Self-Evaluation Report

January 2024

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Introduction

The following self-evaluation document is designed to assist the department/school in conducting a thorough self-assessment and reviewing its performance. The document is divided into several sections; each relating to a different self-evaluation aspect.

The document uses the 5-point Likert scale questions and statements to allow the department/school to present a clear view of its self-perception and analysis.

Each section includes:

1. Review and description of the current state of the department/school, based on a number rating scale.
2. Strengths and weaknesses/challenges identified during the self-evaluation process.
3. Strategy for addressing the identified weaknesses and challenges, as well as a strategy for future development.
4. Supporting documents.

To answer the self-evaluation successfully, departments/ schools should take the following measures:

- The department/school should assess its performance in every one of the sections.
- The department/school should explain its quantitative assessment based on the self-review process, identifying strengths and challenges, and relevant supporting documents. **The explanation should not exceed the designated space.**
- The report should be written in a uniform font, size 12, 1.5 line spacing.
- All supporting documentation (including the attached Excel tables) **should be included in an appendix.**
- Official documents (such as policies, regulations, etc.) can be submitted in Hebrew. Please provide an English summary of the content. If the document is available in English, please provide it along with the Hebrew version.
- If a question or table is irrelevant, you may answer as such but must explain why.
- All answers should be complete, i.e. include the question in the response and reply in full.
- **The self-evaluation and data collection answers must be submitted in English.**
- **CVs and Syllabi must be submitted in English.**
- The self-evaluation report must be approved by the president/rector in an attached cover letter.
- Please submit the self-evaluation report via a digital sharing tool (e.g. Dropbox or Google Drive). A detailed explanation on submission can be found in the **Guide for submission** chapter at the end of this document.

Executive Summary

A. A summary of the main strengths and weaknesses/challenges identified during the self-evaluation process.

B. A short description of the actions that the institution, the parent unit, and the department will take to improve the weaknesses and tackle the challenges that were found.

C. A summary of how the study program has achieved its mission, goals, and learning outcomes. Do the results comply with its mission statement?

1. The institution and the parent unit

1.1. A summary describing the institution and its development since its establishment; the date of recognition by the Council for Higher Education; details of the campus/es where the institution's teaching activities take place (number and location).

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

1.3. The name of the parent unit, its mission statement, aims, and goals.

1.4. What is the decision-making process for developing and updating the parent unit's mission, aims, and goals? How are they reviewed and monitored?

Supporting documents:

I. A chart of the institution's organizational structure and the names of senior academic and administrative position holders.

II. **Table 1 - Number of students and faculty members in the Institution** (Excel appendix).

III. List the committees operating within the parent unit and their composition (representatives of which departments/bodies are members).

IV. A chart of the unit's academic and administrative organizational structure (including relevant committees), names of senior academic and administrative position holders, and a list of departments/study programs operating within its framework.

V. **Table 2 - Number of students and faculty members in the Parent Unit** (Excel appendix).

2. Internal Quality Assurance

Please indicate to what extent the following statements apply
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

2.1. The current self-evaluation process was conducted according to the institutional QA policy.

	1	2	3	4	5

Short explanation: _____
_____
_____
_____

2.2. The following stakeholder's part in the self-evaluation process.

	1	2	3	4	5
Institution's management					
Parent unit					
Department faculty					
Adjunct faculty					
Students					
Administrative staff					
Other (please specify)					

Short explanation: _____

_____

_____

2.3. If the department underwent a QA review by the CHE in the past, to what extent were the previous recommendations implemented?

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5

Short explanation: _____

_____

_____

2.4. After completing the Self-Evaluation process, was a concrete action plan set in place to address the challenges that were highlighted by it?

Yes / No

2.5. If answered yes in 2.4 – the following stakeholders are involved or support the action plan:

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Institution					
Parent unit					
Department					
Other (please specify)					

Short explanation: _____

_____

_____

2.6. Is the full Self-Evaluation Report accessible? If so, to whom is it accessible and to what extent?

2.7. List strengths, weaknesses, and challenges of the Self-Evaluation process, and describe the strategy for development and improvement: 300-500 words

2.8. Overall, in this section (Internal Quality Assurance), the department's performance is:

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

Supporting documents:

I. The institutional Quality Assurance policy (including processes, data collection, and responsible bodies)

II. If the unit was evaluated in the past by CHE or internally: table of the previous evaluation committee recommendation, their implementation, and the follow-up process (address each recommendation separately)

3. The Department and the Study Program

3.1. Study Programs

Outline:
1. The Study Program/s
2. Training and Fieldwork
3. Community Engagement
4. Internationalization
5. Summary

3.1.1. The Study Program/s

A. The department's name, study program/s, and a summary describing its development since its establishment: 800-1000 words

B. The mission statement, aims, and goals of the department and the study programs. What is the strategic plan of the department and its study programs? (Address the decision-making process, revision, and monitoring).

