



Committee for the Evaluation of Sociology and Anthropology Study Programs

Open University of Israel

Department of Sociology, Political Science and Communication

Evaluation Report

August 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, Political Science and Communication at The Open University of Israel.**

The Committee's visit to The Open University of Israel took place on May 01st, 2012.

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

The Committee thanks the management of The Open University of Israel and the Department of Sociology, Political Science and Communication for their self-evaluation report and for their hospitality towards the Committee during its visit at the institution.

Chapter 3: Evaluation of Sociology, Political Science and Communication Study Program Studies Program at The Open University of Israel.

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

The Open University (OUI) is a unique institution in Israel, designed to offer higher education to those who, for one reason or another, are not able to pursue it through the usual routes. Based on distance learning supplemented by optional face-to-face tutorials, the OUI is available to everyone in Israel (and in some other countries) regardless of previous education or academic objectives. There are no admission requirements and the OUI offers learning with maximum flexibility for those whose commitments and life situations do not permit the concentrated time and effort demanded by traditional university programs. Those who take its courses come from many different populations and backgrounds; they take courses for many different ends, but the OUI strives to serve all with teaching that is equal to the standards of other colleges and universities. In the years since its founding in 1974, the OUI has served hundreds of thousands of students, some taking as few as one course, others pursuing university work through the BA and MA degrees.

The Open University consists of seven broad academic departments. The OUI institutional model is quite different from a traditional university, where frontal teaching is the norm. Emphasizing long distance learning, course delivery entails the extensive use of the Internet and other telecommunication services. As part of this framework, each course is formulated as a multimedia package and the OUI prepares its own textbooks to conform to its course design.

To complement the long distance learning experience, the OUI operates study centers throughout the country. In 2009 there were 63 such locations. The centers provide counseling services and classroom facilities for occasional face-to-face tutorial meetings. To ensure the rigor of course examinations, they take place simultaneously at the centers as well as at Israeli consulates in other countries.

Approximately 46,000 students took undergraduate courses at OUI in the 2008/09 academic year. As noted, the student body is diverse, and includes individuals who need to combine education with work and family responsibilities or with military service, as well as individuals whose matriculation scores were insufficient to gain admission to a traditional university. Some students intend to complete a degree, while others aim to explore a different career or to learn about a particular subject. Currently, about 8% of students are Israeli Arabs, but it is a goal of the administration to increase this percentage. The university offers flexibility to students to set the pace of their studies. While an "accelerated" track that allows the BA degree to be completed in 3 years is offered, most students take longer. For example, the average duration of studies of the 333 graduates of Sociology programs between 2005 and 2009 was 6.4 years, according to the Self Evaluation Report (SER).

The Committee was favorably impressed by the Open University's commitment to deliver quality education to a variety of residents in the country and Israeli citizens abroad who are not able to participate in the traditional higher education learning environment. We are impressed by the thoughtful, and effective, way in which the delivery of courses material is organized and by the care taken to maintain a rigorous examination protocol.

MISSION AND GOALS OF THE DEPARTMENT

The Department of Sociology, Political Science and Communications (hereafter referred to as the Department of Sociology) at OUI was established in 1997. The department has two programs of study in sociology: a general undergraduate program leading to the BA degree, and graduate study leading to an MA in Cultural studies. The sociology program is intended to serve both students who primarily want to enrich their lives by taking a course or two, and students who want to pursue a degree in the field of sociology, perhaps for professional advancement. The goals of the department include developing the student's learning skills and providing the fundamentals for those who want to continue in the social sciences. An aim of the program is to give all students the information, insight, and tools to enhance their understanding and appreciation of the social and cultural forces around them, and to examine critically the political and social discourses of daily life and the media. However, the Department of Sociology, similar to other departments in the field in Israel, does not seek to train undergraduate students for specific occupations in the labor market.

STUDY PROGRAMS

Undergraduate Study

The undergraduate program in sociology has three modalities: Sociology as part of a dual-major (since 1993); a single-major sociology BA (since 2007--this replaces a general social sciences major with a sociology specialization); and a sociology minor.

