



Committee for the Evaluation of Sociology and Anthropology Study Programs

Ben Gurion University of the Negev

Faculty of Humanities and Social Sciences

Sociology and Anthropology Department

Evaluation Report

October 2012

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Chapter 1- Background

At its meeting on July 14, 2009, the Council for Higher Education (CHE) decided to evaluate study programs in the field of Sociology and Anthropology.

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:

- Prof. Seymour Spilerman – Department of Sociology, Columbia University, USA, Committee Chair
- Prof. Arne Kalleberg - Department of Sociology, University of North Carolina, USA
- Prof. Herbert Lewis - Department of Anthropology, University of Wisconsin, USA
- Prof. Leslie McCall - Department of Sociology, Northwestern University, USA*
- Prof. Yitzhak Samuel - Department of Sociology and Anthropology, University of Haifa, Israel
- Prof. Moshe Shokeid - Department of Sociology and Anthropology, Tel Aviv University, Israel
- Prof. Florencia Torche - Department of Sociology, NYU, USA†.

Ms. Yael Franks - Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to‡:

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in Civil Engineering, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2009).

* Prof. Leslie McCall did not take part in the evaluation of OUI, TAU, BIU and AUC

† Prof. Florencia Torche joined the committee at a later stage, after the first round of visits in January 2012, thus did not take part in the evaluation of BGU, HUJI, Academic College Emek Yezreel and University of Haifa

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

Chapter 2-Committee Procedures

The Committee held its first meetings on January 02, 2012 during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Sociology and Anthropology Study programs.

In January 2012, the Committee held its first cycle of evaluation, and visited Ben-Gurion University of the Negev, University of Haifa, The Hebrew University of Jerusalem and The Academic College of Emek Yezreel. In May 2012 the Committee conducted its second evaluation cycle, and visited The Open University, Tel Aviv University, Bar Ilan University and Ariel University Center of Samaria. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students, and toured the visited departments.

This report deals with the **Department of Sociology and Anthropology at Ben Gurion University of the Negev (BGU)**.

The Committee's visit to BGU took place on January 04th, 2012.

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

The Committee thanks the management of BGU and the Department of Sociology and Anthropology for their self-evaluation report and for their hospitality towards the Committee during its visit at the institution.

Chapter 3: Evaluation of Sociology and Anthropology Studies Program at Ben Gurion University of the Negev (BGU)

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.

Background

Ben Gurion University of the Negev was founded in 1970 and accredited by the Council for Higher Education in 1973. The mission of the university, reflecting its location in the Negev, is described by four objectives: to advance development in the State of Israel, particularly in the Negev; to further advance education and research in all the fields of human knowledge; to help shape the values of the State and assist in developing its society and economy; and to assist in the absorption of Jewish immigrants from all countries and develop academic programs for Jews living outside Israel.

Within the University, the mission of the Faculty of Humanities and Social Sciences, as stated in the Self Evaluation Report (SER) is to advance the understanding of human behavior, society, and culture through education and research. In doing so, many students are prepared for careers in a variety of professions while others study to broaden their horizons and enrich their lives. Faculty research is intended to promote a better understanding of individual and social behavior in Israel and in other societies. Knowledge generated by the research is intended to contribute to the spiritual and material development of the people of the Negev, Israel, and the world.

Mission and Goals of the Department of Sociology and Anthropology

The Department of Sociology and Anthropology, established in 2007, is a new unit within the Faculty of Humanities and Social Sciences. It was preceded by the Department of Behavioral sciences, which was founded in 1978 and combined psychology, sociology and anthropology within a joint framework.

The self-evaluation report makes clear that the evolution of the Behavioral Sciences Department was characterized by an increasing orientation of the psychology faculty toward cognitive studies and the natural sciences, while the faculty in sociology and anthropology remained focused on issues of society, politics, culture, economics, and history. This eventually led to the division of the unit into two independent departments, Sociology-Anthropology and Psychology.

Given the youth of the Department of Sociology and Anthropology, it is engaged in an ongoing effort to develop its mission and long-range goals. It continues to specialize in

several areas of research and teaching that are of longstanding interest, such as the critical study of societies from a comparative, historical, cultural, theoretical, and interdisciplinary perspective. Substantively and methodologically, the department aspires to maintain its expertise in the areas of gender studies, political sociology, the sociology of Israeli society, and qualitative and interpretative methods. The department's faculty is cohesive and collegially organized around these themes and across the fields of sociology and anthropology. From our visit and from our review of the materials provided, the reputation of the BGU Department of Sociology and Anthropology in these areas appears justified and appeals to many of the students in the department and to its alumni.