Please indicate to what extent the following statements apply
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

1) The department's mission, aims, and goals, as defined, contribute to the department's performance and advancement:

	1	2	3	4	5

Short explanation:

_____

_____

_____

_____

C. To what extent do the following reflect the mission and goals of the study program (table per each program/degree level)

	1	2	3	4	5
Content					
Structure					
Scope					

Short explanation:

_____

_____

_____

_____

D. Specify any fundamental changes in the study program/s during the last five years and planned (upcoming year) changes in the study program/s.

E. The following statements refer to the responsible bodies and the departmental decision-making processes regarding the study program/s:

	1	2	3	4	5
There is a correlation between the outlined process and its implementation.					
The process is structured.					
The process is transparent.					
The process meets the department's needs.					
The frequency of program review by the institution.					

Short explanation:

_____

_____

_____

_____

Supporting documents:

I.   A chart of the department's academic and administrative organizational structure (including relevant committees and names of senior position holders).

II.   A flow chart of the program presenting the program from 1st year to graduation. The chart should show the "program at a glance" at all degree levels.

III.   **Table 3 - The Study Program** (Excel appendix), last year of report.

3.1.2. Training and Fieldwork

Describe the training/fieldwork/internship required in the program/s, including its content and scope. (up to 500 words)

Describe the placement process procedure. (up to 500 words)

Please indicate to what extent you find the following indicators satisfactory

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

A. The following questions refer to the practical training component/s of the program:

	1	2	3	4	5
Scope of training					
Process, mechanisms, and criteria for selecting places for training by the institution/department					
Guidance/follow-up process.					
Methods applied to evaluate student performance					

Short explanation: _____

_____

_____

_____

B. If the department offers specific courses with a practical training component, please list and describe briefly the courses.

Supporting documents:

I.   List of places of training (including the number of students in each).

3.1.3. Community Engagement

Describe the conducted activities and engagement with the community in the program/s, including its content and scope. (up to 500 words)

Please indicate to what extent you find the following indicators satisfactory

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

A. The following questions refer to the community engagement component/s of the program:

	1	2	3	4	5
Relevance to the study program					
Scope of community engagement					
Involvement of students					
Involvement of faculty and staff					
Measurable impact of community engagement					

Short explanation: _____

_____

_____

_____

B. Describe the methods and mechanisms to measure the impact of community engagement for the students and the community

3.1.4. Internationalization

Please indicate to what extent the following statements apply

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

A. Describe the institutional vision and strategy for Internationalization: 500-600 words
B. What is the institutional/departmental policy regarding the language of instruction?

C. The following questions refer to the international policy and features of the department:

	1	2	3	4	5
Implementation of the institutional vision and strategy by the department					
Connection and cooperation with the institutional international office					
International research cooperation of faculty members					
International teaching cooperation					

Short explanation: _____

_____

_____

_____

D. Describe the international features of the study program/s

E. The following questions refer to the existence and operation of supporting mechanisms of international features:

please indicate to what extent the following mechanisms exist and operate
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Quality assurance of international courses					
Support mechanism for faculty to teach in English					
Mechanism/system for credit transfer					
Support for international faculty at the department					
Support for international students at the department					

Short explanation: _____

_____

_____

_____

Supporting documents:

I. Number of EMI courses
II. **Table 4 - of Inbound and Outbound Students - last 3 years** (Excel appendix).

3.1.5. Summary:
A. List strengths, weaknesses, and challenges of the study program, and describe the strategy for development and improvement of the study program: 300-500 words
B. Overall, in this section (the department and the study program), the department's performance is:

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

3.2. Teaching and Learning Outcomes

Outline:

1. Teaching
2. Learning Outcomes
3. Summary

3.2.1. Teaching

A. The following statements refer to the services and support provided by the Teaching and Learning Center:

Please indicate to what extent the following are offered within the center:
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Training new faculty					
Training current faculty					
Techno-pedagogical support					
Other (please specify)					

Short explanation: _____

_____

_____

_____

B. The current teaching regulations are:

Please indicate to what extent the following statements apply:
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Transparent					
Implemented and acted upon					
Periodically reviewed and updated					

Short explanation: _____

_____

_____

_____

C. If used, please indicate the level of effectiveness of the following methods to evaluate quality teaching:

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Peer review					

Teaching surveys					
Self-assessment					
Review by the department chair					
Other (please specify)					

Short explanation: _____

_____

_____

_____

Supporting documents:

- I. Teaching regulations
- II. Teaching and Learning Center policy and activities
- III. Student surveys

3.2.2. Learning Outcomes

A. What are the Intended Learning Outcomes (ILOs) for a graduate? (Please refer to each track and each degree level separately).

B. How frequently are the ILOs reviewed, and by whom?

C. The following statements refer to the ILOs for a graduate:

Please indicate to what extent the following statements apply
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Reviewed and updated periodically					
Known and published to faculty					
Known and published to students					
Correlate with the content and courses being taught					

Short explanation: _____

_____

_____

_____

D. To what extent the student evaluation methods (such as exams, assignments, final projects etc.) are:

	1	2	3	4	5
Appropriate to the content					

Evaluating students' performance					
Fit and demonstrate the program's aims and goals					

Short explanation: _____

_____

_____

_____

Supporting documents:

I. Table: method of evaluation (such as exams, assignments, final projects etc.) and the percentage of its use in the program.

II. Histogram: Distribution of the final grades over the last three years (in all degree levels).

3.2.3 Summary

A. List strengths, weaknesses and challenges of teaching and learning outcomes, and describe the Strategy for development and improvement of the teaching and learning outcomes: 300-500 words

B. Overall, in this section (Teaching and Learning Outcomes), the department's performance is

(1=unsatisfactory, 2=needs major improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

3.3. Students

Outline:
1. Admission and graduation
2. Graduate studies
3. Student support services
4. Alumni

3.3.1. Admission and Graduation

A. Describe the Process of setting the admission requirements/criteria (up to 500 words)
B. Describe the requirements/criteria for advancement from year to year (up to 500 words)
C. The following refers to the **admission criteria to the program**, for all degree levels and study tracks.
   Please indicate to what extent the following aspects exist:

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Enable admission of suitable candidates					
The department is involved in setting the criteria					
Flexibility in the criteria (on probation status)					
It is periodically reviewed and modified					

Short explanation:

_____

D. The following refer to the **criteria of advancement from year to year**.
Please indicate to what extent the following aspects exist:

	1	2	3	4	5
Enable progression of suitable students					
The department is involved in setting the criteria					
Flexibility in the criteria (on probation status)					
It is periodically reviewed and modified					

Short explanation:

_____

E. The following refer to the **criteria for completion of studies**.
Please indicate to what extent the following aspects exist:

	1	2	3	4	5
Enable graduation of suitable students					
The department is involved in setting the criteria					
Flexibility in the criteria (on probation status)					
It is periodically reviewed and modified					

Short explanation:

_____

F. List strengths, weaknesses and challenges of admission and graduation, and describe the strategy for development and improvement of admission and graduation: 300-500 words

Supporting documents:

    I.   Table: entry requirements/criteria for the program (for all degree levels, including "on probation" status).

    II.   Histogram: the range of psychometric test scores (or the equivalent) and the range of matriculation averages of the students admitted to the program in the last five years.

    III.   **Tables 5 - Student Registration, Table 6 - Student Dropout Rate** (Excel appendix).

3.3.2. Graduate Studies

A. Describe the institutional/faculty/departmental policy regarding supervising graduate students (who can supervise, limit on the number of students, follow-up mechanisms).

