



University of Haifa
Faculty of Humanities

Department of Philosophy:
Self-Evaluation Report

Submitted to the Israeli Council for Higher Education

January 2009

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Executive Summary

The Department of Philosophy at the University of Haifa strives for excellence in teaching, research, and service.

With a senior staff of 13 the Department offers strong programs at every level, serving about 100 B.A. students, 40 M.A. students, and 30 Ph.D. students, as well as the equivalent of about another 80 full-time students not enrolled in a philosophy degree program. Students and graduates express a high degree of satisfaction with the programs, and an especially high degree of satisfaction with the level of instruction. (See CD: HU_Extras_01_01_2009/Survey of Students and Graduates.)

The members of the Department have earned an international reputation for their work, presented in leading journals and conferences around the world. Staff research interests cover most of the major areas of philosophy, with special strengths in ethics, history of philosophy, philosophy of psychology, and philosophy of science.

The commitment and hard work of the staff, academic and administrative, have given the Department a reputation for providing a warm, supportive atmosphere. The Department's commitment to service can also be seen in extensive efforts to accommodate students from other departments and to initiate and participate in interdisciplinary programs

This report has helped identify the following principle challenges facing the Department:

1. **Inadequate Coverage**--The one item most cited by students as in need of improvement is the limited range of areas in our curriculum. The Department suffers from a dearth of specialists and courses in several important areas of philosophy, e.g., 18th and 19th century German philosophy, 19th and 20th century continental philosophy (existentialism, phenomenology, etc.), Asian philosophy, and Islamic philosophy. Since many of the missing areas are those especially popular among students, our inability to offer courses and graduate supervision in these areas seriously hinders our ability to attract new students.
2. **Declining Enrollments**--In keeping with the general trend in the humanities, the Department has seen a significant decline in B.A and M.A. enrollments, exacerbated by our lack of coverage in important popular areas. The resulting budget cuts further restrict the Department's ability to attract students.
3. **External Service**--Our commitment to external service—both in the accommodation of students from other departments and also in our extensive participation in interdisciplinary programs—leads to two problems. The more that we accommodate students without any philosophical background in our regular courses, the less we can provide our own degree students with an appropriate level of instruction. And the more we devote teaching resources to students outside the Department, the less we have available for our own degree students.
4. **Service to Degree Students**--The standard eight-hour teaching load does not allow us to pursue a suitable level of research activity while simultaneously maintaining the high level of service we strive to provide for our own degree students—in instruction, advising, administration, and supervision; and when push comes to shove, it is most often the students who lose out. Although University policy allows for a reduced load of six hours under certain circumstances, this mechanism is not sufficiently exploited.

Chapter 1 - The Institution

- 1.1 A **brief** summary describing the institution and its development since its establishment, including details of the campus(es) where the institution's teaching activities take place (number and location), names of the faculties /schools/departments in the institution, the **over-all** number of students studying towards academic degrees in the institution according to faculty and degree (first degree, second degree with thesis, second degree without thesis, doctoral degree), the date of recognition by the Council for Higher Education.

The University of Haifa was established in 1963 under the joint sponsorship of the Hebrew University of Jerusalem and the Haifa Municipality. From 1970, the University enjoyed institutional independence, and in 1972 it gained academic accreditation from Israel's Council for Higher Education in accordance with the Council for Higher Education Law of 1958.

All instruction takes place on the University campus in the framework of departments in six Faculties: Humanities, Social Studies, Sciences and Science Education, Law, Social Welfare and Health Studies, and Education. Most University departments offer studies leading to the Bachelor's degree and to the Master's degree. Doctoral studies have been instituted in the following departments: English Language and Literature, French Language and Literature, Jewish History, General History, Middle East History, (Hebrew and Comparative) Literature, Philosophy, Land of Israel Studies, Hebrew Language, Maritime Civilizations, Arabic Language and Literature, Archeology, Bible, Psychology, Political Science, Economics, Sociology and anthropology, Geography and Environmental Studies, Statistics, Communication, Mathematics, Evolutionary Environmental Biology, Social Work, Education and Learning Disabilities.

Research is carried out in the Faculties and Schools in the framework of research institutes and centers. The Research Authority encourages, initiates, develops, and coordinates research at the University.

For milestones in the development of the University, see CD: HU_Extras_01_01_2009/1.1a Milestones.

For overall number of students see CD: HU_Extras_01_01_2009/1.1b Overall Number of Students.

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

Vision

The University of Haifa will be established as a research university, founded on the principles of academic quality and excellence, and will rank alongside the top universities in Israel and the world in its fields of activities. Through the development of innovative, multi-disciplinary learning programs, and broad international collaboration, the university will provide its students with the tools to create, understand, and realistically use the knowledge they acquire, through nurturing of universal and humanistic fundamental ethics, and by taking into consideration the natural setting of Mount Carmel and its association with greater Haifa and the North.

Objectives and Targets

- The establishment of new and the improvement of existing academic frameworks, including faculties, departments, and curricula, by examining ways to streamline, collaborate and upgrade them academically in light of the changes in the forefront of research, in research patterns and in teaching in Israel.
- The development of new academic frameworks, including departments and curricula that will provide the university with the ability to compete with other research universities in Israel for budgets, faculty and outstanding students.
- The founding of purely externally-funded research centers and institutes
- Doubling the relative share of the University of Haifa in the research allocations given to institutes of higher education in Israel.
- Increasing the relative proportion of research track graduate students (M.Sc./M.A., Ph.D.) in the overall number of students at the university
- Consistent enhancement of teaching, and teaching methodologies and instruments, through commitment to students and encouraging them to pursue graduate studies
- Nurturing a ‘university community’ to foster an atmosphere of research and unique teaching, which will draw students from around the country to the university
- Attracting exceptional academic faculty by setting up an “absorption fund” whose resources are intended to support research.

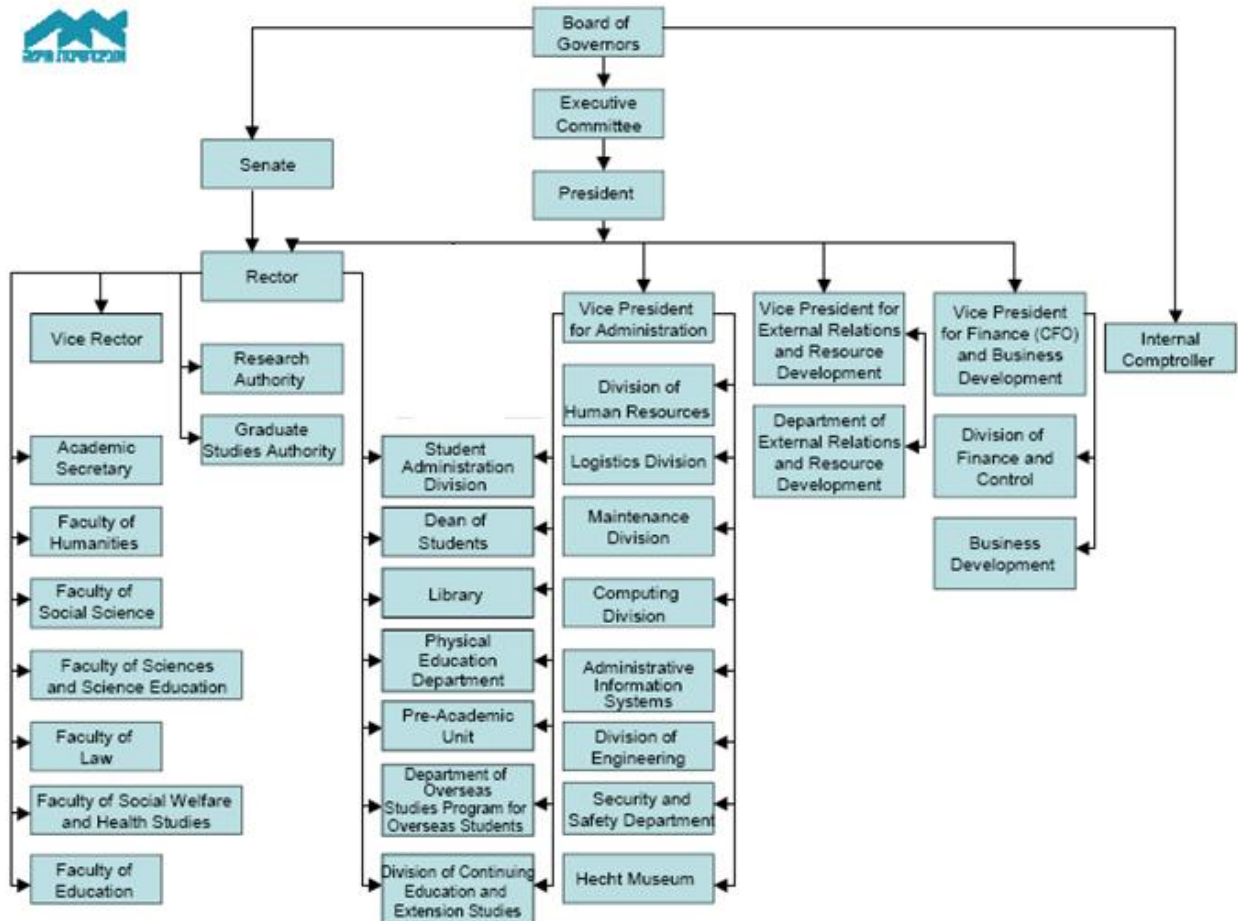
Operative Objectives (Tools)

- Development of the Faculty of Science and the teaching of science, through opening of unique departments and curricula that can compete with other institutions, by:
 - a. Creating a base of undergraduate departments in the Departments of Mathematics (with a Non-experimental Physics Track), Biology, Science, Technology and Management (and possibly their future integration into departments such as Computer Science and Statistics).
 - b. Continuing the strengthening of existing graduate (M.A./M.Sc. and Ph.D.) programs and the creation of new special programs or ones with the potential to compete for research resources.
 - c. Providing resources for the development of a Faculty of Sciences, for example – a laboratory and teaching building, a research laboratory and scholarships for research students.
- Completing the establishment of the Faculty for Social Welfare and Health Sciences and upgrading the teaching quality of its departments.
- Examining existing faculties and creating an academic structure that reflects the changes that have taken place over the past several years in the forefront of research, in teaching and in learning paradigms, and that will facilitate the synergy of existing strengths in inter-disciplinary and multi-disciplinary collaboration.
- Strengthening the departments and study programs by gradual recruitment of top quality faculty, and not just filling tenured slots in fear that these may be cut from the budget.
- Promotion of the School of Business, and its graduate (M.A.) programs in the areas of business administration and various information management programs.
- Encouraging research and submission of research proposals to competitive funding bodies by recompensing submitters appropriately, taking into

consideration during promotion processes the research grants awarded to candidates by competitive funds and their publication of papers in competitive, peer-reviewed and international forums, highlighting their research achievements and grades in all internal and external communications media.

- Doubling the scope of scholarships awarded to graduate students in order to attract high quality students and create a priority ranking, at the top of which is academic excellence.
- Developing the library as an essential part of the research infrastructure.
- Setting up research and teaching infrastructures, among which will be: a building for the Faculty of Sciences, a building for the Faculty of Welfare and Health, a classroom building.
- Deepening the link between research at the university and the Israeli business and industrial community, through persuading the latter community to invest in research and research infrastructure in the university.

1.3 A description and chart of the institution's organizational structure



1.4 Names of holders of senior academic and administrative positions.

Title	Name	Position
Prof.	Aharon Ben-Ze'ev	President
Prof.	Yossi Ben-Artzi	Rector
Prof.	David Faraggi	Vice Rector
Prof.	Majid Al-haj	Vice President and Dean of Research
Mr.	Baruch Marzan	Vice President for Administration
Mr.	Amos Gaver	Vice President of External Relations & Resource Development
Mr.	Shuki Shye	Vice President for Finance (CFO) & Business Development
Dr.	Irit Keynan	Adviser to the President on Social Responsibility
Mr.	Eyal Offir	Senior Assistant of the Vice President for Administration
Ms.	Shoshana Landman	Academic Secretary
Dr.	Amir Gilat	Head of the Communication and Media Relations
Prof.	Menahem Mor	Dean of the Faculty of Humanities
Prof.	Ofra Mayselless	Dean of the Faculty of Education
Prof.	Sophia Menache	Dean of Graduate Studies
Prof.	Sammy Smoocha	Dean of the Faculty of Social Sciences
Prof.	Yoav Lavee	Dean of Students
Prof.	Eli Salzberger	Dean of the Faculty of Law
Prof.	Perla Werner	Dean of the Faculty of Social Welfare and Health Studies
Prof.	Avraham Haim	Dean of the Faculty of Sciences and Science Education
Mr.	Meier Rom	Internal Comptroller
Mr.	Oren Weinberg	Director of the Library
Mr.	Nabi Ammer	University Engineer & Head of the Maintenance Division
Mr.	Henry Ben Shimol	Head of the Division of Continuing Education & Extension Studies
Ms.	Ofra Rimon	Director of the Edith and Reuven Hecht Museum
Mr.	Tamir Neuman	Head of the Division of Human Resources
Mr.	Shlomo Ziv	Head of the Logistics Division
Ms.	Raya Lubovitch	Head of the Computing Division
Ms.	Rachel Kaverman	Director of External Relations and Resource Development
Mr.	Shmuel Sender	Head of the Security & Safety Department
Mr.	Giora Lehavi	Director of Quality System
Mr.	Uri Erlich	Head of Administrative Information Systems
Ms.	Ruth Rabinovitch	Head of the Student Administration Division

Chapter 2 - The Parent Unit Operating the Study Programs Under Evaluation

- 2.1 The name of the parent unit and a brief summary of its "history", its activities and development in the period of its existence

The parent unit is the Faculty of Humanities, established with the founding of the University Institute of Haifa, the forerunner of the University of Haifa, in October 1963. As enrollments increased, the following new departments were established: Arabic Language and Literature (1964-5), History of the Islamic Countries (1966-7), which later on became Middle Eastern History, and Art (1969-1970). In 1970 the Faculty established the department of Inter-departmental Studies, which later became Multidisciplinary Studies, with the aim of broadening areas of knowledge using interdisciplinary research methods.