However, while maintaining its areas of longstanding specialization, the department must now undertake efforts to expand and diversify its mission. When the fields of sociology, anthropology, and psychology were combined in the Department of Behavioral Studies, it was understandable that sociology and anthropology would specialize in qualitative methods while psychology specialized in experimental and quantitative methods. However, as a separate entity, it now behooves the Department of Sociology and Anthropology to provide training in all methods of social science research.

In particular, the department must develop expertise in quantitative methods. To do so, it must hire faculty with first-rate training in these approaches and provide instruction in cutting-edge quantitative techniques to both undergraduates and graduate students. In part this should come through formal instruction; in part it should arise from the incorporation of graduate students in the research programs of new faculty. At the same time, the department must augment its areas of substantive expertise by hiring faculty who are simultaneously skilled in quantitative methods and in core sociological fields in which quantitative methods are central to research, especially stratification and organizational studies, but also comparative/historical studies which has been increasingly penetrated by quantitative approaches. The committee notes that the department has an active MA track in organizational studies, but feels that the offerings should be broadened to include additional training in quantitative methods, which are often relevant to analyzing organizational issues.

In its mission statement the department notes that students are taught to comprehend society and culture from a critical perspective, and not take for granted the conventional assumptions of their society. While this intent is laudable, and helps to distinguish the Ben Gurion department from other sociology-anthropology departments in Israel, the Committee is of the opinion that the objective of the department's programs should be, first and foremost, to familiarize students with the variety of theories, conceptual approaches, and methodologies used by sociologists and anthropologists to analyze social structures, cultures, and the functioning of social systems. Many of the course offerings do incorporate core texts in political, economic, organizational, and gender sociology, but these courses should be broadened further to include additional research from quantitatively oriented perspectives.

The department has a small group of productive anthropologists who have particular strength in dealing with such related topics as identity, ethnicity, immigration, collective

memory, as well as tourism-especially in the context of Israel and the Jewish world. This gives them and their students the advantage of concentrating on issues of major importance to Israeli society. On the other hand, there are too few ethnographic works in the core curriculum related to the world of cultures, which has been central to the development of the anthropological discipline.

Although questions have been raised about the wisdom of trying to hold together in a single department two disciplines--sociology and anthropology--whose origins and modus operandi are very different, we find that in this department at least, the relationships seem to work well. This appears to be because of the common interest of both sides in critical approaches to the subject matter, and because of the orientation of the sociologists to qualitative methodologies.

The Study Program

BA program.

The Department of Sociology and Anthropology offers two programs of study:

- a) A double major leading to a BA degree in sociology and anthropology. In this program the second major is usually another discipline in the social sciences or humanities, though there is also a double major program offered with the School of Management.
- b) A BA program in Behavioral Sciences, offered in cooperation with the Psychology Department. This major is a holdover from the single major previously given when the sociology/anthropology program was joined with psychology in the Department of Behavioral Sciences. It was explained to us that this program is not very different from the double majors now offered with other social science disciplines. We suggest that the department either clarify the uniqueness of this program or simplify its administrative structure by dropping the program and including psychology as an additional option for the second major in the double major program.

There were 687 students in the BA programs in 2011. Some concern was expressed by the Department that the student/faculty ratio is too high relative to its resources. The Department's proposal to the CHE put the ratio of optimal BA enrollment/faculty as 350/14, compared to the present ratio of 687/14. (The committee was uncertain as to how to judge the optimality of these ratios relative to other departments in the faculty.) A consequence of the high enrollment/faculty ratio is that classes (and discussion sections) are large, which is especially problematic for students in their third year of study. The committee agrees that the enrollment/faculty ratio is too high and that this has negatively affected the ability of the faculty to focus on graduate training and on their research activities. The two possible solutions to this are to increase the number of faculty or to decrease the number of BA students. The committee favors the first strategy since this would better support the need of the department to expand into quantitative areas of teaching and research.