In contrast to other Israeli higher education institutions, OUI students enroll in specific courses rather than in a program or department, and they are not required to declare a major until late in their undergraduate studies. This makes it difficult to determine who is a "sociology student." For the SER, they were identified as students enrolled in at least one sociology course, who had taken at least four earlier courses in sociology, including at least one of the foundation courses in the program (Introduction to Social Sciences, Introduction to Sociology, Introduction to Anthropology, Trends in Israeli Society). Using this criterion, the number of sociology students is approximately 2,500. Unlike in most Israeli universities, this number has not declined, but even increased slightly in the 2005-2009 period.

According to information presented in the SER, the number of sociology graduates in 2009 was 56; for the longer period, 2005-2009, the number was 333. Many of these students

graduated in the management & sociology dual program. While the graduation rate is low, the committee does not perceive this as a problem because most students enrolled in the program have no plans to complete a degree; their goals often are personal enrichment. Further, a considerable number of students who intend to complete a BA degree transfer instead after a year to a traditional university. Credits earned at OUI are widely accepted by other institutions and there are even formal agreements with some universities to facilitate transfers. The OUI does not view these "dropouts" as losses, but as successes of the program. The Committee concurs in this assessment.

We note that a problem results from the fact that students who wish to earn a degree can delay a choice of major until late in their study program. There was some sense of drift among students and a regret in not selecting courses wisely in their early years of study. We therefore encourage the department to collect information from students in the first sociology course in which they enroll, to ascertain whether they are considering the possibility of completing a degree in sociology. For students with such plans, the department should initiate an advising program about curriculum requirements and efficient pathways to complete the degree.

In general we found the organization of the program to be effective in delivering a quality education. There are different levels of tutoring available to the students, ranging from 1-2 meetings per semester to bi-weekly meetings, with a modest additional fee charged for the more intensive tutorial. Sociology students and alumni indicate that the tutors are readily available, engaged and supportive, and they report high satisfaction with them.

The technological support for teaching is extensive, and includes interactive services, course webpages with materials, forums, and, in some courses, recorded videos of tutorial sessions that can be viewed online. The Committee encourages the department to increase the availability of the recorded tutorial sessions. Furthermore, given the difficulty faced by students in accessing a library, the committee recommends the expansion of digital collections (books and articles) available to students.

Course evaluation consists of written assignments submitted at fixed times throughout the semester and a final exam that is offered in study centers around the country. Assignments and exams are prepared in advance so evaluation standards are relatively consistent across tutors. In most respects we found the organization of the program and the delivery of educational services to be well thought out and effective.

Despite our praise of the OUI operation, there is a matter of concern to the Committee. The number of credits for the BA degree is in line with the requirements at other universities-- 108 credits for the single major in sociology, 66 for the dual major, out of 128 required for the degree. However, most of the sociology courses at OUI are 6 credit courses, in contrast with 3-4 credits for similarly named courses at other universities. The consequence of the higher number of credits is that OUI students need to take fewer courses for the BA degree than is the case at other institutions. It may be that the OUI courses are more comprehensive and deserve 6 credits, but this was not apparent to the Committee from an examination of several syllabi. We have also determined that several of the universities that accept OUI transfers assign credit for coursework taken at OUI on the basis of their own

course credit system, not OUI's. Thus, while we consider the OUI courses to be well crafted and of good quality, there is an issue of whether the requirements for the BA degree at OUI are equivalent to those at the other universities.

We are not in a position to make a determination on this matter. However, we recommend that the MALAG convene a committee of sociology department members from other universities to evaluate the number of credits that each course should carry, based on the course coverage as described in the syllabus. If this leads to a decision that course credits be reduced, and more courses consequently required for the BA, then the committee recommends that the MALAG take into account the business model of the OUI in its allocation of funding. The delivery of quality education under the OUI model is an expensive undertaking and a decision that additional courses be required will increase the cost of the BA program. Because of the uniqueness of the population served by the OUI, the Committee recommends that if the degree requirements are raised, the MALAG make available additional funding to permit the changes to be implemented.