B. To what extent are the graduate programs (MA/MSc and Ph.D.) structured and include mechanisms to monitor students' progress

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
MA/MSc structure					
PhD structure					
MA/MSc mechanisms of monitoring					
PhD mechanisms of monitoring					

Short explanation:

C. What is the correlation between the official and de facto period for degree completion?

D. List strengths, weaknesses, and challenges of graduate studies and describe the strategy for the development and improvement of graduate studies: 300-500 words

Supporting documents:

    I.   List of mandatory/elective courses that provide and teach research/soft skills.

    II.   List of financial support/fellowships for graduate students.

3.3.3. Student support services

A. Describe how the academic counseling system operates. (up to 500 words)

B. The following student support services offered meet the needs of the student population:

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Academic counseling					
Financial					
Students with special needs					
Job placement					
Other (please specify)					

Short explanation: _____

_____

_____

_____

The institutional mechanism to address student complaints is:

C.   1=not at all 2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Accessible					
Clear and transparent					
Protects students' rights					

Short explanation: _____

_____

_____

_____

D. List strengths, weaknesses and challenges of student support services and describe the strategy for development and improvement of student support services: 300-500 words

Supporting documents:

   I.   List of financial aid available to students (including scholarships for outstanding students).

   II.   Description of the job placement services, and success rates in job placement.

   III.   Institutional policy regarding student complaints.

3.3.4. Alumni

To what extent do the following statements (A, B) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

A. The department regularly and systematically collects data regarding its alumni:

	1	2	3	4	5

Short explanation:

_____

_____

_____

_____

B. The department reviews its performance and its mission and goals based on the data collected and adjusts them if necessary:

	1	2	3	4	5

Short explanation:

_____

_____

_____

_____

C. List strengths, weaknesses and challenges regarding Alumni and describe the strategy for development and improvement of Alumni engagement: 300-500 words

Supporting Documents:
I. Table/Chart - integration of alumni (up to 7 years from graduation) into the labor market: where they have found employment, what positions they hold, and how much time has elapsed between graduation and employment.
II. Table/Chart – The number of students that continue their studies to advanced degrees (specify the area of study and degree level).
III. Table/chart – the percentage of graduates who pass the national licensing examination (if relevant).

3.3.5. Overall, in this section (Students), the department's performance is:

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

3.4. Academic Faculty and Human Resources

Outline:
1. Policy
   a. Institutional
   b. Departmental
2. Department Chair and Departmental Committees
3. Academic Faculty

4. Professional and Pedagogical Development
5. Technical and Administrative Staff

3.4.1. Policy

Describe the departmental process for recruitment and promotion of faculty.

To what extent do the following statements (A, B) apply?

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

A. Institutional policy for faculty recruitment and promotion:
1) The procedure is transparent and accessible to all faculty members

	1	2	3	4	5
Recruitment					
Promotion					

Short explanation: _____

_____

_____

_____

2) There is a correlation between the policy and its implementation

	1	2	3	4	5
Recruitment					
Promotion					

Short explanation: _____

_____

_____

_____

3) The policy is appropriate to the academic culture of the study field

	1	2	3	4	5
Recruitment					
Promotion					

Short explanation: _____

_____

_____

_____

B. Departmental policy and procedures:
1) The departmental processes for faculty recruitment and promotion contribute to the development and evolution of the department.

	1	2	3	4	5
Recruitment					
Promotion					

Short explanation:

_____

_____

_____

_____

2) The process for faculty recruitment and promotion is structured, clear, and transparent to all faculty members.

	1	2	3	4	5
Recruitment					
Promotion					

Short explanation: _____

_____

_____

_____

C. List strengths, weaknesses and challenges of recruitment and promotion policies and describe the strategy for development and improvement of recruitment and promotion policies: 300-500 words

Supporting documents:
   I.   The institutional policy for recruitment and promotion of faculty.
   II. Examples of the procedure carried out in recent (5 years) recruitment and promotion cases.

3.4.2. Department Chair and Departmental Committees
Department chair
A. Describe the policy and procedure for the appointment of department chair (up to 500 words)
B. Review of the Chair's appointment duration, re-appointment procedure, prerequisites, and managerial authority.

To what extent do the following statements (1,2) apply?
(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

1) The prerequisites, the rules, and the criteria for the appointment of the department chair are appropriate, clear, and transparent.

	1	2	3	4	5
Prerequisites					
Rules and criteria					
Transparency					

Short explanation: _____

_____

_____

_____

2) The Chair has sufficient managerial independence and power and the duration of the position of the Chair.