The department appears to have a reasonable balance of courses between sociology and anthropology, with required courses in both disciplines. However, the committee was concerned that not all of the core fields of the two disciplines are covered adequately. For sociology there did not appear to be courses offered in basic topics such as work and occupations, social stratification, or family/life course studies, though, regarding the last, there is extensive coverage of the sociology of gender. Other core courses (e.g. historical sociology, religion) are listed as taught by adjuncts or retired faculty, which is a concern.

As for anthropology, the Committee is concerned about the weak representation in the program of courses that deal with cultures areas outside of Israel, especially of non-Jewish cultures, since knowledge of other cultures is fundamental to the intellectual basis of the field. While four courses are offered on different culture areas, two are taught by adjuncts, rather than by regular faculty. This is a concern since it appears to indicate a low level of commitment to such materials.

Because of the Committee's concern with quantitative training in the department, it has examined the syllabi of the statistics courses. We feel that the material covered is too elementary for a sociology department at a major university, and recommend that the statistics offerings at the BA level be upgraded to include topics such as multivariate regression analysis and logistic regression. Moreover, the students should have an opportunity to utilize these methods in assignments in other undergraduate courses.

Graduate Programs.

In the MA study program the department offers two tracks--a general track without a thesis, and a research track with thesis. There are three areas of specialization in each track: critical social studies, sociology of organizations, and anthropology. The difference in track requirements is that more course work is required by the general track; however, the thesis track is viewed as more demanding and often requires additional time for completing the MA degree. Students who wish to continue to the PhD are required to enroll in the thesis track.

There appears to be a considerable overlap between the three specializations, a perhaps unintended consequence of the concentration of the faculty in areas of critical studies. Thus, some of the course offering in Organizational Sociology seem to us to be too much oriented to a cultural critique of established organizational paradigms and too little oriented to presenting an account of the details of the paradigms with information on the utility of the approaches. The Committee feels that this limitation can be redressed with the addition of faculty who approach the study of organizations from a rigorously evidenced-based perspective.

In general, the Committee is of the opinion that the MA specializations should be increased in number. Critical sociology is an important field and should remain a specialty in the department. Organizational Sociology is also a central field in the discipline as well as a specialty that is desired by many students because of its preparation for managerial or

consulting work. But the offerings in this specialty should be expanded to include a greater consideration of types of organizational structures, organization-environment relations, technology, organizational change, and human resource systems, fields that are associated with an empirical and often a quantitative approach. Beyond these two specialties, the department should add a couple of additional fields, such as a concentration in comparative historical/political study or a specialty in some component of the stratification/family/life course nexus. Each might be offered jointly with another department, and we urge the faculty to explore this possibility. The Committee recognizes that the development of these areas will have to wait for new faculty hires with the requisite expertise, but this objective should be given priority.

A particular concern of the Committee is the modest training that students in the MA program receive in quantitative methods and statistics. We point out that even if a student has an interest only in qualitative methods, there is a core of knowledge that is common to the profession and it includes a sufficient familiarity with quantitative techniques to read articles in the main journals. We note that Dr. Uri Shwed has recently been added to the department and we expect that he will be active in upgrading training in quantitative and statistical methods. We emphasize that for these techniques to be appreciated by students they must be drawn upon in substantive courses, in class assignments, and in research projects. This will require the availability of data sets for student and faculty use. There are data libraries in Israel as well as in the US, and the university should secure a membership in these libraries.

The Committee reviewed the syllabi of the graduate statistics and quantitative methods courses and spoke with faculty and students about the material covered in these courses. It is our recommendation that they be upgraded to include topics that are now common at the graduate level in other sociology departments. In particular, assuming that the additions noted at the BA level have been made, statistics at the MA level should cover moderately advanced topics, such as the fixed-effects regression model and the difference in differences estimator.

While the BA program attempts to integrate coursework from sociology and anthropology into a single program of study, at the MA level there is a separate track in anthropology. In this track, the Committee believes there should be more consideration in anthropology coursework of the contribution to Israel studies that was made by anthropologists and sociologists of earlier eras. While not totally absent from the curriculum, greater attention should be given to ethnographic writings on the absorption of immigrants, ethnic cultures, types of settlement communities, and the consequences of governmental decisions on these matters.

The Ph.D. program is student-tailored and focuses on individual research under the direction of a faculty member. Given the composition of the faculty, the dissertation topics and methodologies are oriented to qualitative approaches. From our meetings with alumni, it appears that the doctoral graduates find employment in the colleges and at NGOs, but not in a research capacity.