Today the Faculty has 24 departments and study programs, encompassing history and archaeology, philosophy, languages and literatures, the arts, multidisciplinary studies, and regional studies:

- Arabic Language & Literature
- Archaeology
- Art History
- Asian Studies
- Biblical Studies
- English Language & Literature
- Fine Art
- Foreign Languages
- French Language & Literature
- General History
- Hebrew & Comparative Literature
- Hebrew Language
- Jewish History (History of the Jewish People and Jewish Thought)
- Land of Israel Studies
- Library and Information Studies
- Maritime Civilizations
- Middle Eastern History
- Modern Greek Studies
- Multi-Disciplinary Studies
- Museology Studies
- Music
- Ofakim Honors Program
- Philosophy
- Theatre

Most of the Faculty's departments offer B.A. and M.A. programs, and about half offer doctoral studies. Diploma courses are offered in Library and Information Studies and Museology.

The Faculty also administers a School of History comprising the following departments: General History, Jewish History, Middle Eastern History, Land of Israel Studies, Asian Studies, and Art History. The main aims of the School of History

are to enrich graduate and doctoral studies in order to train research students in interdisciplinary research methods and to promote the advancement of historical research in the University, as reflected in publications, conferences, and lectures.

In 2006 the Dr. Reuven Hecht Arts Center was opened, as a hub for studies in art, theater, and music. The Arts Center is slated to become a School for the Arts and expand its activities to include film, design studies, and other areas. The Center also functions as a venue for cultural affairs that involve extra-University bodies and people, hosting events such as concerts, exhibitions, and art workshops for the enjoyment and well-being of the community.

2.2 Mission statement of the parent unit, its aims and goals

The Faculty of Humanities is concerned with human culture, the history of human society, the spirit of man, and the various forms of its expression in the field of philosophical thought, literature, linguistics and art in all their different branches. Alongside the general humanistic studies, prominence is also given to the basic elements of Judaism – the history of the Jewish people and its culture, as well as Land of Israel studies and archaeology that reflect the local aspects of the humanities. The humanistic trend of the Faculty is supplemented by knowledge, tools, approaches and research methods in all fields taught by the Faculty's various departments, using innovative methods of teaching (e.g., computerized language laboratories, multimedia facilities, workshops, study tours, conferences, and interdisciplinary seminars).

Research and teaching are the keystones of the Faculty of Humanities, which invests significant resources in promoting them. This is evident in the Faculty's activities and expenditures: literary evenings, guest lectures, seminars, conferences, assistance in publishing articles in journals and books, additional hours for departmental coordinators, purchasing of computers and peripheral equipment, partial funding for the Faculty's computer center, the Junior Faculty Research Fund, and more.

Over the past few years about 30 new faculty have begun working in the different departments. Most of these faculty were hired after successfully passing rigorous international tenders. Some have even been hired after winning prestigious scholarships such as the Alon Scholarship and the Maof Scholarship. The objective in hiring these faculty is to maintain a high level of excellence with a unique contribution and to create a reserve of teachers-researchers who will be able to carry on the work of the Faculty's founding generation of teachers and researchers.

The Faculty has set itself the goal of promoting new programs while preserving existing ones, and to reinforce the Faculty's preeminent departments and the faculty who are widely honored and acclaimed in their fields. Thus, the Faculty has over the past few years established programs in European studies, police studies, medical clowning, study of religion, and other areas. Likewise, the School of History has set up inter-disciplinary programs in areas such as war and peace. The goal of such efforts is to diversify the programs offered at the undergraduate and graduate levels and attract new students. Future such programs include editing and translation studies, which will train students to be language editors and linguistic consultants and translators. At the graduate level, cultural studies will be offered, as well as academic knowledge, which has become a legitimate academic field in the last half of the twentieth century. Among the planned future collaborations with the Faculty of Social Sciences is a graduate level program in library and information sciences, aimed at advancing the Faculty of Humanities' diploma program in library and information

sciences by combining traditional library studies with modern, computerized library studies. In addition, the Faculty is working to expand the cluster of women's studies in the framework of multidisciplinary studies in order to transform it in the future into a graduate degree program in gender studies. These programs will be based on inter-faculty cooperation.

Over the last four years the Faculty has worked to strengthen the Multidisciplinary Studies Department, and it is from here that the Institutional Studies Programs have emerged. This program serves civil servants, in cooperation with selected units in the security services. These studies have allowed the University to reach diverse populations and accept outstanding students while maintaining its strict academic standards. Some of the program's alumni have continued on to graduate studies in the Faculty of Humanities in different departments.

As part of the Faculty's development process, it has, over the years, created a number of bodies and forums that are open to the public and whose purpose is to open a window onto the world of academia and strengthen relations with the public. The different activities include conferences, seminars and literary evenings. The Faculty intends to maintain these activities and expand them to include as many communities as possible.

The Faculty of Humanities is home to a number of research bodies and chairs that initiate and encourage research and teaching activities in different areas through inter-disciplinary research methods. The Faculty of Humanities, in cooperation with all the humanities faculties in the country, promotes research through the support of funding organizations and external bodies such as Yad Hanadiv, in a wide range of academic areas.

The Faculty is committed to continuing as the University of Haifa's flagship faculty, to develop the knowledge, experience, and research tools it has accrued, to enhance the teaching it offers, and to aspire to academic excellence.

2.3 Description and chart of the unit's academic and administrative organizational structure (including relevant committees).

See Table 6A (Appendix 6.6).

2.4 Names of holders of senior academic and administrative positions.

Academic Staff

Prof. Menahem Mor, Dean of the Faculty of Humanities.

Mr. Aharon Rafter, Head of Administration

Ms. Vardit Garber, Dean's Office Coordinator

Mr. Nimrod Lahav, Head of Computing Staff

For a full list of holders of academic and administrative positions in the Faculty of Humanities, see CD: HU_Extras_01_01_2009/2.4 Humanities Faculty Holders of Positions.

- 2.5 The number of study programs (departments, etc) operating in its framework; the names of the academic degrees (in English and Hebrew) granted to the graduates of these programs (the phrasing that appears in the diploma); the number of students who have studied (and are studying) within the parent unit in each of the last five years according to the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

The Faculty of Humanities offers degrees in 23 study programs as follows:

Bachelor of Arts (B.A.) in Arabic Language and Literature and ____	בוגר אוניברסיטה (B.A.) בשפה וספרות ערבית וב
Master of Arts in Humanities (M.A.) in Arabic Language and Literature	מוסמך אוניברסיטה במדעי הרוח (M.A.) בחוג לשפה וספרות ערבית
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in Archaeology	בוגר אוניברסיטה (B.A.) בארכיאולוגיה
Bachelor of Arts (B.A.) in Archaeology and ____	בוגר אוניברסיטה (B.A.) בארכיאולוגיה וב
Master of Arts in Humanities (M.A.) in Archaeology	מוסמך אוניברסיטה במדעי הרוח (M.A.) בחוג לארכיאולוגיה
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in Art History	בוגר אוניברסיטה (B.A.) בתולדות האמנות
Bachelor of Arts (B.A.) in Art History and ____	בוגר אוניברסיטה (B.A.) בתולדות האמנות וב
Master of Arts in Humanities (M.A.) in Art History	מוסמך אוניברסיטה במדעי הרוח (M.A.) בחוג לתולדות האמנות
Bachelor of Arts (B.A.) in Asian Studies	בוגר אוניברסיטה (B.A.) בלימודי אסיה
Bachelor of Arts (B.A.) in Asian Studies and ____	בוגר אוניברסיטה (B.A.) בלימודי אסיה וב
Master of Arts in Humanities (M.A.) in Asian Studies	מוסמך אוניברסיטה במדעי הרוח (M.A.) בחוג ללימודי אסיה
Bachelor of Arts (B.A.) in Bible Studies	בוגר אוניברסיטה (B.A.) במקרא
Bachelor of Arts (B.A.) in Bible Studies and ____	בוגר אוניברסיטה (B.A.) במקרא וב
Master of Arts in Humanities (M.A.) in Bible Studies	מוסמך אוניברסיטה במדעי הרוח (M.A.) בחוג למקרא
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in English Language and Literature	בוגר אוניברסיטה (B.A.) בשפה וספרות אנגלית
Bachelor of Arts (B.A.) in English Language and Literature and ____	בוגר אוניברסיטה (B.A.) בשפה וספרות אנגלית וב
Master of Arts in Humanities (M.A.) in English Language and Literature	מוסמך אוניברסיטה במדעי הרוח (M.A.) בחוג לשפה וספרות אנגלית
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in Fine Arts	בוגר אוניברסיטה (B.A.) באמנות יצירה
Bachelor of Arts (B.A.) in Fine Arts and ____	בוגר אוניברסיטה (B.A.) באמנות יצירה וב
Master of Arts in Humanities (M.A.) in Fine Arts	מוסמך אוניברסיטה במדעי הרוח (M.A.) בחוג לאמנות יצירה
Bachelor of Arts (B.A.) in French Language and Literature	בוגר אוניברסיטה (B.A.) בשפה וספרות צרפתית
Bachelor of Arts (B.A.) in French Language and Literature and ____	בוגר אוניברסיטה (B.A.) בשפה וספרות צרפתית וב

Master of Arts in Humanities (M.A.) in French Language and Literature	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג לשפה וספרות צרפתית
Bachelor of Arts (B.A.) in General History	בוגר אוניברסיטה (B.A.) בהיסטוריה כללית
Bachelor of Arts (B.A.) in General History and ____	בוגר אוניברסיטה (B.A.) בהיסטוריה כללית וב____
Master of Arts in Humanities (M.A.) in General History	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג להיסטוריה כללית
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in Hebrew and Comparative Literature	בוגר אוניברסיטה (B.A.) בספרות עברית ובהשוואתית
Bachelor of Arts (B.A.) in Hebrew and Comparative Literature and ____	בוגר אוניברסיטה (B.A.) בספרות עברית ובהשוואתית וב____
Master of Arts in Humanities (M.A.) in Hebrew and Comparative Literature	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג לספרות עברית ובהשוואתית
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in Hebrew Language	בוגר אוניברסיטה (B.A.) בלשון עברית
Bachelor of Arts (B.A.) in Hebrew Language and ____	בוגר אוניברסיטה (B.A.) בלשון עברית וב____
Master of Arts in Humanities (M.A.) in Hebrew Language	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג ללשון עברית
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in History of the Middle East	בוגר אוניברסיטה (B.A.) בהיסטוריה של המזרח התיכון
Bachelor of Arts (B.A.) in History of the Middle East and ____	בוגר אוניברסיטה (B.A.) בהיסטוריה של המזרח התיכון וב____
Master of Arts in Humanities (M.A.) in History of the Middle East	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג להיסטוריה של המזרח התיכון
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in Jewish History	בוגר אוניברסיטה (B.A.) בהיסטוריה של עם ישראל
Bachelor of Arts (B.A.) in Jewish History and ____	בוגר אוניברסיטה (B.A.) בהיסטוריה של עם ישראל וב____
Master of Arts in Humanities (M.A.) in Jewish History	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג להיסטוריה של עם ישראל
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in Jewish Thought	בוגר אוניברסיטה (B.A.) במחשבת ישראל
Bachelor of Arts (B.A.) in Jewish Thought and ____	בוגר אוניברסיטה (B.A.) במחשבת ישראל וב____
Master of Arts in Humanities (M.A.) in Jewish Thought	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג למחשבת ישראל
Bachelor of Arts (B.A.) in Land of Israel Studies	בוגר אוניברסיטה (B.A.) בלימודי ארץ ישראל
Bachelor of Arts (B.A.) in Land of Israel Studies and ____	בוגר אוניברסיטה (B.A.) בלימודי ארץ ישראל וב____
Master of Arts in Humanities (M.A.) in Land of Israel Studies	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג ללימודי ארץ ישראל
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Certificate in Library and Information Studies	לימודי תעודה במידענות וספרנות
Master of Arts in Humanities (M.A.) in Maritime Civilizations	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג לציוויליזציות ימיות
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____

Bachelor of Arts (B.A.) in Multi-Disciplinary Studies	בוגר אוניברסיטה (B.A.) בלימודים רב תחומיים
Bachelor of Arts (B.A.) in Multi-Disciplinary Studies and ____	בוגר אוניברסיטה (B.A.) בלימודים רב תחומיים וב____
Certificate in Museology Studies	לימודי תעודה ב מוזיאולוגיה
Bachelor of Arts (B.A.) in Music and ____	בוגר אוניברסיטה (B.A.) במוסיקה וב____
Bachelor of Arts (B.A.) in " Ofakim " Honors Program	בוגר אוניברסיטה (B.A.) באופקים תכנית המצטיינים
Bachelor of Arts (B.A.) in "Ofakim" Honors Program and ____	בוגר אוניברסיטה (B.A.) באופקים תכנית המצטיינים וב____
Bachelor of Arts (B.A.) in Philosophy	בוגר אוניברסיטה (B.A.) בפילוסופיה
Bachelor of Arts (B.A.) in Philosophy and ____	בוגר אוניברסיטה (B.A.) בפילוסופיה וב____
Master of Arts in Humanities (M.A.) in Philosophy	מוסמך האוניברסיטה במדעי הרוח (M.A.) בחוג לפילוסופיה
Doctor of Philosophy Following the Approval of the Dissertation ____	דוקטור לפילוסופיה לאחר שאושר החיבור ____
Bachelor of Arts (B.A.) in Theatre	בוגר אוניברסיטה (B.A.) בתיאטרון
Bachelor of Arts (B.A.) in Theatre and ____	בוגר אוניברסיטה (B.A.) בתיאטרון וב____

The numbers of students studying in the Faculty of Humanities in each of the last five years are as follows:

	2003/4	2004/5	2005/6	2006/7	2007/8
B.A.	5204	5071	4901	4929	4756
M.A. with thesis	548	491	454	413	359
M.A. without thesis	755	639	578	498	587
Ph.D.	315	324	330	313	324

- 2.6 The number of graduates of the unit in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

The numbers of graduates in the Faculty of Humanities in each of the last five years are as follows:

	2003/4	2004/5	2005/6	2006/7	2007/8
B.A.	1306	1083	1139	1031	1326
M.A. with thesis	104	85	89	68	93
M.A. without thesis	319	278	217	136	160
Ph.D.	40	29	35	26	39

- 2.7 What bodies (internal/external) decide on rationale, mission and goals of the parent unit and of the study programs, how they are decided upon, examined and, if deemed necessary, changed? Have they been discussed within the last five years? If so, please specify when these discussions have taken place and what were their outcomes? If not, when were changes made (if at all)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

The Faculty's goals are set in cooperation with the University leadership, the faculty deans, and the department and school heads.