We remark upon several additional matters. First, in terms of course offerings, one area that is weak is the coverage of anthropology. We encourage the department to pursue its intended plan of hiring an anthropologist and expanding its course offerings in this field. Second, we note that there is an abrupt change from the use of Hebrew materials in elementary courses to a considerable reading demand in English in advanced courses. We recommend that the department maintain its emphasis on English language materials in the advanced courses, but suggest a more gradual progression, possibly by introducing some English language readings and tutorials in elementary courses.

Third, the process of updating courses and developing new ones is time consuming. At OUI, it involves a proposal by a faculty member and evaluation by an internal academic committee and by external experts. Most courses are updated every 7 years, which is a challenge for the department, especially in view of the small number of senior faculty, who are charged with responsibility for these tasks. As a result, there are some courses that have not been updated for periods that are considerably longer than 7 years, which may reduce the relevance of these courses since sociological materials can become quickly outdated. The committee therefore recommends that the department take steps to update its courses within the scheduled 7-year period.

We have a final comment with respect to course materials. While the formal procedures for reviewing and vetting a course are impressive, the results are sometimes less so. The Committee, in its examination of several course syllabi, found some tendency to use textbooks and readings that are quite old, and that do not represent state of the art research. The vetting process should guarantee that courses include fairly recent readings and cover new developments in a field; we suggest that the department keep this objective in mind, especially when selecting external experts.

Graduate Study

The department launched an MA program in Cultural Studies in 2009, which is offered in association with the Department of Literature, Language and the Arts. It has two study tracks--a research track (with thesis), and a non-research track (without thesis). The MA without thesis requires 11 courses (37-45 credits) and an exam, while the research track requires 10 courses (34-37 credits) and a thesis. Tutorial sections are compulsory in this program and senior faculty members teach some of them.

The program currently has 70 enrolled students, with no graduates as yet. Students appear to be very pleased with the program and appreciate their close contact with teachers. The course offerings are strong in the areas of culture, identity and representation, art fields, and cultural theory. However, the students indicated that they tend to exhaust the available courses and that there are few electives in specialized areas within the program. Another challenge faced by the program is the potential difficulty of finding thesis supervisors given the small faculty size at the university. The department notes both of these problems in its SER. Given that the program was launched only in 2009, the department considers it to be in a trial period. The Committee recommends careful monitoring of its development and the formulation of plans to address the outlined challenges.

FACULTY AND TEACHING

Three groups are involved in teaching: senior faculty; junior faculty (course coordinators); and tutors.

Senior Faculty

There are three senior faculty members in the sociology department, two of whom specialize in cultural studies. In addition, the expertise of two senior faculty in the Political Science part of the department overlaps somewhat with sociology. The size of the sociology department appears adequate to accomplish its mission, though there is the challenge for updating courses in a timely manner, as noted above. The Committee concurs with the desire of the department to recruit a senior faculty anthropologist in the near future.

Senior faculty members are responsible for creating new courses and updating existing courses. They supervise course coordinators, find faculty in other universities to write material, and guide the evaluation process. They also supervise BA seminar papers. They do not participate in frontal teaching at the BA level but some do so in the cultural studies MA program and also supervise MA theses. Unlike at other universities in Israel, senior faculty at OUI do not have tenure, but rather have renewable contracts. This does not appear to produce much stress, however, since the rate of contract renewal is quite high. The Committee was told that to compensate for the lack of tenure, OUI faculty members receive a higher salary than those at other Israeli universities.

