with the aim of restoring its position as the premier philosophy library in Israel (Section 5.3, p. 18).

Recommendations for the Division

1. Undergraduate curriculum revision ✓✓✓

In light of declining undergraduate enrollments, we recommend that the Division set up a committee to review and propose revisions to its undergraduate curriculum, with a view to insuring that BA students, both majors and non-majors, are offered a sufficient number and range of courses taught by the Division's tenured teachers at introductory and intermediate levels. This committee would compare and contrast the present curriculum with successful undergraduate curriculum at other universities, both in Israel and abroad (Section 3.1, pp. 10f; Sections 4.1 and 4.21, pp. 13f).

2. Graduate curriculum revision ✓✓✓

We recommend that the Division (a) introduce distribution requirements that will require all MA students to take advanced courses in several core areas of philosophy, (b) increase to 28 the number of courses required for the MA research tracks in general philosophy and bioethics, (c) introduce seminars designed for, and limited to, graduate students (with a view to requiring that the majority of classes taken by graduate students be of this kind),

and (d) raise the philosophy course requirements for the direct MA tracks (Section 3.24, p. 13; Section 4.22, pp. 15f).

3. Asserting the importance of writing √√

We recommend that the Division take steps to insure that, in its courses, teachers are requiring sufficient writing and providing feedback on that writing (Section 3.1, pp.10f; Section 4.21, p. 14).

4. Undergraduate advising √√

We recommend that every BA student be assigned an advisor from the senior academic faculty and that the Chair insures that the task of advising undergraduate students is fairly distributed across the senior academic faculty (Section 4.21, p. 14)

5. Introducing structure into the PhD program √

We recommend that the Division consider ways to introduce more structure to the PhD program (Section 3.25, p. 13; Section 4.22, p. 15).

6. Mentoring √

We recommend that the Department introduce a mentoring program for tenure-track faculty (where a different member of the senior faculty is assigned to be the mentor of each untenured, tenure track faculty member, with the responsibility of counseling him or her on departmental and university practices, requirements, and expectations, including those for promotion and tenure) (Section 5.2, pp. 17f).

7. Outside mediator

We recommend that the Division consider inviting a mediator from outside the Division, acceptable to all members of the Division to attend Division meetings, both to observe the proceedings and to remind others of the importance of civility (Section 5.1, p. 16).

8. Interuniversity

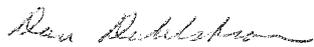
We recommend that the Division (1) encourage graduate students to take advantage of the opportunity (that presently exists) to enroll in advanced courses at other universities, and (2) develop faculty exchanges with other departments of philosophy in Israel as well as abroad (Section 2, p. 7).

Recommendations to the Council of Higher Education

1. Interuniversity: enlarging educational horizons for students and faculty

The following recommendation follows up on the last recommendation (#8) to the Division. In view of the fact that exchange of students and faculty among Israeli departments of philosophy requires co-ordination among the respective universities that house them, we recommend that the CHE form a committee with representatives of the various departments, charged with exploring ways to promote exchange of students and faculty among their departments (Section 2, p. 7).

Signed by:



Prof. Daniel Dahlstrom, Chair



Prof. Paul Davies



Prof. Richard Eldridge



Prof. Jacob Joshua Ross



Prof. Gila Sher

Appendix 1- Copy of Letter of Appointment



מדינת ישראל

STATE OF ISRAEL

Minister of Education

Tuesday May 5th, 2009

Professor Daniel Dahlstrom
Department of Philosophy
Boston University
USA

Dear Professor Dahlstrom,

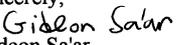
The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information 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 Chair of the Council for Higher Education's Committee for the Evaluation of General Philosophy Studies. The composition of the Committee will be as follows: Prof. Daniel Dahlstrom - Chair, Prof. Paul Davies, Prof. Richard Eldridge, Prof. Jacob Joshua Ross, and Prof. Gila Sher. Ms. Michal Kabatznik will coordinate the Committee's activities.

In your capacity as 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 Chair of this most important committee.

Sincerely,

Gideon Sa'ar
Minister of Education
and Chairperson of 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. Michal Kabatznik, Committee Coordinator



October 07

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. Within this framework, study-programs are to be evaluated every six years and institutions every eight years. The quality assessment system came into effect in the academic year of 2004-2005.