It is important for the Department to provide assistance to students with preparing and publishing articles during the period of doctoral study. This is becoming increasingly necessary given the competition in the academic labor market, both in Israel and abroad. We note that Ph.D. students receive funding to go to a conference each year to present their research. We suggest, in addition, that the Department initiate workshops for the students to present their work-in-progress.

Faculty and Teaching

The department's core faculty consists of active researchers with strong publication records. However, with few exceptions, the sociologists have not published in the most influential journals of the profession, especially the *American Sociological Review*, the *American Journal of Sociology*, the *British Journal of Sociology*, *Social Forces*, the *European Sociological Review* and the *Annual Review of Sociology*. All the above are general journals and publish papers from a variety of subfields of the discipline, qualitative as well as quantitative studies. The orientation of these journals is to publish papers that are rigorously evidenced-based, while critical studies leans more in the theoretical direction and towards a public-oriented sociology. As a result of not publishing in top, general interest journals,, the visibility of the department within the profession is lessened.

The Committee is convinced that critical studies, with its orientation toward critiquing and changing society, has a contribution to make in the discipline and should remain a valued specialty in the Ben Gurion Department. Moreover, much of what is labeled as critical sociology by the BGU faculty would elsewhere be considered political/historical sociology, which is a well established subfield of the discipline. However, the faculty should be broadened to increase the representation of other intellectual approaches, as well as in the range of subfields covered by the department.

To be more specific, we recommend that the Organizational Studies track be augmented with a sociologist who has a strong quantitative background and who specializes in topics such as organizational structures and processes, comparative organizational analysis, organizational change, or human resource systems. Beyond this appointment, we recommend the addition of two faculty members with strong quantitative skills, especially econometric skills, in topical areas such as comparative historical/political, or stratification/family/life course studies. By themselves these appointments will not fully remedy the maldistribution of research perspectives in the department, but they will permit the department to represent a broader spectrum of the sociology discipline. Further, these appointments will permit the department to reduce the use of adjuncts in core courses in the curriculum.

We compliment the department on its recent quantitative appointment but we nonetheless have concerns about the ability of the faculty, given its skill composition, to identify sociologists with superior statistical skills. We therefore recommend that the department augment its recruitment committee with a quantitative sociologist from another Israeli university to advise on the selection of candidates.

With respect to anthropology, the department offers a relatively rich assortment of elective courses. It is the Committee's view, however, that traditional anthropological theory and ethnography, including the substantial work done in Israel, should have a greater presence in both introductory and advanced courses, alongside contemporary approaches, which are well-represented in the course offerings. Ethnographic material, in particular, should be added to the curriculum. To anchor this change, it is our recommendation that the next opening in anthropology should go to a candidate who has worked in settings outside of Israel. The recruitment committee should consider scholars who have carried out research in regions that have contributed heavily to the development of the discipline, e.g. Africa, India, Oceania, American Indians and Latin America.

Finally, the Committee recommends that the department look to universities outside of Israel in recruiting new faculty. Eight of the 14 full-time faculty listed in the Self Evaluation Report have doctorates from Israeli universities, 6 from the Hebrew University. The most efficient way to broaden the range of research perspectives among the faculty is to increase the diversity of institutions from which department members have received their doctoral training.

Students

The students who enter the BA program appear to be well prepared, with an average psychometric score of approximately 650. Because the university has an affirmative action policy for applicants from poor neighborhoods in Israel, a small number of students are admitted with psychometric scores that are below the required minimum score (550 in 2009). No information was available about how these students fared in the program. Overall, there was a dropout rate of 11.4% from the 2007-8 entry cohort, which does not indicate to us the presence of a problem.

The distribution of student enrollment at the MA level is a cause for concern. Despite the concentration of faculty specializations in critical approaches, in 2007-8 and 2008-9 the critical studies track had the smallest entry cohorts of any of the three MA tracks (organizational sociology, anthropology, critical studies [labeled sociology in the SER]), comprising 6 out of 46 MA students, though we were told that enrollment in critical studies has increased somewhat since the SER was completed. We understand that the faculty who work from a critical perspective also teach in the organizational sociology track--which raises issues about the minimal exposure of students in this track to empirical and quantitative materials. In general, we remain concerned about the maldistribution of the faculty over specialties in light of the student enrollment, among other reasons.