Course Coordinators

Course coordinators are responsible for the teaching aspects of the courses: recruiting and supervising tutors, helping to choose external instructors for seminar papers, and monitoring the course web site. There are 12 course coordinators in the sociology program, of which 7 have Ph.D.s and one is a Ph.D. candidate. Course coordinators are responsible for overseeing between 1-4 courses, which can be heterogeneous in subject matter and in size. All 9 coordinators with whom the Committee met did additional work to improve their salaries, including tutoring (most coordinators are also tutors, especially in advanced courses), supervising seminars, and grading seminar papers. The coordinators we met have worked at the OUI for at least 5 years and one has worked there for 32 years, since the start of the department. The fact that there is little turnover suggests that they like working at OUI despite concerns they have about the position, noted below.

The Committee sensed an underlying tension among the course coordinators, especially those with Ph.D.s. The apparent root of the tension is that many coordinators feel that they have academic degrees and training that are equivalent to senior faculty, but find themselves in a situation of career blockage in that there is no promotion progression into the senior faculty ranks. Their job tasks are clearly specified with little opportunity for creative work such as designing courses, and they work under the close supervision of senior faculty. Thus they feel they are "second class citizens" in the department, unappreciated and taken for granted.

The OUI has attempted to address this tension by creating a new rank ("level-4") within the coordinator position that is equivalent to the lower level of senior faculty. This is a significant change at OUI and provides coordinators with a way of enhancing their professional status by conducting research in addition to their teaching duties. The department currently has two level-4 positions. The Committee recommends that OUI add to the number of these positions as well as consider ways to create more opportunity for course coordinators to compete for senior faculty jobs when openings occur.

An additional source of stress among course coordinators concerns earnings instability. As contract workers, they have no basic salary; rather, the number of courses and students they teach determines their remuneration. A course may be cancelled or held only every other semester if the number of students decreases. Some of the coordinators with whom we met felt that this situation created pressures to lower standards in order to attract more students, a strategy which would seem to contradict the commitment of OUI to maintaining high standards, though the use of a uniform final exam limits the extent to which standards can be eroded.

The OUI has sought to address this concern by providing course coordinators with more earnings stability. They have instituted a 3-year moving average of earnings determination, with the subsequent year's earnings restricted to a narrow band around the predicted average. As a result, we were told, no coordinator has experienced a salary reduction of more than 5% in the past year. Thus, in practice, there is now relatively little variation, though even a 5% decline in salary can produce difficulties for a family. Since course coordinators tend to work at the OUI for many years, it is in the interest of the department

to continue to address the anxiety on this issue, and the committee recommends that the department continue its discussions with the course coordinators.

Tutors

Tutors are employed on a semester basis and are responsible for conducting tutorial sessions, grading assignments and exams, and providing other course support as necessary. The department employs 30-40 tutors per semester. They are paid on a per-course basis, based on demand. The number of hours and number of students served determines salary. They are contract workers, not considered to be staff of the OUI; in many ways they are comparable to adjuncts at other institutions. Of the 13 tutors we met, 4 had Ph.D.s, 4 were Ph.D. students, and 5 had MAs. Their experience as tutors at the Open University ranged from 4-17 years.

The tutors with which the Committee met expressed a number of positive reasons for working at the OUI: they found teaching diverse students from different populations to be rewarding and they liked the flexibility to manage family life, especially when raising small children. Many had enough work at the OUI that they did not need to seek additional employment as adjuncts at other institutions.

On the other hand, tutors felt that their workload was very heavy (especially checking assignments); travel reimbursement to visit teaching centers was sometimes inadequate to cover expenses; there is no opportunity to advance beyond the position of tutor; and there is great uncertainty about schedules, as they often do not know what they will teach until the last minute. The Committee recognizes that many of these issues are inherent in the model of education that characterizes OUI, with tutoring assignments determined each semester by enrollment. At the same time, we urge the OUI to consider ways of providing tutors with greater predictability of employment and some forecasting of likely class schedules.

RESEARCH

According to the SER the senior faculty are expected to conduct research at an internationally recognized level and publish regularly in academic journals. The list of fields in which they teach and conduct research covers a panorama of interests, such as Israeli culture, gender and ethnic relations, gay and lesbian studies, military and society, education, citizenship, labor migration, popular music, political economy, and mass media.