The Faculty of Humanities encourages collaborative efforts between departments and faculties in order to produce new study programs and attract new students. Every new study program is reviewed by the Faculty's Teaching Committee. If the program is approved, it is presented to the Faculty Council for its approval. New study programs and academic changes in the framework of departments are presented, after approval by the Council, to the University's relevant bodies for their approval. Such bodies include the Graduate Studies Authority, the Standing Committee, the Senate, and the Governing Council.

The Faculty Council is a central body that is responsible for the Faculty's academic interests. The Council meets several times a year and its members are the Faculty's senior faculty. As part of its purview, the Council reviews and approves new study programs and proposals for establishing new departments and study areas. The Council oversees, through its Standing Committee, the Faculty's teaching and research areas.

The Faculty has two Standing Committees:

1. The Research Committee deals with professional and budgetary issues related to promotion of research and its management within the Faculty's budget. The committee acts to encourage research through the funding of the faculty's research activities, following review of the funding applications submitted to it. The committee has four members who are chosen from among the Council members and who are at the rank of senior lecturer or above.
2. The Teaching Committee reviews the Faculty's study programs and teaching arrangements. It is authorized to review programs for setting up new departments and study areas and proposals for academic changes in existing departments. The approved programs are, as noted above, presented for review and approval to the Faculty's Council. The Council has eight members at the rank of lecturer/teacher and above.

Aside from the Faculty's Standing Committees, there is a committee that reviews applications for special exam dates. The committee meets as needed to review the applications submitted to it.

The Department Heads Forum meets several times a semester and is chaired by the Dean. The Department Heads Forum advises the Dean on issues involving the departments' ongoing work and other issues as they arise. If necessary, the Dean reports to the Rector regarding operative decisions made by the Forum.

Each department has a B.A. Committee, an M.A. Committee, and a Doctoral Committee (in those departments that offer a Ph.D.), that oversee and control the study programs. Academic changes made within the departments are reviewed and approved by the Departmental Council and if necessary are passed to the Faculty Council and the Standing Committee for their approval.

New study programs are publicized in special announcements, mailing lists, the University's web site, the Applicant's Handbook, and the University Catalog.

Chapter 3 - The Evaluated Study Program

3.1. The Goals and Structure of the Study Program

3.1.1. The name of the study program, a brief summary describing its development since its establishment.

The Department of Philosophy was among the original departments of the university, first offering a B.A. degree, subsequently offering the M.A., and then the Ph.D.

3.1.2. Mission statement of the study program, its aims and goals

B.A.

- to acquaint students with the main philosophical problems, texts, and methods, of the past and present;
- to cultivate students' skills in reading texts, creating and evaluating arguments, reasoning reflectively and systematically, and expressing themselves clearly in writing and discussion;
- to provide a solid foundation for graduate study in philosophy, and help prepare for other professions that emphasize analytical thought and argument, such as law, business, politics, programming, etc.

M.A.

Tracks A and B:

- to improve the basic philosophical skills developed in the B.A. program.
- to deepen the students' knowledge in particular areas of philosophy.

Track A:

- to develop the students' ability to engage in original philosophical research and to prepare them for doctoral study in philosophy or related areas.

Ph.D.

- to guide the students in advanced philosophical research of the highest quality;
- to prepare those who are interested and able for an academic career in philosophy or related areas.

Department

- to enable its members to pursue their philosophical research as effectively as possible;
- to provide students with the best possible philosophical education;
- to promote interest in and appreciation of philosophy.

3.1.3. Description and chart of the academic and administrative organizational structure of the study program (including relevant committees)

- Department: Chair, elected by the department.
- Doctoral Committee: three members, elected by the department; chair elected by committee.

- M.A. Committee: three members, elected by the department; chair elected by committee.
- B.A. Advisor: appointed by the department chair.

3.1.4. Names of holders of senior academic and administrative positions.

Department Chair: Jonathan Berg
 Doctoral Committee Chair: Saul Smilansky
 M.A. Committee Chair: Meir Hemmo
 B.A. Advisor: Michael Antony

3.2. The Study Program – Contents, Structure and Scope

3.2.1. The name of the study program, specializations/tracks within the program, the campus where it is taught (if the institution operates on a number of campuses), date of opening the program. If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

B.A. in Philosophy

Tracks: Single-major, Double-major

Date of opening: 1969

M.A. in Philosophy

Tracks: A (with thesis), B (without thesis)

Date of opening: 1974

Ph.D. in Philosophy

Tracks: none

Date of opening: 1995

3.2.2. The study program and the specializations it offers, its content, scope and structure (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Please submit this information in Table 1 (page 14). Does the study program supply courses to other units within the institution?

See Table 1 (Appendix 6.1). Degree requirements are formulated explicitly in 3.4.1.

Yes, the study programs supply courses to other units within the institution.

3.2.3. To what extent do the structure, scope and contents properly reflect the main goals of the study program?

The structure, scope, and contents of all the programs are determined entirely in accordance with the main goals of the study program.

- 3.2.4. Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

The department is responsible for all programs; the Doctoral and M.A. committees manage the Doctoral and M.A. programs, respectively. The programs are regularly monitored, changed, and updated by the department, its committees, their chairs, and the B.A. advisor.

Fundamental changes introduced in the B.A. program in the last five years:

- a required course in philosophical writing was added;
- a six-hour requirement in the first year in the history of modern philosophy was reduced to four hours;
- separate exercise sections were added for each of the three first-year required courses;
- a requirement was added that students complete at least one level-three course in the history of philosophy.

- 3.2.5. Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

The contents taught are examined and coordinated primarily by the instructors in the relevant areas, in consultation with the Department chair and other colleagues, and on the basis of discussion from time to time in Department meetings.

- 3.2.6. In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

General

All the programs have been largely successful. According to a comprehensive survey conducted for this evaluation (and which is to be repeated on a regular basis; see CD: HU_Extras_01_01_2009/Survey of Students and Graduates), 95% of the current students in the Department expressed satisfaction with their studies (i.e., responded that they were “moderately,” “greatly,” or “very greatly” satisfied), as well as 97% of the graduate alumni. Similar proportions of the students felt that their studies in the Department helped them develop the knowledge and skills mentioned in the Department’s aims and goals. Even higher proportions--97% of current B.A. students, and 100% of current graduate students and graduate alumni--expressed satisfaction with the level of instruction.

With regard to what needs improvement in the Department, the one item most mentioned by far by the students surveyed is the limited range of areas in our curriculum. The Department suffers from a dearth of specialists and courses in several important areas of philosophy, e.g., 18th and 19th century German philosophy, 19th and 20th century continental philosophy (existentialism, phenomenology, etc.), medieval philosophy, Asian philosophy, and Islamic philosophy.

B.A.

Achievement of mission and goals:

- The program succeeds reasonably well in acquainting students with the main philosophical problems, texts, and methods.
- It is difficult to measure improvement in students' skills in reading philosophical texts, evaluating arguments, etc., but our required course on philosophical writing (introduced 2005) is probably helping in this regard.
- The program succeeds reasonably well in providing a solid foundation for graduate study in philosophy and in preparing students for other professions requiring the intellectual skills cultivated through the study of philosophy.

Strengths:

- The program offers excellent first-year introductory courses in the history of philosophy (Greek and modern) and in logic, and a wide range of second-year survey courses in main sub-areas of philosophy (ethics, philosophy of science, philosophy of mind, etc.).
- The program offers students full freedom in their third year to pursue their philosophical interests.
- The program provides opportunities for students to engage in in-depth philosophical research through the writing of two or three substantial seminar papers (two in the double-major, three in the single-major).
- The program contains various extracurricular elements, which contribute toward generating an interesting and enjoyable intellectual atmosphere for students, such as an orientation meeting for first-year students, prizes for philosophical achievement, a yearly departmental conference, and a research colloquium.

Weaknesses:

- The program's greatest weakness is the absence of instructors and courses in several important areas of philosophy, as mentioned above.
- Increased enrollment of non-majors has had the effect of bringing down the level of second- and third-year courses. Ways of addressing this problem are under consideration.
- The large degree of freedom in the third year might also be a problem in that students might not choose to pursue a sufficiently balanced curriculum.

M.A.

Achievement of mission and goals:

- The program improves basic philosophical skills.
- The program significantly deepens students' knowledge in the areas of their theses (Track A) or their final written examinations (Track B).
- Track A of the program, for students writing a thesis, greatly develops the students' ability to engage in original philosophical research and prepares many of the students reasonably well for doctoral study.

Strengths:

- The program includes an intensive first-year seminar in which students have the opportunity to develop their theses.
- The program offers students full freedom to pursue their philosophical interests.
- The program offers a seminar based on the departmental colloquium, enabling the students to participate in the colloquium more effectively.

- Students in the program benefit from the various extracurricular activities mentioned above, such as prizes for philosophical achievement and the annual departmental conference.

Weaknesses:

- Again, the program's greatest weakness is the absence of instructors and courses in several important areas of philosophy. This is especially problematic for students wishing to write a thesis outside the areas of expertise of our faculty members.
- Liberal admissions standards have led to too many students' taking too long to finish the program. A tighter admissions policy has recently been adopted.
- The freedom students enjoy in choosing their courses, mentioned above as a strength, may also be a weakness, in that students do not necessarily finish with a sufficiently balanced curriculum. This matter is under discussion.

Ph.D.

Achievement of mission and goals:

- In the last five years the program has guided 28 students to the successful completion of their doctoral dissertations.

Strengths:

- The program has developed a rigorous process for evaluating dissertation proposals.
- The program has achieved a very high completion rate.

Weaknesses:

- The level of the students is uneven; in the future we plan to be more selective.

Department

Achievement of mission and goals:

- The members of the Department have earned an international reputation for their work, presented in leading journals and conferences around the world (see Chapter 4). In the international Cole survey of philosophy departments (<http://www.philosophylists.info/GraduateDepartments.html>), the only survey of philosophy departments that also includes non-English-speaking countries, the Department was ranked at level 9 (world-wide), second in the country only to the Hebrew University, ranked just one level higher.
- As reflected by the Department survey results mentioned above, the Department provides an excellent philosophical education with an exceptionally high level of instruction.
- The Department promotes a deep interest in philosophy, not only among its own degree students, but also among many students from other departments and auditors. The Department further promotes the field through an active schedule of talks and conferences.

Strengths:

- A strong faculty, successful in research and deeply committed to instruction.
- A core of serious, capable students.
- High interaction with other departments in research and instruction.
- A warm, supportive atmosphere.

Weaknesses:

- A lack of staff in several important areas.

- Insufficient time for research and graduate supervision, due to extensive administrative and instructional commitments.
- Declining enrollments have led to severe budget cuts.

3.2.7. Are additional non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between Business School and Manufacturers' Association or Industrial Factories)?

No such bodies are involved.

3.2.8. What are the future development plans of the evaluated study program, and how were they decided upon?

The department has future development plans for new study programs but not for any of the evaluated ones.

3.3. Teaching and Learning

3.3.1. Specify what teaching and learning methods are applied in the program: frontal lectures, self-study, distance learning, laboratories, seminars and pro-seminars, practical training, group exercises, role playing and simulations, organized tours, conferences and other methods. To what extent are these methods applied (% of the overall number of teaching hours, % of the overall number of credits).

B.A.

- frontal lectures and class discussion: about 60%
- seminars: about 30%
- discussion sections: about 10%

M.A.

- frontal lectures and class discussion: about 50%
- seminars: about 50%

Ph.D.

- seminars and courses: about 5%
- supervised self-study: about 95%

3.3.2. What steps are taken in order to evaluate teaching and improving teaching? How are the results of these activities used, specifically, the negative findings about staff members' teaching? Does the unit act in order to locate and encourage excellent teachers? Does the unit or the institution offer the teaching staff regular and systematic activity, including courses/in-service training/instruction and guidance programs in order to improve the quality of teaching? Do new staff members receive special support?