	1	2	3	4	5
Managerial independence					
Managerial power and authority					
Duration					

Short explanation: _____

_____

_____

_____

C. To what extent do the Departmental Committees meet the following:

	1	2	3	4	5
Clear appointment policy					
Clear operational mandate					
Efficient					
Representative					
Transparent					

Short explanation: _____

_____

_____

_____

C. List strengths, weaknesses and challenges of the department's management and administration, and describe the strategy for development and improvement of the department's management and administration: 300-500 words

Supporting documents:

    I.   Policy and procedure for the appointment of department chair.
   II.   The departmental committees and their mandates.
  III.   Policy/process for committee appointments.

3.4.3. Academic Faculty

To what extent do the following statements (A-C) apply?

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

A. The current faculty size is adequate to the department's needs:

	1	2	3	4	5
Teaching					
Research					

Short explanation: _____

_____

_____

_____

B. The current faculty provides appropriate coverage of the subfields within the subject matter:

	1	2	3	4	5
Teaching					
Research*					

Short explanation: _____

_____

_____

_____

*Based on the department's vision and strategic plan.

C. There is a correlation between faculty's research field and their teaching.

	1	2	3	4	5
Correlation					

Short explanation: _____

_____

_____

_____

D. List strengths, weaknesses and challenges regarding the department's faculty and describe the strategy for development and improvement for the department's faculty: 300-500 words

Supporting documents:

I. **Tables 7-12 – faculty employment, tenured; non-tenured; adjunct faculty, recruits and retirements** (excel appendix).

II. Table of faculty according to sub-field specialization.

3.4.4. Professional and pedagogical development of faculty

To what extent do the following statements (A, B) apply?

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

A. The departmental/institutional opportunities for **professional development** are adequate.

	1	2	3	4	5
Activities					
Frequency					
Impact					

Short explanation: _____

_____

_____

_____

B. The departmental/institutional program/opportunities for **pedagogical training and development** are adequate.

	1	2	3	4	5
Activities					
Frequency					
Impact					

Short explanation: _____

_____

_____

_____

C. List strengths, weaknesses and challenges of professional and pedagogical development of faculty, and describe the strategy for development and improvement of professional and pedagogical development of faculty: 300-500 words

Supporting documents:

I.   List of professional development activities and opportunities (last three years).
II. List of pedagogical training and development activities and opportunities

E. Overall, in this section (Academic faculty), the department's performance is

(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

3.4.5. Technical and administrative staff

To what extent do the following statements (A, B) apply?

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

A. The department's technical staff is appropriate to the department's needs:

	1	2	3	4	5
IT					

Lab technicians					
Other (please specify) *					

short explanation: _____

_____

_____

_____

*Add rows if needed

B. The department's administrative staff is appropriate to the department's needs and size.

	1	2	3	4	5

Short explanation: _____

_____

_____

_____

C.   List strengths, weaknesses and challenges regarding technical and administrative staff and describe the strategy for development and improvement of technical and administrative staff: 300-500 words

Supporting documents:

I.   Table of Technical staff (name, position, responsibilities)
II.   Table of Administrative staff (name, role, responsibilities)

3.4.6.   Overall, in this section (Human Resources), the department's performance is
(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

3.5. Diversity

A. Describe the main initiatives/actions by the department to enhance diversity
B. Does the institution/department have a gender equality policy?

Yes/No

If marked yes, please describe the main principles of the policy.

1) The department acts to fulfill the existing policy and goals set for gender diversity.

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Academic faculty					
Administrative faculty					
Students					

Short explanation:

_____

_____

_____

C. Does the institution/department have a minority, equality and/or diversity policy? Yes/No

1) If marked yes, please describe the main principles of the policy.
The department acts to fulfill the existing policy and goals set for minority diversity.1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

	1	2	3	4	5
Academic faculty					
Administrative faculty					
Students					

Short explanation:

_____

_____

_____

C. List strengths, weaknesses and challenges of diversity in the department, and describe the strategy for development and improvement of diversity in the department: 300-500 words

D. Overall, in this section (Diversity), the department's performance is
(1=unsatisfactory, 2=needs major improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

Supporting documents:

I. Institutional/departmental policy on diversity
II. Institutional/faculty/departmental policy regarding students with special needs.
III. **Table 13 - Gender Equality, Table 14 – Equality of Minorities** (excel appendix)

3.6. Research

A. Provide an overview of the department's research activities (up to 1000 words):

- Prominent research fields and activities.
- Past and present research impact and most significant research contributions.
- Development plans.
- Possible challenges and opportunities.