For senior faculty the expectations for research are the same as in other universities in Israel, and affect both appointment and promotion decisions. To facilitate research, the senior members are entitled to sabbaticals and funding for international academic activities, such as attending conferences, at levels comparable with the benefit package at other Israeli universities. In addition, faculty members compete for external competitive grants, sometimes successfully, though most of their research funds come from the Research Authority of the OUI.

Course coordinators are not required to conduct research as part of their employment contract, but some do, and this engagement is encouraged by the OUI, with funds provided for research expenses and for attendance at meetings when a paper is being presented. The OUI covers tuition fees and offers scholarships to course coordinators who are pursuing advanced studies. Further, the new rank of level-4 coordinator is intended to recognize research productivity.

The senior faculty members are productive in research output, with quality books and articles, the latter mainly published in specialty journals. They are well-regarded scholars in Israeli academic circles, especially for their work on cultural and military topics. In addition, other Israeli universities assign the course texts that they produce, along with edited volumes that sometimes contain Hebrew translations of foreign language articles. By contrast, only a few of the coordinators have produced significant research work, though they have made contributions to the preparation of the OUI course texts.

INFRASTRUCTURE

The Committee visited the main campus in Ra'anana. The department's senior faculty and course coordinators are comfortably located in modern, spacious, well-furnished and technologically equipped offices on the main campus in Ra'anana. In addition, the OUI operates 63 study centers around the country where face-to-face tutorial sessions are held for local study groups. The teaching operation functions to a large extent through a massive advanced computer network system based in the Ra'anana campus. All students can communicate with the teaching staff, particularly with tutors, and observe on their personal computers the lectures and discussions broadcast from eight studios in the Ra'anana center. Internet-connected computers are available in the study centers for students who do not have access from home. The Ra'anana campus is impressive in its attractive architecture, open spaces, convenient conference rooms and other facilities.

The library on the Ra'anana campus occupies a four-story building, though the Committee's impression is that it seems not to get much use by students. The library's holdings are limited in print books, though fairly rich in electronic holdings. Students mostly use the materials forwarded to them in a packaged box that contains the textbook and related aids assigned for a course; this is mailed to them soon after registration. The library facilitates access to books and other academic materials, which are mailed from its collection (for a fee) or obtained from inter-library loan.

RECOMMENDATIONS AND SUGGESTIONS

Our summary impression of OUI is that it addresses an important need in Israel by providing access to higher education for a diverse group of people whose commitments and life situations do not permit the concentrated time and effort demanded by traditional university programs. With respect to the Department of Sociology, our concerns largely relate to the maintenance of high quality instruction and to addressing the needs of the

faculty members who bear the risks associated with variable demand (the course coordinators and tutors). Our main recommendations largely reflect these concerns.

The Committee recommends that:

1. Within two years - A committee be convened, consisting of representatives from universities that receive students transferring from the Open University, to evaluate the number of credits each OUI course should carry. If the review leads to a determination that more courses should be required for the BA degree (because of a reduction in course credits), then in light of the uniqueness of this institution and its importance to Israel, the Committee further recommends that additional funds be allotted to the OUI by the MALAG to compensate for the added costs.
2. Within two years - The department pursues its intended plan of hiring an anthropologist in order to be able to offer more courses in this field.
3. Within two years - The department implements a more gradual progression in the use of English language readings in courses, introducing some materials early in the study sequence, even in introductory courses.
4. The department updates its courses more frequently and enforces the requirement that each course is revised within 7 years.
5. There should be continued monitoring of the new MA in Cultural Studies to address the challenges noted in the Self-Evaluation Report and ensure the quality of the program.
6. The OUI continue to add level-4 positions and consider other ways to create opportunities for course coordinators, such as by encouraging them to compete for senior faculty vacancies when there are openings.
7. Within two years - The OUI discuss with course coordinators strategies for further minimizing salary fluctuations and making future teaching assignments more predictable.