Every lecturer's instruction is evaluated in three ways:

- Evaluation by students—The University routinely conducts a survey of students' satisfaction with the lecturer in every program of study each semester. The survey is a result of cooperation between the Academic Planning Unit in the Rector's Office and the Student Union. Students provide both numerical and verbal feedback on their satisfaction with the course and its components (CD: HU_Extras_01_01_2009/3.3.2 Teaching Evaluation Forms/3.3.2a1-a5 Teaching Satisfaction Surveys(H)). University authorities (including the Academic Planning Unit) receive a picture of the students' satisfaction with the instruction they are being given and can then act to improve it. Deans and department chairs receive additional information that aids them in preparing recommendations for tenure and promotion.
- Evaluation by supervisors—The department chair fills out a "Teaching Evaluation Form" (CD: HU_Extras_01_01_2009/3.3.2 Teaching Evaluation Forms/3.3.2.b1.Teaching Evaluation(H)). For tenure review procedures the Dean is requested to sit in on a lesson and complete an evaluation (CD: HU_Extras_01_01_2009/3.3.2 Teaching Evaluation Forms/3.3.2.b2.Teaching Evaluation (H)).
- Evaluation by colleagues—Two members of the lecturer's department or colleagues from other departments, of rank higher than the instructor being reviewed, are asked to sit in on a lesson and to give a detailed evaluation (CD: HU_Extras_01_01_2009/3.3.2 Teaching Evaluation Forms/3.3.2.b1.Teaching Evaluation(H)).

In every tenure and promotion review all the above data are given to the professional (specialist) committee evaluating the candidate's performance in instruction and research. This committee's report is then submitted to the University's Appointments Committee. If teaching evaluations are negative, the Appointments Committee may require the candidate under review to take a course in the Unit for the Advancement of Teaching. If teaching evaluations are especially positive, these will be to the candidate's credit, especially in a review procedure for tenure.

The Unit for the Advancement of Teaching

The need for effective teaching led the University to set up the Unit for the Advancement of Teaching, offering a rich variety of workshops designed to help lecturers better understand the teaching process and to help them improve their ability to assist students to learn in a manner that is more efficient and more interesting. The objective of the Unit is to suggest ideas and information that may contribute to a renewal and improvement of teaching and learning methods, such as changing how lecturers perceive the teaching function (i.e., changing the perception of the role of the lecturer from conveying material to advancing learning), development and professional training for every member of the academic staff, reference to didactic-pedagogical aspects during course and lesson planning, encouragement of thinking and reflection about the lecturers' teaching process, and furthering discussion among faculty members on the subject of effective teaching.

The Unit for the Advancement of Teaching conducts orderly and systematic activity for furthering the quality of instruction and learning by means of the following tools:

- *Personal consultation.* Personal consultation creates a protective environment in which one may make attempts even when self-confidence is weak, and mistakes may be repaired in a constructive and fortifying way. This format includes two meetings and the observation of a class, and it enables advisees to cope with problems in teaching through basic and methodical feedback.
- *Workshops for lecturers and teaching assistants.* Workshop topics include teaching improvement, improvement in the quality of lectures, effective instruction, preparation of computerized presentations, exam composition, conference preparations, dealing with fear of an audience, correct use of one's voice, arousal of interest in teaching, and non-verbal communication in teaching. Other topics for future workshops: clarity in lectures and lessons, organizing thinking in the process of teaching, teaching at high levels of abstraction, managing discussions, teaching heterogeneous classes, increasing students' involvement and motivation, encouraging reading, managing an effective class, rhetoric in teaching, integrating slide presentations in lectures, teaching large classes, planning and writing a syllabus, photocopying and analyzing participants' presentations. Some of the above-mentioned workshops can be geared toward specific departments.
- *Preparation of new faculty members.* New lecturers are asked by the Rector to take part in workshops as part of the process of their absorption into academia.

Lecturers whose promotion is under discussion in the Appointments Committee and who received a low teaching evaluation are personally referred by the Rector to attend a personal consultation or a teaching improvement workshop. In accordance with various considerations, a report is submitted to the Appointments Committee on this process.

3.3.3. Describe the use of information technology in teaching and learning: methods, scope, types of course etc.

- About 80% of the courses in the Department are administered in the HighLearn platform, in which the course web site may include syllabi and other handouts, announcements, homework assignments, discussion groups, student and teacher contact information, readings, access to the library's reprint and image collection, links to other sites, etc.
- E-mail is routinely used for communication between students and instructors and for Department announcements.
- Special courseware has been introduced for the introductory course in formal logic, but only as an option for students comfortable enough to work in English.

3.3.4. Describe the policy of the study program/parent unit regarding lecture attendance. What steps are taken in order to implement this policy? Please describe the current state of events in your answer.

Policies regarding lecture attendance are left to the discretion of each instructor and vary widely.

- 3.3.5. Describe the methods applied to measure the achievements of the students that are used in the study program.

B.A. and M.A.

Examinations, written assignments, presentations, participation

Ph.D.

Written assignments

3.3.6. Examinations

- 3.3.6.1. Describe the method of examinations and their character, the relative weight of each type of examination in the final grade (written/oral/open/multiple-choice etc.)

B.A. and M.A.

The nature and weight of course examinations are left to the discretion of each instructor and vary widely.

M.A. Track B (without thesis)

This track has two final written examinations on topics chosen by the students. These are composed and graded by senior faculty members in the department, and are graded also by a senior faculty member outside the department. The grades on the exams constitute 30% of the final grade of the degree.

- 3.3.6.2. How are the grades distributed? Is this method influenced by statistical considerations?

The system for assigning grades is determined by each instructor, most of whom do not take into account statistical considerations.

- 3.3.6.3. If the relevant information is available, please present (in the format of histogram) the distribution of the overall average grade of the graduates (not including the grade of the thesis for the second degree) for each of the last three years.

See Table 3 (Appendix 6.3).

3.3.7. Written assignments (projects, thesis, dissertations)

- 3.3.7.1. Describe the types of written assignments and other projects required in the program, their contents and scope (seminar papers, degree papers, thesis, training period, practical training etc)

B.A. and M.A.

Written assignments include seminar papers, term papers, short essays, and short exercises. Their contents and scope are left to the discretion of each instructor and vary widely.

M.A. Track A (with thesis)

Students are required to write a thesis proposal of 10-20 pages within the first three semesters. The proposal must follow a specific format, including a description of the content of the thesis, the relevant literature, and its expected contribution.

Ph.D.

Students are required to write a dissertation proposal of 10-30 pages within a year, and then, if this is approved, to write the dissertation within three years.

- 3.3.7.2. What are the methods applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students in relation to these assignments and projects?

B.A. and M.A.

The methods applied to evaluate written assignments and projects are left to the discretion of each instructor and vary widely. Feedback usually includes written comments and sometimes oral comments.

M.A. Track A (with thesis)

The thesis proposal must be approved by the student's supervisor, after which it is sent to a second reader for evaluation. The M.A. thesis itself must also be approved by the student's supervisor and is then sent for a second evaluation. Written reports on the proposal and thesis are forwarded to the supervisor and student.

Ph.D.

The dissertation proposal must be approved by the student's supervisor and is then sent to two more readers for evaluation. The readers are determined by the Doctoral Committee, and at least one must be from outside the University. The readers' reports are then evaluated by the Doctoral Committee, which may ask the student to re-write the proposal, and might re-submit it to one of the readers (or to a third reader). The dissertation itself, after being approved by the student's supervisor, is sent to two external readers, according to the regulations of the Graduate Division. Written reports on the proposal and thesis are forwarded to the supervisor and student.

- 3.3.7.3. What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years. Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.

See Table 3 (Appendix 6.3).

- 3.3.8. Describe any other methods applied to measure the achievements of the students used by the institution.

B.A. and M.A. students receive a final overall grade as follows:

<u>B.A.</u>	
weighted average of course grades	80%
two seminar papers	20%

<u>M.A. Track A (with thesis)</u>	
weighted average of course grades	30%
two seminar papers	20%
thesis	50%

<u>M.A. Track B (without thesis)</u>	
weighted average of course grades	40%
three seminar papers	30%
two comprehensive exams	30%

3.3.9. In summary, what are the strengths and weaknesses of the teaching and learning? To what extent have the methods applied to measure the teaching and learning achieved their goals?

See above, 3.2.6.

The methods applied to measure teaching and learning have generally achieved their goals.

3.4. Students

3.4.1. What are the admission criteria for the program, the selection and admission procedure, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission criteria (psychometric score and matriculation grades) the candidates should meet?

B.A.

Admission criteria:

- Double-Major: minimum 500 combined score (psychometric and matriculation)
- Single-Major: first-year average grade of at least 80 in each major, or approval of B.A. advisor

Criteria of advancement: minimum 65 average grade

Criteria for completion:

- Double-Major:
 - all six required courses (26 units);
 - 34 units of electives, of which at least 20 units are at level three, including at least one course in the history of philosophy;
 - two seminar papers with different instructors.

- Single-Major:
 - all six required courses (26 units);
 - 46-64 units of electives in philosophy, of which at least 26 units are at level three;
 - 30-48 units (to a total of 120 units) of electives in at least two other departments;
 - three seminar papers in philosophy with at least two different instructors, and one seminar paper in another department.

The Department attempts to accommodate students with special needs as best as possible on an individual basis. Admission criteria are decided upon by the Department in consultation with the Rector's office, mainly on the basis of demand, and are not related to a significant degree to the aims of the program. The lowest admission cutoff in the last five years was 490.

M.A.

Admission criteria:

- Track A (with thesis): B.A. in philosophy with a final grade of at least 85, and (for double-majors) a final grade of at least 80 in the other major; and approval of the M.A. Committee, on the basis of an application submitted to the Department, including a writing sample.
- Track B (without thesis): B.A. in philosophy with a final grade of at least 80, and a final grade of at least 76 in the other major.
- Both tracks: students with a Bachelor degree not in philosophy, with a final grade of at least 80, may be admitted to a one-year program of background studies, on the basis of which they may then apply to the regular M.A. program.

Criteria of advancement

- Track A (with thesis): By the end of the first year students must complete at least 16 semester-hours of courses, including the Thesis Workshop (where they receive guidance in developing their research proposals), with an average grade of at least 90, and have the consent of a Department faculty member to serve as thesis supervisor. By the end of their third semester they must have submitted a thesis proposal. By the end of the third year they are to have completed the thesis.
- Track B (without thesis): as required by University regulations. All requirements are to be completed within three years.

Criteria for completion:

- Track A (with thesis):
 - 28 semester-hours of courses, all at level four except for at most 6 semester-hours at level three, including the Thesis Workshop;
 - two seminar papers with different instructors;
 - thesis.
- Track B (without thesis):
 - 36 semester-hours of courses, all at level four except for at most 10 semester-hours at level three;
 - three seminar papers with different instructors;
 - two comprehensive exams.

The Department attempts to accommodate students with special needs as best as possible on an individual basis. Admission criteria are decided upon by the M.A. Committee and the Department, subject to the approval of the Graduate Division,

and in accordance with the aims of the program. The lowest admission requirement in the last five years was a B.A. in philosophy with a final grade of at least 80, and a final grade of at least 76 in the other major.

Ph.D.

Admission criteria:

- M.A. in philosophy with a final grade of at least 85, and a grade of at least 90 in the thesis;
- approval of the M.A. Committee, on the basis of an application submitted to the Department, including the M.A. thesis and the written consent of an eligible Department faculty member to serve as dissertation supervisor.

Criteria of advancement:

- By the end of the first year students must complete the Dissertation Workshop (where they receive guidance in developing their dissertation proposals) and have their dissertation proposal approved by the Doctoral Committee (based on the reports of two readers).
- By the end of the fourth year they are to have completed the dissertation.

Criteria for completion:

- completion of required coursework (determined individually by the Doctoral Committee and including at least the Dissertation Workshop);
- approval of the dissertation.

The Department attempts to accommodate students with special needs as best as possible on an individual basis. Admission criteria are decided upon by the Doctoral Committee and the Department, subject to the approval of the Graduate Division, and in accordance with the aims of the program.

They have not changed in the last five years.

- 3.4.2. To what extent is the relevant information concerning the courses taught in the study program passed on to the students and available to them, e.g. syllabus (bibliography specifying required reading, exercises and assignments, components of the final grade) collection of the examination papers. How is this information brought to the attention of the students, where is it published and how are the students updated on changes that have been introduced?

The programs' regulations are published in the University's annual catalogue and posted on the Department website. At the beginning of each course the instructor provides a syllabus specifying the course content, bibliography, requirements, and procedures. Students are invited to view graded final examinations in the Department office. Changes are announced in class and usually online as well.

- 3.4.3. What is the yearly drop-out rate of students from the program over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the drop-out rate? In case there is not, what steps does the unit take in order to prevent, reduce or increase drop-out?

See Tables 4A and 4B (Appendix 6.4).

Students' reasons for leaving the programs are academic, financial, or personal. We would like to reduce the drop-out rate, to which end we have introduced stricter admission standards and monitoring procedures, especially at the M.A. level.

- 3.4.4. To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

Student involvement in staff research projects is generally limited to their participation in seminars on staff members' research. Graduate students generally pursue their own research projects, independent of those of their supervisors.

3.4.5. Counselling systems

- 3.4.5.1. Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.

B.A.

First-year students are invited to an informal orientation session at the beginning of their first semester, where faculty members introduce themselves and describe their areas of research, and where the students are introduced to the HighLearn system, the library resources, etc. Students with special needs receive special support on an individual basis. Ongoing counselling is provided by the B.A. Advisor and individual instructors.

M.A.

Counselling for M.A. students is provided by the M.A. Committee Chair and by the student's thesis supervisor.

Ph.D.

Counselling for doctoral students is provided by the Ph.D. Committee Chair and by the student's dissertation supervisor.