The Ph.D. track was initiated in 2006/07. Since that time six students have been admitted each year; most are graduates of the MA program in the department. The students with whom we met seem pleased with their studies. In general, this program is too new and the enrollment too small for the committee to have formed an opinion about its quality.

At all program levels the Committee was interested in the output of the department--the percentage of BA students who go on to graduate study, the percentage of MA students who continue to PhD study, and the kinds of employment secured by graduates of the different program levels and of the different MA tracks. Though we met with a few alumni, no systematic data was available on graduates from the program. We recommend that in the future such data be collected.

Research

The faculty is productive, with many books and scholarly articles. As the Committee has noted, few of the publications by the sociologists have appeared in the main journals of their profession. Publishing in the more influential journals would increase the visibility of the department and we would expect an improvement on this dimension following the addition of new faculty with the specialties we have proposed.

The department raises only modest amounts of research funds, especially from competitive grants. We see this as a result of the qualitative orientation of the faculty, with little need for the collection and analysis of survey data or the processing of census files, which can require relatively large research budgets. This also means there is limited financial support for graduate students or opportunity for them to be engaged with faculty on research projects.

In our meetings with department members, the desire for a research center was mentioned, both to assist with raising research funds and to provide a variety of services to graduate students and faculty. It was pointed out to the Committee that the research authority of the university has not been helpful in assisting faculty with the preparation of grant applications. We encourage the university to explore the possibility of a center with the department. At the same time, a present critical need for the department is the ability to have grant applications processed efficiently. For this purpose, we suggest that members of the research authority meet with the faculty to ascertain the sort of assistance that is required of them.

Infrastructure

The department is undergoing a renovation that was partially complete by the time of our visit. Since the self-evaluation report was written, faculty offices have been improved and outfitted with wireless and cable internet service. There are several spacious offices for graduate students, a conference room, and a common area where members of the department can meet and converse informally. Classrooms and offices are located in close proximity to staff offices, to the library, and to other social science departments. The conference room is well equipped for groups of medium size but cannot comfortably

accommodate the larger group of graduate students and faculty that attend colloquium presentations.

The major weakness cited by the department--and confirmed by our visit--was the small collection of library books and journals in the social sciences. The faculty were concerned about the difficulty of securing books needed for their research. We understand that this problem is widespread at the university, and hinders other departments as well. At a minimum, the library should ensure that the coverage of e-journals in the social sciences is comprehensive and includes the latest available issues, and that there are efficient services for obtaining requested books from other university libraries. As a preferred goal, the collection of library books (both electronic and physical), particularly of recent vintage and in the areas of expertise of the faculty, should be significantly expanded.

Recommendations and Suggestions

Almost all our concern relate to the need to broaden the range of subfields and research styles that are represented in the department. We therefore recommend,

1. Over the next three years the department should open two new MA specialties, one drawing from comparative political and/or historical studies, the second based on one or more of the fields of stratification, life course, and family studies.
2. Over the next three years the department should add three faculty members, all with strong quantitative skills. One appointment should be in Organizational Studies, to enhance this existing program. The remaining two should be in the new fields noted above.
3. To advise the department in the recruitment of talented quantitative faculty, the recruitment committee should be augmented with a quantitative sociologist from another university.
4. The above three appointments will not be sufficient to fully support the new fields or institutionalize rigorously empirical approaches in the department. As vacancies arise among the sociology faculty, two additional appointments should be made in the new fields.
5. When a vacancy arises in anthropology, it should be filled with an ethnologist who works in a culture area outside Israel.
6. The number of adjuncts should be reduced, in coordination with the addition of the tenure-line faculty.

7. The undergraduate statistical curriculum should be updated to include additional topics that are now routinely part of a sociology statistics course. Opportunities should be created to apply these techniques in substantive course work.
8. The graduate statistics course should add some moderately advanced material that is common to statistics training in top ranked departments.
9. A representative of the Research Authority of the university should meet with department members to ascertain how the Authority can assist with the preparation of grant applications.
10. A representative of the university should meet with the senior faculty to discuss the assistance that can be provided, and what would be required from the department, for the establishment of a research center. A department proposal for a center should explain how it would enhance research by the faculty and increase the number of proposals submitted by the department for competitive grants.
11. To assess the contribution of the department's programs to student outcomes, the department should institute a data collection mechanism to ascertain the career plans of graduates of the department--the rate of enrolling for higher degrees and the initial jobs of students who enter the labor force.
12. Sufficient resources should be provided by the university to the library to increase its collections in the social sciences, both book holdings and electronic journals. Further, the library (or Research Authority) should secure access to data archives in Israel (especially CBS files), Europe, and in the United States for use by students and faculty