Signed by:

Sy Spilerman

Prof. Seymour Spilerman,
Chair

Arne Kalleberg

Prof. Arne Kalleberg

Herbert A. Lewis

Prof. Herbert Lewis

Florenca Torche

Prof. Florenca Torche

Yitzhak Samuel

Prof. Yitzhak Samuel

Moshe Shokeid

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.

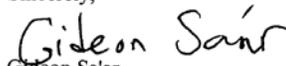
The composition of the Committee will be as follows: Prof. Seymour Spilerman (Chair), Prof. Arne Kalleberg, Prof. Herbert Lewis, Prof. Leslie McCall, Prof. Yitzhak Samuel Prof. Moshe Shokeid and Prof. Florencia Torche.

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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Appendix 2: Site Visit Schedule

Sociology & Anthropology - Tentative schedule of site visit
Open University of Israel

Tuesday, May 1, 2012

Time	Subject	Participants
09:00-	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment President Vice President for Academic Affairs Dean of Academic Studies Dean of Research Dean of Academic Development and Educational Technologies Head of the Evaluation Department	Prof. Hagit Messer-Yaron Prof. Judith Gal-Ezer Prof. Sonia Roccas Prof. Anat Barnea Prof. Yoav Yair Dr. Ronit Bogler Dr. Relly Brickner
09:45-	Meeting with the academic and administrative heads of the Department of Sociology, Political Sciences & Communication Chair of the Department and of the Sociology Division	Dr. Zeev Rosenhek
10:30-	Meeting with senior academic staff (representatives of relevant committees)* Senior faculty of the Sociology Division Chair of the Sociology, Political Science and Communication Academic Sub-committee	Prof. Motti Regev Dr. Dafna Hirsch Prof. Tamar Hermann
11:15-	Meeting with academic teaching staff *	Dr. Mattat Adar-Bunis, Dr. Ronen Fridman, Dr. Netta Ha-Ilan, Dr. Dana Kachtan, Dr. Gal Levy, Dr. Mohammad Massalha, Ms. Ronit Grossman, Mr. Yoav Rudnicki, Mr. Pinhas Stern, Ms. Simona Wasserman, Ms. Orna

		Zainfeld
12:00-	Meeting with tutors*	Dr. Guy Abutbul, Ms. Neta Arnon-Shoshani, Ms. Irit Assa, Ms. Carmel Blank, Ms. Michal Fishelson, Dr. Limor Gabay-Egozi, Ms. Michal Hisherik-Amosi, Ms. Tal Meler, Ms. Ayelet Lev-Ami, Mr. Omri Rosenkratz, Ms. Rita Rosmarin, Dr. Yitzhak Stenberg, Ms. Yana Zaika-Feldman
12:45-	Lunch (in the same room)	Closed-door meeting of the committee
13:30-	Meeting with BA students**	
14:15-	Meeting with MA students**	
15:00-	Tour of campus (Multimedia studios, library, offices of faculty members, computer labs etc.)	Guided by Prof. Yoav Yair (Dean of Academic Development and Educational Technologies).
15:30-	Meeting with Alumni**	Ms. Rauda Abu-Riah, Mr. Erez Amsalem, Ms. Tal Ben-Nun, Ms. Dana Cohen-Chen, Mr. Sofia Glinkin, Ms. Gili Harari, Ms. Einat Kaarur, Ms. Avital Niderhoffer, Ms. Einat Levi, Ms. Orly Saranga, Ms. Keren Soaretz, Ms. Rachel Sofrin, Ms. Hagit Veger, Mr. Tomer Yudlevitch
16:15-	Closed-door meeting of the committee	
16:45-	Summation meeting with head of department	Dr. Zeev Rosenhek
17:15-	Summation meeting with heads of institution President Vice President for Academic Affairs	Prof. Hagit Messer-Yaron Prof. Judith Gal-Ezer Dr. Ronit Bogler

* 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.