Special aid for students with special needs in the following areas is given by the Scholarships and Welfare Section in the Dean of Students Office:

- **Learning adjustments:** Students with learning disabilities are referred to the Support Unit for Learning Disabilities at the University in order to undergo an examination, the results of which will determine the type of adjustments and academic assistance to be given to each such student. Students with physical/medical disabilities who are in need of special adjustments in the course of the academic year are brought before the Committee on Medical Disabilities, where their requests are discussed on the basis of medical confirmations and the student's limitations, and the adjustments are determined. Decisions are made both by the Support Committee and the Medical Committee and then conveyed by the Office of the Dean of Students to the relevant bodies at the University (Tests Section, Faculty Departments).

- Other Services: Blind and seeing-impaired students and students with physical handicaps are entitled to assistance, which includes photocopying cards, audio cassettes, loan of special equipment, personal tutoring, and reading services. Blind and seeing-impaired students may also use an Adjusted Learning Center in the Library and a special reading room in the Federman dormitories.

3.4.5.2. Are counselling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

Career counselling is provided informally by individual instructors, as well as the B.A. Advisor, M.A. Committee Chair, and Ph.D. Committee Chair. The Department does not provide placement services, but the University's Career Guidance Information Center offers consultation and assistance in choosing a future vocational career direction. See below, 3.4.8.

3.4.6. What are the mechanisms that deal with student complaints?

Complaints are handled in the Department on an individual basis, by individual faculty members, by the B.A. Advisor, the M.A. Committee Chair, or the Ph.D. Committee Chair, by the Department Chair, and by the Administrative Assistant to the Department Chair.

Beyond the Department, students are entitled to turn to the Dean of Students in the framework of the Open Door program every Tuesday without advance notice, or on other days by appointment. The head of the Student Referrals Section has hours every day to see students, but students can also turn to this office by phone or in writing. Every referral is checked with the party dealing with the particular situation and a response is conveyed to the student. The students' Ombudsman, operating under the authority of the President and the Rector, handles cases that have not found a satisfactory solution in other units, including the Office of the Dean of Students.

3.4.7. Does the unit take steps to locate outstanding students (including candidates) and reward them? If so, describe these procedures. What financial assistance is provided to students with financial problems and/or to outstanding students?

At the undergraduate level locating outstanding students and rewarding them is the responsibility of the Scholarships and Welfare Section of the Office of the Dean of Students. Candidates for University admission who have a raw psychometric grade of at least 730 are entitled to a full tuition scholarship. On a special one-time basis candidates who had a score of 700-729 were entitled to a scholarship for excellence covering half their tuition. At the start of every academic year the Dean of Students locates continuing B.A. students who meet the criteria of the University's Scholarship Committee.

At both the B.A. and M.A. levels the Department annually awards the Kogan Prize for overall academic excellence and the Pikarsky Prize for outstanding seminar papers. These prizes carry significant monetary value and are awarded in a special ceremony at the annual Departmental conference.

We are always on the lookout for outstanding students for our graduate programs. Every year we recommend as many students as we can for graduate fellowships, awarded by the Graduate Division. We also provide some support for M.A. students as teaching assistants. Unfortunately, University support for graduate students is not nearly as much as needed.

- 3.4.8. Does the institution and/or the parent unit maintain contact with their graduates, employers, and with employment market. If data is available, please specify the measure of integration of graduates into the labor market (which is especially relevant regarding study programs in professional fields): where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Please supply the data on the number of graduates who have completed their studies with distinction. Relevant survey of the unit/institution on this matter might be provided.

The Berman Center's Career-Guidance section maintains ongoing communication with graduates and employers through a website, jobresume.haifa.ac.il, that is intended to fill two main objectives: (a) making resumes of third-year students and graduates available to potential employers; and (b) publicizing openings. It supplies email announcements about suitable positions to everyone who publishes his/her resume on the site. Some of the data available:

- Since the site was set up in 2001 it has listed some 3,000 resumes and 5,000 positions.
- The site has had 426,937 hits.
- 85% of students posting their resumes on the site have expressed high to very high satisfaction with the ease of use of the site.
- More than 80% of the graduates have sought positions through the site, of whom more than 50% have done so on a permanent basis.
- Some 80% of the graduates have received announcements of a suitable opening by means of the "automatic pairing" function.
- Some 75% of the graduates sent resumes to offices advertised on the site.
- About a third of the graduates were called for a job interview.
- About 10% of the graduates were accepted for a job through the site.

The Career-Guidance section offers frequent workshops covering the whole process of job hunting, including writing resumes and preparing for job interviews. The workshop lasts four hours, and about one hundred students take it every year. In addition, there are workshops for special populations, such as new immigrants, dormitory residents, Arabs, and handicapped students. The Career-Guidance section also has a database on the integration of University of Haifa graduates into the job market. This information is based on findings of a comprehensive study that includes statistics on some 3,000 graduates who received their degree in recent years.

Publications of the Berman Center include *Learning How to Look for Work* and *Learning How to Find a Job*, which contains findings of a

comprehensive survey of the employment situation of previous graduates: positions in which they are employed, salaries, satisfaction with the job, etc.

With regard to the Department of Philosophy, the survey conducted for this evaluation (CD: HU_Extras_01_01_2009/Survey of Students and Graduates) revealed that of 80 respondents who graduated with a B.A. in the last five years and have not completed a graduate degree with us and are not currently doctoral students of ours, 56 are employed, as follows:

- services: 13--youth coordinator, psychologist, sheltered workshop coordinator, community coordinator, interviewer, organizational development trainer, bibliotherapist, NGO coordinator, nurse, special education, neuropsychologist
- business: 10--sales manager, economist, C.E.O., internet marketer, show business agent, finance manager, banker, industrial buyer
- organization: 9--human resources coordinator, administrative coordinator, messenger, librarian, NGO director, medical secretary, cashier
- technology: 5--programming engineer, service technician, graphic designer, software developer
- education and culture: 15--instructor, research assistant, museum archeologist, pre-school teacher, teacher, school counselor, behavioral science consultant
- arts and recreation: 2--composer, theatre production manager
- miscellaneous: 2--barman, motherhood workshop director

The time elapsed between graduation and employment was as follows:

- none (employed before graduation): 34 respondents
- up to three months: 7 respondents
- three to six months: 1 respondent
- six to twelve months: 6 respondents
- more than one year (including further studies): 8 respondents

Of the same 80 B.A. graduates, 54 have continued their postsecondary studies, as follows:

- M.A. + Ph.D.: 4 respondents--in brain studies, history, music, political science
- M.A.: 38 respondents--in philosophy (8), psychology (7), history (3), political science (3), bibliotherapy (2), English (2), mental health (2), Arabic literature, business administration, economics, health system administration, Jewish history, labor studies, Land of Israel studies, linguistics, maritime studies, sociology, and one unspecified area
- 2nd B.A.: 1 respondent--in physiotherapy
- Certificate programs: 11 respondents--in teaching (8), psychodrama, librarianship, alternative medicine

Of 14 survey respondents who graduated with an M.A. in the last five years and are not current doctoral students or doctoral graduates of ours, 11 are employed, as follows:

- education: 5
- marketing: 2
- engineering: 1

- psychology: 1
- miscellaneous: 2

The time elapsed between graduation and employment:

- already employed before completing B.A.: 7
- up to six months after B.A.: 1
- six to eighteen months after B.A.: 1
- before completing M.A.: 1
- immediately after completing M.A.: 1

Of the 28 survey respondents who graduated with an M.A. in the last five years, 13 went on to doctoral studies--twelve with us and one in the interdisciplinary track.

Of the seven survey respondents who completed a Ph.D. in the last five years, 5 are employed--two as philosophy instructors, one as a clinical psychologist, one as a defense researcher, and one as an editor. All were employed before finishing the Ph.D.

3.4.9. In summary, what are the strengths and weakness of the issues specified above?

Strengths:

- Criteria for admission, advancement, and completion are clear and effective.
- Information on courses and regulations is clearly presented to students.
- Counselling is available to students for all academic difficulties that might arise.

Weaknesses:

- The drop-out rate is higher than we would like.
- Graduate students need more funding.

For data on numbers of students applying, admitted and enrolled, and distributions of psychometric scores and matriculation grades, see Table 4C (Appendix 6.4).

3.5. Human Resources

3.5.1. Teaching Staff

3.5.1.1. Describe the profile of the program's teaching staff in the format of the tables 2a through 2d (pages 15-17). What are the areas of specialization of the staff versus the requirements of the study program? To what extent does the staff profile enable flexibility and dynamism within the program?

See Tables 2A-2C (Appendix 6.2).

The senior staff's areas of specialization are adequate for the program's core curriculum—Greek philosophy, modern philosophy, logic, ethics, and theory of knowledge—but we lack specialists in many important areas of considerable interest to students, e.g., 18th and 19th century German

philosophy, 19th and 20th century continental philosophy (existentialism, phenomenology, etc.), medieval philosophy, Asian philosophy, and Islamic philosophy. The staff profile enables flexibility and dynamism within the program to a great extent, but not enough to cover the aforementioned uncovered areas.

- 3.5.1.2. What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training. Are their research areas related to the study program (e.g. do the staff members teach special courses that are related to their areas of research or to areas in which they have gained a reputation)?

All instructors have doctoral degrees from respected doctoral programs, and all courses are taught by people specializing in the area of the course. Teaching assistants, for exercise sections in the first-year required courses, are selected from among our stronger M.A. students.

- 3.5.1.3. What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program?

Staff members are updated as part of their normal research activity, which is regularly evaluated in tenure and promotion reviews.

- 3.5.1.4. What are the rules, criteria and procedures for appointing the head of the study program and the staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? Are you satisfied with these procedures?

The Department elects its chair from among the tenured members of the Department for a term of three years, renewable for another two years. Senior (tenure-track) staff are appointed and promoted in accordance with University procedures (CD: HU_Rules and Procedures_01_01_2009/Promotions Code(H)). Teaching associates (part-time visiting instructors) and teaching assistants (M.A. students) are hired by the chair, in consultation with the Department, for individual courses. It is regrettable that union regulations preclude hiring doctoral students as teaching assistants.

- 3.5.1.5. What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

The Department chair must be a tenured member of the Department at the rank of senior lecturer or higher, and the chair's defined responsibilities are

- to run the Department and further its development in instruction and research;
- to represent and speak on behalf of the Department within the University;

- to initiate, set the agenda for, and chair Department meetings, and to report on them to the Dean of the Faculty;
- to see to the appointment, promotion, and dismissal procedures for all members of the Department;
- to initiate class visits as needed in the Department's courses.

3.5.1.6. How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

The standard teaching load for senior staff is eight hours of classroom instruction per week. External and junior staff are hired on a per course basis.

3.5.1.7. Are staff members obliged to serve as advisors for final projects, theses and dissertations? Are there criteria for assigning advisors to the above-mentioned papers and projects?

Supervising graduate students is part of the general obligations of senior staff. Supervisors are assigned by the Department's M.A. and Doctoral committees, subject to mutual consent. Supervisors must have adequate expertise in the area of the work they supervise, and doctoral dissertation supervisors must be at the rank of senior lecturer or higher.

3.5.1.8. What is the policy regarding recruiting and absorbing teaching staff (senior as well as junior) and what are the plans for the future recruitment to the study program under evaluation? How are these plans made and by whom?

The Department aims to recruit staff of the highest calibre, covering all the core areas of philosophy, as well as other important areas that are of interest to our students. Although the Department plans to pursue this policy as much as possible, budgetary approval for new senior appointments is not expected in the foreseeable future. Budgets for part-time external staff, on whom we rely for breadth and variety in the curriculum, have also been severely curtailed. Hiring policy is set by the Department, subject to the approval of the Dean of the Faculty and the Rector.

3.5.2. Technical and administrative staff

Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The Department office is run by the administrative assistant to the chair, whose responsibilities include the following:

- running the Department office;
 - managing Department budgets;
 - ordering equipment and supplies;
 - supervising office staff;

- assisting the Department chair and the administrative head of the Faculty
 - storing, managing, and retrieving information,
 - coordinating Department committee work,
 - managing staff records,
 - implementing and following up on employment procedures and utilization of budget allocations;
- providing administrative support for the Department's program of courses
 - scheduling courses and exams,
 - coordinating preparation of texts for the University's annual *Guide to Enrollment* and course catalogue,
 - developing and maintaining the computerized course registration system,
 - coordinating IT support for courses,
 - recording grades,
 - processing grade appeals,
 - processing disciplinary charges,
 - ordering classroom equipment;
- tending to students and applicants
 - answering requests for information,
 - preparing application materials for admissions procedures,
 - handling requests for exceptions,
 - helping with enrollment in courses,
 - following up on applications and admissions,
 - assisting with scholarship applications,
 - identifying students eligible for awards
 - following up on student progress,
 - following up on degree completion,
 - calculating final overall grade averages,
 - processing changes in student status,
 - processing program transfers;
- providing assistance to academic staff
 - processing teaching assistant applications and assignments,
 - helping with absorption of new staff,
 - orienting visiting and junior staff,
 - coordinating and disseminating regulations;
- coordinating Departmental events, such as talks, conferences, and "open days;"
- assisting in Faculty and University events, such as graduation and award ceremonies;
- providing sympathy and support for students and staff in need;
- maintaining a warm, pleasant atmosphere;
- diverse troubleshooting.

The administrative assistant to the chair is employed in a part-time position of 63.7% (about 26 hours per week) and is assisted by a part-time office worker employed for up to seven hours per week.

IT support is provided by the office of Computer Resources in the Faculty of Humanities.

3.5.3. **In summary**, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

Strengths:

- The staff are well-qualified and hard-working.