To what extent do the following statements (B, C) apply?

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

B. The department's research activities correspond with the institution's overall mission and goals.

	1	2	3	4	5

Short explanation: _____

_____

_____

_____

C. The department's methods and tools used for evaluating faculty research are in line with the practices in the field.

	1	2	3	4	5

Short explanation: _____

_____

_____

_____

D. List strengths, weaknesses and challenges of research in the department, and describe the strategy for development and improvement of research in the department: 300-500 words

E. Overall, in this section (Research), the department's performance is
(1=unsatisfactory, 2=needs major improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

Supporting Documents:

I. **Tables 15-16 - Research Resources, Research Activities** (Excel appendix).
II. List: research cooperation activities by department members both in Israel and abroad (last five years).
III. List the research infrastructure of the faculty: research laboratories, research centers, specialized equipment, and budget for maintenance (level and sources of funding).
IV. Journal ranking used by the department when evaluating faculty publications/list of journals used.

V.   Institutional IP policy.

3.7. Infrastructure
Outline:
1. Physical infrastructure
2. Libraries and databases

3.7.1. Physical infrastructure
To what extent do the following statements (A, B) apply?

1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully

A. The physical infrastructure is appropriate and meets the department's needs:
  1) Faculty office space

	1	2	3	4	5
Location					
Quantity					
Quality					

Short explanation: _____

_____

_____

_____

  2) Administrative staff office space

	1	2	3	4	5
location					
Quantity					
quality					

Short explanation: _____

_____

_____

_____

B. The existing infrastructure meets the department's teaching/instruction needs:
  1) Study classes

	1	2	3	4	5
Location					
Quantity					
Quality					
Technological infrastructure					

Short explanation: _____

_____

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2) Teaching labs (if relevant)

	1	2	3	4	5
Quantity					
Number of student seats					
Quality of equipment					
Maintenance					
Other					

Short explanation:

3) Computer classes

	1	2	3	4	5
Location					
Number of student seats					
Accessibility – opening hours					
Maintenance					
Remote Teaching and Learning infrastructure					
Other					

Short explanation:

4) Specialized/field-specific infrastructure

	1	2	3	4	5
Quantity					
Number of student seats					
Quality of equipment					
Maintenance					
Other					

Short explanation:

_____

_____

_____

_____

3.7.2. Libraries and databases

To what extent do the following statements (A, B) apply?

A. (1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)   The library enables and assists the teaching and learning process in the department:

	1	2	3	4	5
Location					
Opening hours					
Variety of titles in the subject field					
Number of titles in the subject field					
Study spaces					

Short explanation:

_____

_____

_____

_____

B. The access to databases meets the department's needs:

	1	2	3	4	5
Technological infrastructure					
Variety of databases					
Other					

Short explanation:

_____

_____

_____

_____

3.7.3. Summary:

A. List strengths, weaknesses, and challenges of infrastructure, and describe the strategy for development and improvement of infrastructure: 300-500 words

B. Overall, in this section (Infrastructure), the department's performance is:
(1=unsatisfactory, 2=needs significant improvements, 3=needs minor improvements, 4=satisfactory, 5=highly satisfactory)

	1	2	3	4	5

Supporting documents:

    I.   Campus/es map (indication of the department's location/s)
    II.   Any additional infrastructure used by the department
    III.   List of the teaching laboratories that serve the department (users, equipment, number of seats)
    IV.   List of special equipment and other relevant materials to this section
    V.   List of databases

3.8. Ultra-Orthodox Study Program

Outline:
1. Overview
2. The Study Program
3. Faculty
4. Students
5. Infrastructure

3.8.1. Overview

A. A summary describing the study program: name; date of accreditation and opening; the campus/es where the study program takes place; the connection between the ultra-orthodox and the regular program. (up t0 1000 words)
B. Describe the modifications made in the regular program to adapt it to the Ultra-Orthodox population (e.g. preparatory pre-academic program, faculty, location, tutoring, training for faculty, etc.). Specify the challenges of ensuring that the programs correspond.
C. What are the strengths and weaknesses of the program? What actions are planned and taken to address them?