Signed by:



Prof. Seymour Spilerman,
Chair



Prof. Arne Kalleberg



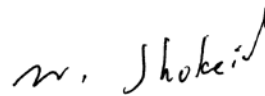
Prof. Herbert Lewis



Prof. Leslie McCall



Prof. Yitzhak Samuel



Prof. Moshe Shokeid

Appendix 1: Letter of Appointment -



February, 2012

שר החינוך
Minister of Education
وزير التربية والتعليم

Prof. Seymour Spilerman
Department of Sociology
Columbia University
USA

Dear Professor Spilerman,

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 Sociology - Anthropology Studies.

The composition of the Committee will be as follows: Prof. Seymour Spilerman (Chair), Prof. Arne Kalleberg, Prof. Herbert Lewis, Prof. Leslie McCall, Prof. Yitzhak Samuel Prof. Moshe Shokeid and Prof. Florencia Torche.

Ms. Yael Franks 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,
Chairperson, The Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Michal Neumann, The Quality Assessment Division
Ms. Yael Franks, Committee Coordinator

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כתובת אתר המשרד: <http://www.education.gov.il>

Appendix 2: Site Visit Schedule

**The Department of Sociology and Anthropology - Schedule of site visit -
Ben Gurion University of the Negev**

Wednesday, January 04, 2012

Time	Subject	Participants
09:30-10:15	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Rector- Prof. Zvi Hacoen Deputy Rector- Prof. Yael Edan Dean- Prof. David Newman
10:15-10:45	Meeting with head of Faculty of Humanities & Social Sciences	Dean- Prof. David Newman
10:45-11:30	Meeting with the academic and administrative heads of the Department of Sociology & Anthropology	Chair- Prof. Uri Ram Head of Administration: Mrs. Irit Samorai
11:30-12:15	Meeting with senior academic staff (representatives of relevant committees)*	B.A Teaching Committee: Prof. Aviad Raz, Dr. Julia Lerner, Dr. Esmail Nashif M.A. Teaching Committee: Dr. Sarit Helman, Prof. Fran Marowitz, Dr. Nitza Berkovitch Ph.D. Teaching Committee: Dr. Andre Levy Excellence Committee: Dr. Nir Avieli Dep. Seminar Committee: Dr. Uri Shwed Nominations Committee: Prof. Niza Yanai, Prof. Lev Grinberg
12:15-13:00	Meeting with Adjunct academic staff *	Dr. Uri Bibi, Dr. Daniel De-Malach, Dr. Dganit Manor, Dr. Elel Har-Zion-Sahni, Mr.Guy Abutbul, Mrs.Limor Danon
13:00-13:45	Lunch (in the same room)	Closed-door working meeting of the committee
13:45-14:30	Meeting with Junior academic staff (clinical supervisors)*	Mr.Asaf Bondy, Mr.Shie Altar, Mr.Shibi Alon, Ms.Ina Waisenberg, Ms.Michal Shtain, , Mr.Roslan Bershtin, Mr.Aviv Herman, Ms. Hadas Shavit.
14:30-15:15	Meeting with BA students**	

15:15-15:45	Tour of facilities: classrooms, library, offices	Chair- Prof. Uri Ram Prof. Lev Grinberg, Mrs.Irit Samorai, Mr.Tomer Ofri
15:45-16:30	Meeting with MA students**	
16:30-17:15	Meeting with PhD students**	
17:15-18:00	Meeting with Alumni**	Mrs.Inbal Sikurel, , Dr.Gili Baruch, Dr.Eran Fisher, Mr.Shaul Amira, Ms.Amne Atamne, Dr.Roi Tal, Dr.Dror Osnat, Dr.Uri Dorchin
18:00-18:20	Closed-door working meeting of the committee	
18:20-18:45	Summation meeting with head of department	Chair- Prof.Uri Ram
18:45-19:00	Summation meeting with heads of institution	Rector- Prof. Zvi Hacoen Deputy Rector- Prof. Yael Edan Dean- Prof. David Newman

* 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.