Weaknesses:

- The Department office is severely short-handed.
- The academic staff needs to be expanded in order to cover more areas.

3.6. Infrastructure

3.6.1. Administration

3.6.1.1. What is the physical location of the unit in the institution, in which building is it located, and where does the study program under evaluation operate? Do other study programs share the building?

The Department of Philosophy is located mainly on the 19th floor of the Eshkol Tower, along with four faculty members' offices on the 17th floor. The B.A., M.A., and Ph.D. programs operate on the 19th and 17th floors, and in classrooms all across the campus. Eshkol Tower is a 28-story building which houses numerous academic departments and administrative offices.

3.6.1.2. What is the location of the secretariat/administration of the parent unit? Does the study program under evaluation have a separate secretariat?

The philosophy department office is on the 19th floor, room 1902. The B.A., M.A., and Ph.D. programs do not have separate secretariats.

3.6.1.3. How many rooms serve the academic staff (senior, junior and external) and technical staff of the program, and what standard equipment is available in each room?

There are 13 rooms for the full-time senior staff and one room for external and junior staff. Each is equipped with desk and chair, bookshelves, whiteboard, computer, telephone, and LAN hook-up.

3.6.2. Classes

3.6.2.1. How many classrooms, seminar rooms, rooms for group activities, and auditoria serve the study program, how many seats do they have, and what equipment can be found in each room /classroom/auditorium (including reference to the possibility of using personal laptop computers on campus).

The philosophy department has one seminar room, seating up to 30 people around a large central table and containing a whiteboard, projection screen, overhead projector, and wireless internet connection. For the Department's classrooms in the Main Building and their capacities, see Table 5A

(Appendix 6.5). All classrooms are equipped with whiteboard, projection screen, overhead projector, and wireless internet connection. Additional equipment is available as needed. To facilitate laptop usage the University has added, and plans to continue adding, electrical outlets in the classrooms, and wireless internet connection is available throughout most of the campus.

- 3.6.2.2. How many computer labs serve the students in the program, and how many computers are there in each lab? Specify the existing hardware and software, and state if it includes special hardware and/or software. Specify the institutional and unit computer layout, and how it serves the parent unit and the study program.

See Table 5B (Appendix 6.5). These serve the general computing needs of the Department's students (word processing, library access, course information, etc.).

- 3.6.2.3. Do the parent unit and study program have access to additional facilities for special purposes, e.g. conference rooms, study centres, research centres and meeting rooms? If teaching activities take place outside the campus, please specify which activities and the frameworks in which they are carried out.

The Department can book a variety of rooms as needed for conferences, award ceremonies, orientation events, etc.

3.6.3. Laboratories

What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

The Department programs do not use laboratories.

3.6.4. Library

- 3.6.4.1. Describe the library which serves the students and the teaching staff of the study program: its location, its physical structure, the number of titles according to subjects, journals, computerised databases, the number of obligatory books relative to the number of students, opening hours, number of seats, number of computers, the library's professional staff and their qualifications, to what extent do the students receive assistance and guidance in the library, the ability of students and teaching staff to use the databases from outside the library (using a code to connect to the computer). Specify likewise the policy guiding the purchase of material for the library: how are decisions made with regard to the purchase of books, journals, computerised databases etc. and based on which recommendations/requirements, what are the procedures for updating the library, is there a clear and well-defined budget for the library?

Physical Structure

The University of Haifa Library is a central library and the only one on campus. The Library covers an area of some 12,000 square meters on four levels. In August 2007, work began on expanding the Library by some 4,500 sq.m.

Books, Journals, and Databases

As of March 2008, the library contained 39,653 book titles in philosophy; 213 philosophy journals; 249 computerized databases for humanities, including the Philosopher's Index. (For complete lists see CD: HU_Extras_01_01_2009/3.6.4.1a Philosophy Journals and 3.6.4.1b Philosophy Databases.)

Number of Required Books per Student

When a book is required reading for a particular course, the Library acquires at least one copy for every 15 B.A. students and one copy for every ten M.A. students. Individual book chapters and articles are made available electronically, as permitted by copyright regulations, to all the students of a course.

Library Hours

The Library is open Sunday through Thursday from 8:30 a.m. to 8:00 p.m., and on Fridays from 8:30 a.m. to 1:00 p.m. For part of the summer the Library closes at 6:00 p.m. and on Fridays.

Number of Seats

The Library has seating for more than 700 people.

Number of Computer Stations

There are more than 170 computer workstations/classrooms.

Library's Professional Staff and Skills

The Library employs more than 70 workers, most of them certified librarians (senior and specialists), with a B.A., M.A., or Ph.D. degree. The Library staff includes a Library Information Systems team of 10 employees. The Library holds the ISO-2001 quality of service seal of standard.

Student Assistance and Guidance

The Library conducts orientations for new students in conjunction with the Computing Division prior to the start of the academic year. The students have at their disposal educational software programs accessible online for familiarizing themselves with the Library catalog, as well as online guides for a significant proportion of the databases. Certified librarians provide reference services at a general reference desk, a law library reference service, a media desk, and a journals desk. Online and telephone reference services are also provided.

Remote Access

Students and staff can connect to the computerized databases from any place in the world by means of a code.

Acquisition Policy

The Library has a general acquisitions policy, which is approved by the University's Library Committee, and a policy for each study area, which is approved by the relevant departments. Requests to develop the collection are accepted from members of the academic staff, who rank their requests according to priority. In addition, the Library staff has subject developers, who expand collections in accordance with departmental policy and thereby balance out acquisitions undertaken according to specific orders from academic faculty members.

Procedures for Updating

The Library has a weeding-out policy in coordination with its acquisitions policy. Renewal of journal subscriptions is checked yearly with the departments for the purpose of keeping the collection up to date.

Budget

The Library has an annual budget for acquiring books and journals.

- 3.6.5. Do the institution and the study program take steps to enable the convenient access of the students with special needs to the study material and the different facilities , e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

In general, the University is accessible to the handicapped and those with physical or sensory disabilities. Most classrooms and lecture halls have places for a wheelchair. The University also has scores of parking places set aside for handicapped students in the vicinity of the central buildings, and bathrooms for the handicapped throughout the campus. There is also handicapped access to laboratories, as in the Multi-purpose Building, where access to the laboratory level is available by a chair lift.

The Library operates a center for blind and seeing-impaired students, in which there is special computerized equipment adapted for their needs. The Library is accessible only partially to handicapped students, and this year an additional elevator for the handicapped will be added to allow full access.

- 3.6.6. In summary, what are the points of strength and weakness of the physical infrastructure?

Strengths:

- The Library is probably the best in the country and has met the Department's needs in research and instruction very well.

Weaknesses:

- Drastic cuts in the Library budget threaten to lower significantly the extent to which the library will be able to continue to meet the Department's needs.

Chapter 4 - Research

General

The teachers at the department of philosophy of the University of Haifa cover in their research a broad spectrum of fields. The department has particular research strengths in ethics, the history of philosophy, philosophical psychology, and the philosophy of science. A large number of expected retirements in the coming years will considerably harm our strengths in the history of philosophy and in philosophical psychology, and the hiring of new faculty will be required if we are to maintain our distinction in these fields.

Publications by members of the department, 2003-8

Michael Antony, Ph.D. (MIT, 1991)

Selected articles

Michael Antony (2003). "Davidson's Argument for Monism," *Synthese* 135(1): 1-12.

--- (2003). Review of Jeffrey Foss, *Science and the Riddle of Consciousness: A Solution*, *Philosophia* 31(1-2), 2003, pp. 325-329.

--- (2004). "Sidestepping the Semantics of 'Consciousness'," *Behavioral and Brain Sciences* 18(2): 289-290.

--- (2005). Review of David Papineau, *Thinking About Consciousness*, in *Philosophical Psychology* 18(1): 152-156.

--- (2006). "How to Argue Against (Some) Theories of Content," *Iyyun* 55: 265-286

--- (2006). "Vagueness and the Metaphysics of Consciousness," *Philosophical Studies* 128(3): 515-538.

--- (2006). "Papineau on the Vagueness of Phenomenal Concepts," *Dialectica* 60(4): 475-483.

--- (2006). "Simulation Constraints, Afterlife Beliefs, and Commonsense Dualism," *Behavioral and Brain Sciences* 29(5): 462-463.

--- (2008). "Are Our Concepts **Conscious State** and **Conscious Creature** Vague?" *Erkenntnis* 68(2): 239-263.

Oded Balaban, Ph. D. (Tel Aviv University, 1984)

Books

Balaban, Oded (2005). *Interpreting Conflict—The Israeli–Palestinian Negotiations at Camp David II and Beyond*. New York: Peter Lang Publishers, 370 pp. (ISBN 0820474509)

Balaban, Oded & Megged, Amos (eds.) (2003). *Impunity and Human Rights in Latin–America*, La Plata: ed. Al Margen, 200 pp. (ISBN 9871125119)

Selected articles

Balaban, Oded. (2008 or 2009). "Platonic Socrates' Moral Intellectualism—The Case of the 'Hippias Minor'," *Bochumer Philosophisches Jahrbuch für Antike und Mittelalter*, vol. 12 or 13.

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Balaban, Oded (2007). "El problema psicofísico en la tradición analítica," (The psychophysical problem under the Analytic Tradition) (in Spanish) *Anuario Filosófico*, 40/3.

Balaban, Oded (2005). "Intellectualisme et causalité chez Hegel, et les limites de la science moderne," *Archives de Philosophie*, Vol. 68 Issue 1.

Balaban, Oded (2004). "Bentham's 'Two Theses' Argument," *Manuscrito*, vol. 27 issue 1.

Balaban, Oded (2004). "Strategy on two fronts—The Security Fence and the unilateral withdrawal," (Estrategia en dos frentes: La barrera israelí de seguridad y el retroceso unilateral") *Nueva Época*, VII, No. 1 (in Spanish).

Balaban, Oded (2004). "Democracy and the Limits of Tolerance," *Jahrbuch für Recht und Ethik/Annual Review of Law and Ethics*, vol. 12.

Balaban, Oded (2004). "The other Edward Said", (in Arabic) *Masharef, Quarterly of Arabic Literature*, (translated from Hebrew by Hisham Naffa, Vol. 23, pages 218–255. Hebrew version and English and Spanish translations: *EJOS – Electronic Journal of Oriental Studies*, Department of Arabic, Persian and Turkic Languages and Culture, Utrecht University, The Netherlands, Vol. VII, pp. 1–42 <<http://www2.let.uu.nl/Solis/anpt/ejos/EJOS-VII.o.htm>>.

Research budgets

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Aaron Ben-Ze'ev, Ph.D. (Chicago, 1981)

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Iddo Landau, Ph.D. (Mcgill University, 1991)

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Articles

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Chapter 5 - The Self-Evaluation Process, Summary and Conclusions

- 5.1. To what extent do the institution and the parent unit perform self-evaluation on a regular basis? (apart from the evaluation initiated by the Council for Higher Education). If self-evaluation is being performed – please describe and evaluate the way it is carried out and its frequency.

The University has a tradition of conducting evaluations of academic units (and administrative units, as well). Most departments maintain independent mechanisms that include, among others, a check of the quality, validity, and suitability of curricula. This has led to many changes in curricula and initiatives for adding curricula, in particular interesting combinations of existing programs.

The University has set up at its own initiative visiting international committees to survey the condition of departments and curricula--for example, to examine the Departments of Sociology and Maritime Civilizations, to establish the Faculty of Sciences, and so forth.

For a number of years the University has conducted a process of approving doctoral curricula. This process also involves the meetings of an external examining committee.

The Department of Philosophy evaluates all aspects of its program in an ongoing, ad hoc manner.

- 5.2. Has the institution appointed a senior staff member to deal with self-evaluation? If so, please state his name and his past and present position in the institution. State and evaluate the definition of his task as the staff member in charge of quality evaluation in the institution, including the scope of his authority and his method of operation.

The Vice Rector, Prof. David Faraggi, has overall responsibility for the self-evaluation process at the University. Prof. Faraggi is the Head of the Statistical Consulting Unit, and formerly chairman of the Department of Statistics.

Prof. Avner Halevi, current chairman of the Statistics Department and head of its Quality Studies concentration, serves as consultant for the methodological side of the process of evaluating academic units.

Ms. Ruchama Elad-Yarum, Assistant to the Vice Rector, is responsible for providing guidelines to the academic units; for data collection, statistical processing, and analysis of surveys of students, graduates; for the production of the institutional reports; for general guidance to the various academic units; for providing guidelines for preparing reports and administrative assistance to units carrying out the evaluation. Aiding her in these functions were Ms. Rachel Ramraz, Head of the Academic Planning Unit, who assisted in the production of the institutional reports; and Ms. Michal Daloya, a Ph.D. candidate in the Quality Studies program of the Department of Statistics, who assisted in data collection and provided general guidance to the units.

- 5.3. Describe the methods used by the parent unit and the study program in its self-evaluation process, and what are your conclusions with regard both to the methods/the way it was performed and to its results?

The University

With the establishment of the Project for Quality Evaluation according to the guidelines of the Council for Higher Education, the University set up a Quality Evaluation Unit. It is the University's intention to expand the activities of this unit and to begin a process, too, of evaluating the quality of units that are not among the areas selected for evaluation by the Council for Higher Education. This will be carried out on the basis of initiative and need.