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 of the importance of quality evaluation and to develop internal self-evaluation mechanisms on a regular basis;
- 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 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 institution and the academic unit being evaluated – if possible - within 3-4 months of receiving the self-evaluation report. 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, the administrative staff, and any other persons it considers necessary.
- 2.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the heads of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end of the visit, the committee will summarize its findings, and formulate its recommendations.
- 2.4 The duration of the visits (at least one full day) will be coordinated with the chairperson of the committee.
- 2.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response.
- 2.6 In the event that a member of the committee is also a faculty member in an institution being evaluated, he/she will not take part in discussions regarding that institution.

3. The Individual Reports

- 3.1 The final reports of the evaluation committee shall address every institution separately.
- 3.2 The final reports shall include recommendations on topics listed in the guidelines for self –evaluation, such as:
 - The goals and aims of the evaluated academic unit and study programs.
 - The study program.
 - The academic staff.
 - The students.
 - The organizational structure.

- 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.

4. The structure of the reports

4.1 Part A – General background and an executive summary:

- 4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
- 4.1.2 An executive summary that will include a description of the strengths and weaknesses of the academic unit and program being evaluated.

4.2 Part B – In-depth description of subjects examined:

- 4.2.1 This part will be composed according to the topics examined by the evaluation committee, and based on the self-evaluation report submitted by the institution.
- 4.2.2 For each topic examined the report will present a summary of the findings, the relevant information and analysis.

4.3 Part C –Recommendations:

- 4.3.1 Comprehensive conclusions and recommendations regarding the evaluated academic unit and the study program according to the topics in part B.
- 4.3.2 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.***

4.4 Part D - Appendices:

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

5. The General report

In addition to the individual reports concerning each study program, the committee shall submit to the CHE the following documents:

- 5.1 A general report regarding the status of the evaluated field of study within the Israeli institutions of higher education.

We urge the committee 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

THE DIVISION OF GENERAL PHILOSOPHY - Bar Ilan University

Schedule of Site Visit - 8th – 9th June 2009

All meetings in the Philosophy Building (1002) Room 405

Monday June 8th, 2009:

Time	Subject	Participants
09:30-10:00	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Joseph Menis , Rector, Haim Taitelbaum , Vice Rector, Head of Quality Assessment System
10:00-10:30	Meeting with the heads (academic and administrative) of the Humanities Faculty*	Binyamin Abrahamov , Dean Ephraim Singer , Administrative Head of Faculty of Humanities
10:30-11:15	Meeting with the heads (academic and administrative) of the Department of Philosophy	Noam Zohar ,Chair Rivka Rapaport , Administration
11:15-12:30	Meeting with Senior Academic Faculty*	Yitzhak Benbaji , Yuval Dolev , Charlotte Kat Avi Sagi , David Widerker ,

Evaluation Committee Report, Philosophy, Bar Ilan University

12:30-13:15	Meeting with Tenure track faculty*	Lyat Friedman, Ohad Nachtomy
13:15-14:00	Lunch	Students- Nili Levy, Luie Polev, Ilan Perez, Evyatar Shayevitz
14:00-14:45	Tour of Philosophy Building (1002; including classes, library, offices of faculty members, etc.)	
14:45-15:30	Closed-door working meeting of the evaluation committee	

Tuesday June 9th, 2009:

Time	Subject	Participants
10:30-11:00	Meeting with junior academic faculty*	Yehiel Cohen
11:00-11:45	Meeting with B.A. students**	B.A. students - Karin Kliger, Avi Ovadya, Rotem Weitzman, Noah Zvieli
11:45-12:30	Meeting with M.A. students**	M.A. students- Hadas Even-Nir, Amit Ezra, Asaf Quint , Carmit Yaron
12:30-13:15	Meeting with PhD Students**	PhD students- Joshua Amaru, Anat Asseyag, Shimshon Lahat, Efrat Ram-Tiktin
13:15-13:45	Lunch	Faculty- Yuval Dolev, Charlotte Katzoff, Avi Sagi

Evaluation Committee Report, Philosophy, Bar Ilan University

13:45-14:30	Meeting with Alumni**	<p>Alumni.</p> <p>Ori Beck (B.A.)</p> <p>Sarit Mayevsky (M.A.), Michal Peiser (M.A.), Vered Yamin (M.A.), Yoni Ben-Yehuda (M.A.)</p> <p>Michael Ben-Hamrun (PhD), Sarit Bornstein (PhD), Zohar Guri (PhD),</p> <p>Ela Koren (PhD), Maor Shavit (PhD)</p>
14:30-15:15	Closed-door working meeting of the evaluation committee	
15:15-15:45	Summation meeting with heads of the institution, faculty, and the Dept. of Phil.	