3.8.2. The Study Program

A. Specify the differences (if exist) in the structure and content of the study program compared to the regular program (Number of semesters, courses/credits required, offered elective courses, different parent unit or supervision? etc.).
B. Describe the rationale for the differences and the mechanisms to ensure the study programs correspond.
C. Describe the methods for evaluating the achievements of students in the study program. What are the differences from the regular program (if any exists), and what are the reasons for it?
D. Final project and/or practical training: describe the requirements; guidance; and evaluation. Please address the differences (if any exist) from the regular program.

3.8.3. Faculty

A. Is the faculty in the ultra-orthodox program different from that in the regular program? Indicate any constraints related to choosing the teaching staff in the program (Gender, sector, academic degrees, etc.), and their implications.

3.8.4. Students

A. Describe the pre-academic preparatory study programs for the ultra-orthodox program. Please address the admission and graduation regulations and the curriculum.

B. To what extent are the student support services given in the ultra-orthodox program similar to the services given in the regular program?

(1=not at all   2=mildly   3=to some extent   4=to great extent   5=fully)

	1	2	3	4	5
Academic					
Personal					
Financial					
Job Placement					
Other (please specify)					

Short explanation: _____

_____

_____

_____

C. Specify the reasons for dropout and measures taken to address it.
D. How does the institution and/or the department maintain contact with alumni?

3.8.5. Infrastructure

A. Describe the overall physical infrastructure that serves the study program (including classrooms, computerization, offices, laboratories, libraries, etc.).
B. Indicate the challenges caused by the physical separation from the main campus.

Supporting documents:

I. List of the program's academic and administrative staff (position, name, title).
II. Student Registration data (please base on **Excel Appendix Table 5**)
III. Student Dropout Rate (please base on **Excel Appendix Table 6**)
IV. Histogram: distribution of the final grades of students in the study program over the last three years, compared with those of students in the regular program.
V. Table/Chart – Integration of alumni (up to 7 years from graduation) into the labor market: workplace, position, relation to study field)
VI. Table/Chart – The number of students that continue their studies to advanced degrees (field of study and degree level)

Signed by:

Dean of Faculty:

Head of program:

QA Supervisor:

Vice Rector:

Guide for Submission

Additional required materials:

1. **Detailed syllabi** in a uniform format*, which includes:
   - Title
   - Name of the lecturer
   - Year offered
   - One- or two-semester
   - Year of program, if relevant
   - How often given, if relevant
   - Number of hours/credits
   - Prerequisites
   - Mandatory or elective
   - Goals/Learning Outcomes (as defined in the self-evaluation report)
   - Course description/summary
   - Week-by-week content, assignments, and readings
   - Assessment method and grade composition
   - Bibliography

   Please note that only the syllabi of the courses that are taught in the academic year during which the quality assessment is taking place should appear in this section (in English).
   *If no uniform format exists, you may use the format provided by the QAD.

2. **Updated curricula vitae** of all faculty members, in a uniform format, which includes:
   - Education
   - Academic and other positions
   - Awards and Fellowships
   - Research areas
   - List of publications

   (In English)

3. Any document that supports the information contained in the Self-Evaluation Report, at the discretion of the institution (in English).

Instructions for digital submission (report and additional materials)

In order for all materials and documents to be easily accessible, please upload as follows:

1. Clearly state the name of the institution, the department and the date.
2. The folders should be named in English in the following order:
   Institution_department_folder name_date
   For example: TAU_Physics_CV_dd.mm.yyyy
3. Files:
   - The names of the files must represent their content (e.g. CV files will be titled with the name of the faculty member, syllabi files will be titles with the name of the course).
   - All files (other than the attached Excel tables should be PDF files.
   - For easier access, please make sure files are no larger than 20MB.
   - Please present every document in a separate file.
   - Please organize the files as follows:

Institute__Syllabi_dd_mm_yyyy
The folder should contain detailed syllabi in English: Each course in aseparate file. The name of the file should be similar to the name of the course.
Example of file names:
Introduction to Behavioral studies.pdf

Institute__CV_dd_mm_yyyy
The folder should contain updated CVs of the staff members in English: Each CV in aseparate file. The name of the file should be the name of the staff member.
Examples:
Avraham Levi.pdf

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

Institute__Evaluation Report_dd_mm_yyyy
Evaluation Report.pdf