Methodologically, the work of the Quality Evaluation Unit in evaluating each academic unit includes the following stages:

1. **Objective:** Formulating the objectives of the academic unit, based on a definition of the institution's vision as defined in the constitution and as emphasized by the president. Ways in which the University as a whole and the academic unit in particular fulfill their objectives are examined in the contexts of academic research, teaching, initiating, and undertaking aid projects for the society and the community.
2. **Defining a vision:** Defining the academic unit's vision, based on the institution's view of its place at a future point in time in relation to various dimensions, such as professional reputation (general or focused on certain areas), its position vis-à-vis similar institutions, capability in areas of defined academic activity, the institution's share in national or international activity in defined areas, etc. Accordingly the need arises to clarify the terms "quality" and "excellence" in the appropriate framework for each academic unit.
3. **Clients:** Determining the clients who will be the focus of the evaluation process, in which form they will be evaluated, and defining what they require of the academic unit. For instance, the focus may be on students, on graduates, and on their employers.
4. **Service:** Evaluating the teaching process is based on three products that are vital in order for graduates of higher educational institutions to integrate efficiently into the labor market—general abilities, specific areas of knowledge, and personal skills. The model for measuring the quality of the teaching process is the Perceived Quality model, which is customary in up-to-date service models. Accordingly we will define a number of service (teaching) characteristics and measure how these characteristics are perceived by service recipients at various stages: by the actual students, by graduates, and by the employers. We have already implemented this model in the survey questionnaires that were prepared in the context of the process of evaluating the quality of academic units according to Council for Higher Education guidelines. At this stage of the evaluation process, the academic unit should define teaching-quality characteristics that, according to its perception, are suitable for it in particular.
5. **Quality system:** After the quality principles and the characteristics measuring them are clarified, the unit should plan their integration into the curricula. Teaching-achievement goals should be considered and set down and, at the same time, a method of feedback and review of curricula should be considered so as to be able to evaluate the degree to which the unit's curricula meet the quality standards that were set.
6. **Implementation and control:** It is now possible to clarify the extent to which the principles of the unit are maintained. Measurements and evaluations may be conducted and findings and conclusions then integrated into the unit's report, which

will be conveyed to the Vice Rector and to the Rector, so that discussion and implementation of findings may continue at the University level. It should be remembered that the purpose of the self-evaluation process is an in-depth check of the maintenance of quality principles and the extent to which they are met, and therefore operative conclusions are drawn that will be clearly manifested in guidelines as to the structure and content of curricula in the near and intermediate future.

The Department

After meeting with the University staff to learn about the self-evaluation program, the Department set up a steering committee, consisting of the Department chair, the doctoral committee chair, the M.A. committee chair, the B.A. advisor, and the administrative assistant to the chair. The steering committee then divided up editorial responsibility for different sections of the report and adopted the following work plan, to be implemented with the participation of all senior members of the Department:

Stage I: Mission statement of each study program, its aims and goals

- a) Suggestions & discussion (email)
- b) Discussion (dept. meeting including external and junior staff and student representatives)
- c) Editors formulate, circulate for discussion, revise, recirculate, ...

Stage IIA (parallel with IIB): Questionnaires—students & grads

- a) Suggestions & discussion (email)
- b) Steering com. & Rector's staff: formulate, circulate for discussion, revise, recirculate, ...
- c) Do survey, formulate results, circulate for discussion.

Stage IIB (parallel with IIA): 3.2-3.4

- a) Divide into teams—B.A., M.A., Ph.D.
- b) Teams discuss 3.2-3.4.
- c) Editors formulate, circulate for discussion, revise, recirculate, ...

Stage III: 3.5-5

- a) Divide into teams—3.5, 3.6, 4.
- b) Teams discuss.
- c) Editors formulate, circulate for discussion, revise, recirculate, ...

Stage IV: Final report

Steering committee edits final report, circulates, revises.

After universal participation in Stage I, Stages II and III were performed mainly by the steering committee, with the participation of only few of the other Department members. Near universal participation can be expected in Stage IV. The method has been successful in producing the self-evaluation report, but it is too early to assess the results of the report.

- 5.4. Describe the consolidation process of the self-evaluation report, including its preparation and final approval (including a description of the contributions of staff members to the process).

See 5.3. Steering committee members assumed editorial responsibility for the various sections of the report, and the chair assumed overall editorial

responsibility. The method employed allowed every staff member to contribute as much as he liked, including revisions to the final version.

- 5.5. If a mechanism/structure has been decided upon for the future treatment of problematic issues that were highlighted by the self-evaluation activity, specify it while referring to the functionary within the institution who would be responsible to follow up on this activity. Please refer to the question of how the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

Issues highlighted by the self-evaluation activity will be discussed by the Department at the initiative of the chair. Although the Department has not adopted a plan for future quality assessment, it is expected that the current self-evaluation process will be able to serve as a model.

- 5.6. Are the results of the self-evaluation open, transparent and accessible to staff (academic as well as administrative) and students?

Yes, the final version of this report will be available to all staff and students.

Chapter 6 - Appendices

Appendix 6.1

Table 1: Study Program 2007/8

Appendix 6.2

Table 2A: Senior Academic Staff 2007/8

Table 2B: Junior Academic Staff 2007/8

Table 2C: External Teaching Staff (Senior) 2007/8

Appendix 6.3

Table 3: Overall Average Grades

Appendix 6.4

Table 4A: Dropout Rates in the Last Five Years (2002/3-2006/7)--Summary

Table 4B: Dropout Rates in the Last Five Years (2002/3-2006/7)--Detail

Table 4C: Candidates, Accepted Candidates, & Enrolled First Year Students

Table 4D: Descriptive Statistics of B.A. Admission Requirements by Year

Appendix 6.5

Table 5A: Classrooms in the Main Building Used by the Dept. of Philosophy

Table 5B: Computing Division Classrooms--Location and Content

Appendix 6.6

Table 6A: Humanities Faculty Administrative-Organizational Structure

Appendix 6.1 Table 1: Study Program 2007/8 - B.A.

Year in Program	Semester	Course Title	Course Type	Credits	Prerequisites	Lecture Hrs./Wk.	Exercise Hrs./Wk.	No. of Students	Teaching Staff	
									Name	Rank
1	1	Intro. to Greek Philosophy	required	5	-	4	2	56	Ariel Meirav	Lecturer
1	1	Rationalism and Empiricism	required	5	-	4	2	41	Ruth Lorand	Associate Professor
1	2	Formal Logic	required	5	-	4	2	40	Jonathan Berg	Senior Lecturer
1	1	Philosophy of Military Intelligence	elective	2	-	2	-	25	Avital Pilpel	Teaching Associate
2	1	Theory of Knowledge	required	4	-	4	-	40	Oded Balaban	Associate Professor
2	1	Philosophical Writing	required	3	-	2	-	39	Iddo Landau	Associate Professor
2	1	Introduction to the Philosophy of Mind	elective	4	-	4	-	36	Michael Antony	Senior Lecturer
2	1	Intro. to the Philosophy of Modern Physics	elective	4	-	4	-	42	Meir Hemmo	Senior Lecturer
2	1	Philosophy in Wonderland	elective	4	-	4	-	35	Jonathan Berg	Senior Lecturer
2	1	Topics in Contemporary Philosophy	elective	2	-	2	-	47	Meir Hemmo	Senior Lecturer
2	1	Ten Moral Paradoxes	elective	4	-	4	-	18	Saul Smilansky	Professor
2	1	Introduction to Chinese Philosophy	elective	2	-	2	-	55	Gad Isay	Teaching Associate
2	1	Reading Plato: Meno	elective	2	-	2	-	12	Ivor Ludlam	Teaching Associate
2	2	Theory of Knowledge	required	4	-	4	-	27	Michael Antony	Senior Lecturer
2	2	Introduction to Ethics	required	4	-	4	-	56	Saul Smilansky	Professor
2	2	The Meaning of Life	elective	4	-	4	-	22	Iddo Landau	Associate Professor
2	2	Emotions in Everyday Life	elective	2	-	2	-	136	Aaron Ben-Ze'ev Ruhama Goussinsky	Professor Teaching Associate
2	2	Introduction to Later Greek Philosophy	elective	4	-	4	-	14	Menahem Luz	Senior Lecturer
2	2	Temporal Experience	elective	4	-	4	-	39	Ariel Meirav	Lecturer
3	1	Political Hermeneutics	elective	4	Eng. Level 2	4	-	46	Oded Balaban	Associate Professor
3	1	The Divided Mind	elective	2	Eng. Level 2	2	-	13	Lawrence Lengbeyer	Visiting Assoc. Prof.
3	1	The Problem of Understanding Other Cultures and Eras	elective	2	Eng. Level 2	2	-	15	Lawrence Lengbeyer	Visiting Assoc. Prof.
3	1	Selected Issues in the Meaning of Life	seminar	4	Eng. Level 2	4	-	16	Iddo Landau	Associate Professor
3	1	Material Beings	seminar	4	Eng. Level 2	4	-	25	Ariel Meirav	Lecturer
3	1	Advanced Punishment	seminar	2	Eng. Level 2	2	-	21	Saul Smilansky	Professor
3	2	Philosophy of Law	elective	4	Eng. Level 2	4	-	43	Oded Balaban	Prof.
3	2	Problems in the Philosophy of Religion	elective	4	Eng. Level 2	4	-	19	Michael Antony	Senior Lecturer
3	2	Aristotle's Metaphysics	elective	4	Eng. Level 2	4	-	9	Menahem Luz	Senior Lecturer
3	2	The Mind-Body Problem in Descartes & Spinoza	elective	2	Eng. Level 2	2	-	16	Noa Shein	Teaching Associate
3	2	The Arrow of Time	seminar	4	Eng. Level 2	4	-	12	Meir Hemmo	Senior Lecturer
3	2	Kripkenstein	seminar	4	Eng. Level 2	4	-	7	Jonathan Berg	Senior Lecturer
3	2	Feminist Philosophies	seminar	4	Eng. Level 2	4	-	10	Landau Iddo	Associate Professor
3	2	The Problem of Evil	seminar	4	Eng. Level 2	4	-	39	Ariel Meirav	Lecturer
3	1+2	Metaphysical Innovations	seminar	4+4	Eng. Level 2	4	-	9	Amihud Gilead	Professor
3	1+2	Issues in Philosophical Psychology	seminar	4+4	Eng. Level 2	4	-	22	Amihud Gilead	Professor

M.A./Ph.D.

Year in Program	Semester	Course Title	Course Type	Lecture Hrs./Wk	Number of Students	Teaching Staff	
						Name	Rank
M.A.	2	Thesis Workshop	required.	2	12	Meir Hemmo	Senior Lecturer
M.A.	1	Art and interpretation	seminar	4	8	Ruth Lorand	Associate Professor
M.A.	1	Political Hermeneutics	elective	4	46	Oded Balaban	Associate Professor
M.A.	1	The Divided Mind	elective	2	13	Lawrence Lengbeyer	Visiting Assoc. Prof.
M.A.	1	The Problem of Understanding Other Cultures and Eras	elective	2	15	Lawrence Lengbeyer	Visiting Assoc. Prof.
M.A.	1	Material Beings	seminar	4	25	Ariel Meirav	Lecturer
M.A.	1	Advanced Punishment	seminar	2	21	Saul Smilansky	Professor
M.A.	2	Philosophy of Law	elective	4	43	Oded Balaban	Associate Professor
M.A.	2	The Arrow of Time	seminar	4	12	Meir Hemmo	Senior Lecturer
M.A.	2	Kripkenstein	seminar	4	7	Jonathan Berg	Senior Lecturer
M.A.	2	Feminist Philosophies	seminar	4	10	Landau Iddo	Associate Professor
M.A.	2	The Problem of Evil	seminar	4	39	Ariel Meirav	Lecturer
M.A.	1+2	Philosophy Colloquium	seminar	2	6	Oded Balaban	Associate Professor
M.A.	1+2	Metaphysical Innovations	seminar	4	9	Amihud Gilead	Professor
M.A.	1+2	Issues in Philosophical Psychology	seminar	4	22	Amihud Gilead	Professor
Ph.D.	2	Dissertation Workshop	required	2	6	Saul Smilansky	Professor

Appendix 6.2
Table 2A: Senior Academic Staff 2007/8

Name		Rank	Per Cent Position in Dept.*	Areas of Specialization	Courses Taught		Total Weekly Semester Hours	Additional Tasks in Institution	Graduate Students Under Supervision	
First	Family				Name	Weekly Hours			M.A.	Ph.D.
Michael	Antony	Senior Lecturer	100	Philosophy of Mind, Philosophy of Language	1. Introduction to the Philosophy of Mind	4	12	B.A. Advisor	2	0
					2. Epistemology	4				
					3. Problems in the Philos. of Religion	4				
Oded	Balaban	Associate Professor	100	Theory of Knowledge, Political Philosophy	1. Theory of Knowledge	4	12	Colloquium Coordinator		5
					2. Political Hermeneutics	4				
					3. Theory of Knowledge	4				
Aaron	Ben-Ze'ev	Full Professor	12.5	Philosophy of Psychology, Study of Emotions	Emotions in Everyday Life	2	2	President		2
Jonathan	Berg	Senior Lecturer	100	Philosophy of Language, Logic, Philosophy of Mind	1. Philosophy in Wonderland	4	12	Department Chair	2	3
					2. Formal Logic	4				
					3. Kripkenstein	4				
Amihud	Gilead	Full Professor	100	Metaphysics, Philosophical Psychology, History of Philosophy	1. Metaphysical Novelties	4+4	16		1	1 Ph.D. 1 Postdoc
					2. Selected Problems in Philosophical Psychology	4+4				
Meir	Hemmo	Senior Lecturer	100	Philosophy of Science	1. Intro. to Philos. of Modern Physics	4	12	Chair of M.A. Committee	1	2
					2. Topics in Contemporary Philosophy	2				
					3. The Arrow of Time	4				
					4. M.A. Thesis Workshop	2				
Giora	Hon	Associate Professor	100	History and Philosophy of Science			sabbatical		1	3
Iddo	Landau	Associate Professor	100	Feminist Philosophy, Existentialism	1. Selected Issues in the Meaning of Life	4	16	Chair of Program in Business and Professional Ethics, Chair of Search Comm.	1	2
					2. Academic Philosophical Writing	4				
					3. Issues in Feminist Philosophy	4				
					4. The Meaning of Life	4				
Ruth	Lorand	Associate professor	100	Aesthetics, Hemeneutics, History of Philosophy	1. Rationalism and Empiricism	4	8 semester sabbatical		3	5
					2. Art and Interpretation	4				
Menahem	Luz	Senior Lecturer	75	Ancient Philosophy, Neoplatonism, Aristotelianism	1. Aristotle's Metaphysics	4	8 semester sabbatical	Chair of Committee on Prizes, Lect. in Dept. of Gen. History (25%)	4	4
					2. Hellenistic Philosophy	4				
Ariel	Meirav	Lecturer	100	Metaphysics, Mereology	1. Introduction to Greek Philosophy	4	16		4	
					2. Material Beings	4				
					3. The Problem of Evil	4				
					4. Temporal Experience	4				
Saul	Smilansky	Full Professor	100	Ethics	1. Ten Moral Paradoxes	4	12	Chair of Ph.D. Committee (Graduate Advisor),	1	1
					2. Advanced Punishment	2				
					3. Introduction to Ethics	4				

					4. Dissertation Workshop	2		Member of University Appointments Committee		
Daniel	Statman	Full Professor	100	Ethics, Legal Philosophy, Jewish Philosophy			sabbatical		5	4

*All are full-time in the University.

Table 2B: Junior Academic Staff 2007/8

Name		Position	Per cent Position in Dept.*	Additional Employment (outside the institution)		Area of Specialization	Course Taught (Discussion Section)	Weekly Hours	Additional Tasks in Institution
First	Family			Employer	Weekly Hours				
Aliza	Avraham	Teaching Assistant	32%			Applied Ethics	Introduction to Greek Philosophy	2	
Amikhai	Benjamin	Teaching Assistant	32%	Self employed--music lessons	10	Philosophy of Science, Metaphysics	Rationalism and Empiricism	2	
Sonia	Boulos	Teaching Assistant	32%				Formal Logic	2	-
Moshe Yuval	Grimberg	Teaching Assistant	32%			Aesthetics	Rationalism and Empiricism	2	
Oded	Horezky	Teaching Assistant	32%			Medieval Philos., Jewish Philos., Ethics	Introduction to Greek Philosophy	2	
Oshrat	Sharon	Teaching Assistant	32%				Formal Logic	2	Student activity coordinator in the International School
Gal	Shitrit	Teaching Assistant	32%	Tzomet Sfarim LTD	40	Aesthetics, Literature	Introduction to Greek Philosophy	2	Occasional work by the hour

*Per cent of position in University is identical.

Table 2C: External Teaching Staff (Senior) 2007/8

Name of Teacher			Employment Status	Weekly Semester Hours	Areas of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Ruhamana	Goussinsky	Ph.D.	Teaching Associate	2	Emotions	Emotion in daily life	Lecturer in Dept. of Human Services
Gad C.	Isay	Ph.D.	Teaching Associate	2	Modern Chinese Thought	Introduction to Chinese Philosophy	
Ivor	Ludlam	Ph.D.	Teaching Associate	2	Greek Philosophy	Reading Plato: Meno	Instructor in Dept. of Foreign Languages
Avita	Pilpel	Ph.D.	Teaching Associate	2	Philosophy of Science	Philosophy of Military Intelligence	Research Associate (unpaid)
Noa	Shein	Ph.D.	Teaching Associate	2	Early Modern Philosophy	"The Mind-Body Problem in Descartes, Spinoza and Leibniz"	

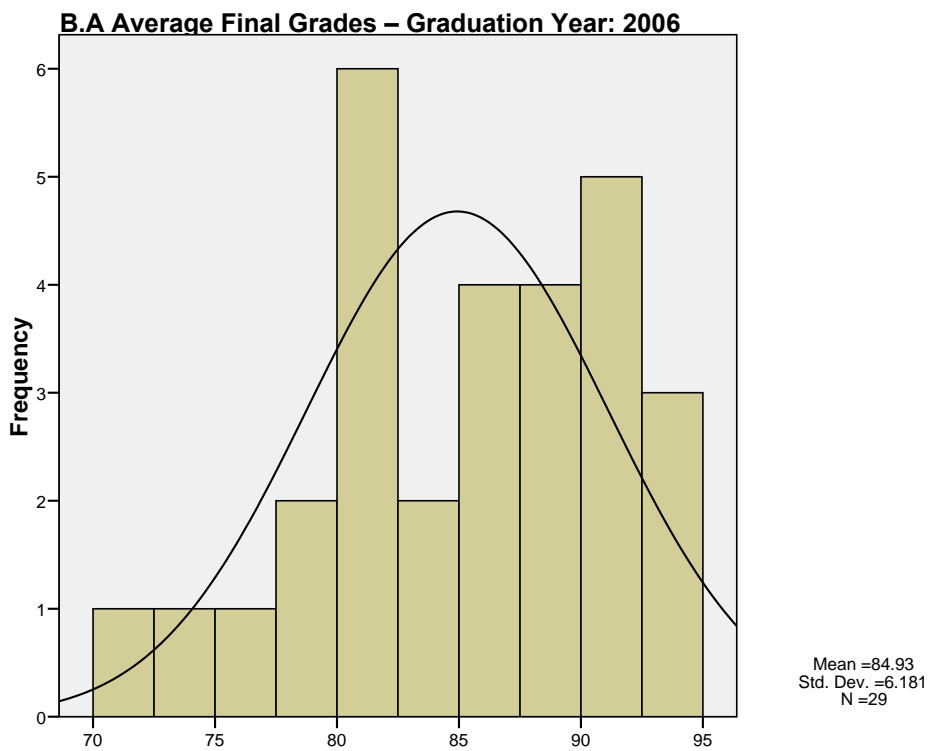
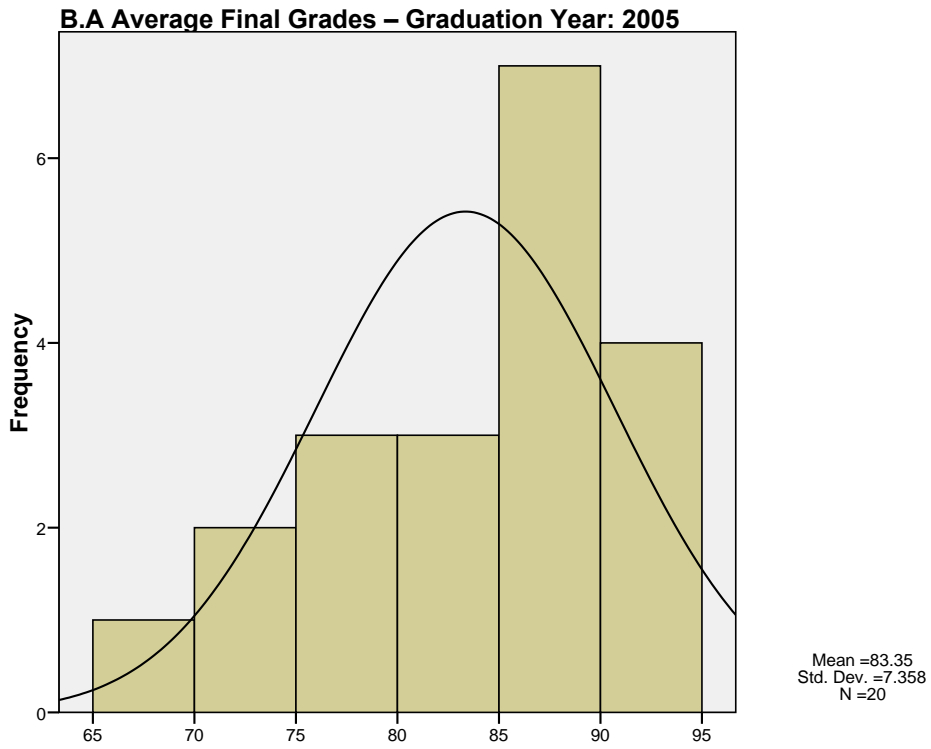
Appendix 6.3
Table 3: Overall Average Grades

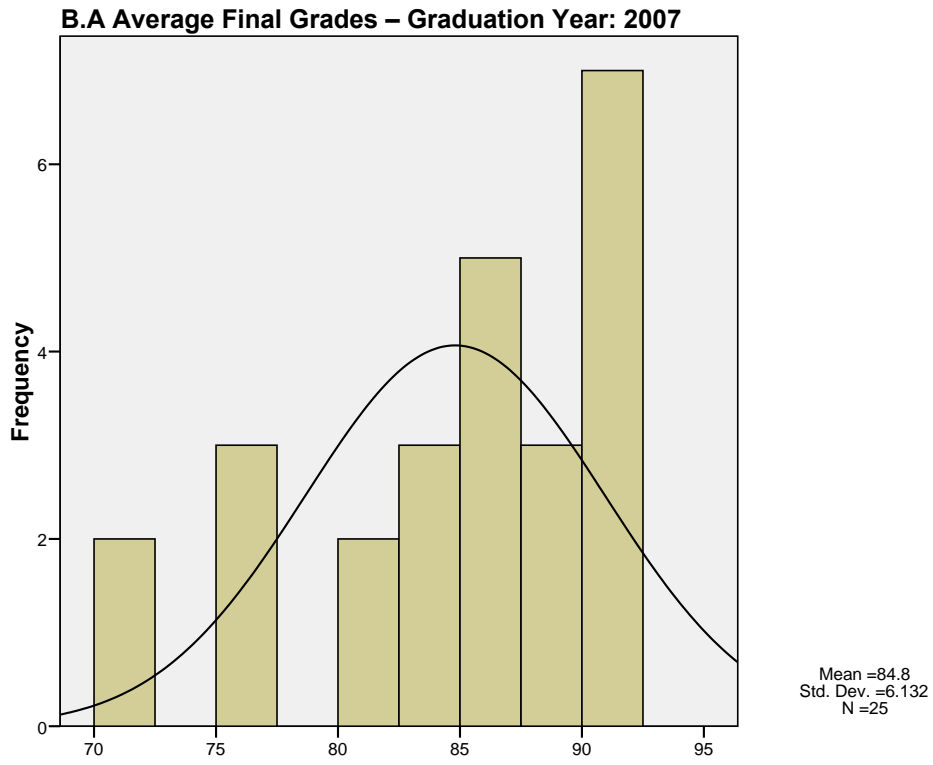
B.A. Graduates

Year of Graduation	Type of Grade	n	Mean	Std Dev	Minimum	Maximum
2005	Final (Overall Weighted Average)	20	83.4	7.4	69.0	95.0
2006	Final	29	84.9	6.2	71.0	93.0
2007	Final	25	84.8	6.1	70.0	91.9

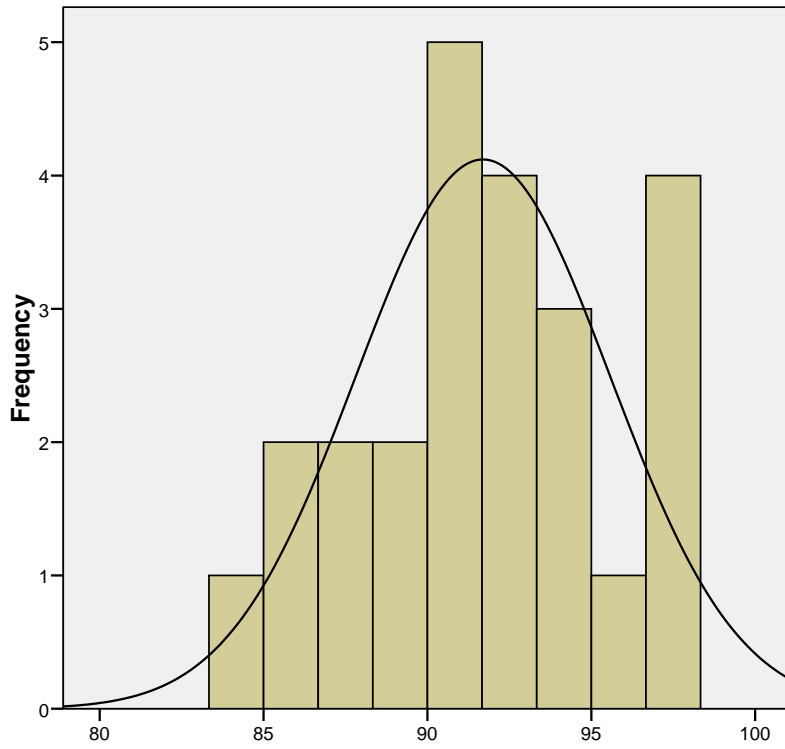
M.A. Graduates

Year of Graduation	Type of Grade	n	Mean	Std Dev	Minimum	Maximum
2005	Final	11	90.8	3.57	83.0	96.0
	Course Average	11	91.4	4.07	83.7	97.7
	M.A. thesis	9	89.2	5.09	78.0	95.5
2006	Final	5	92.0	4.69	86.0	96.0
	Course Average	5	94.7	2.92	91.1	97.8
	M.A. thesis	5	90.7	5.29	84.0	95.0
2007	Final	8	89.9	3.10	88.0	97.3
	Course Average	8	90.2	3.42	86.5	96.9
	M.A. thesis	7	88.4	4.08	84.0	95.0



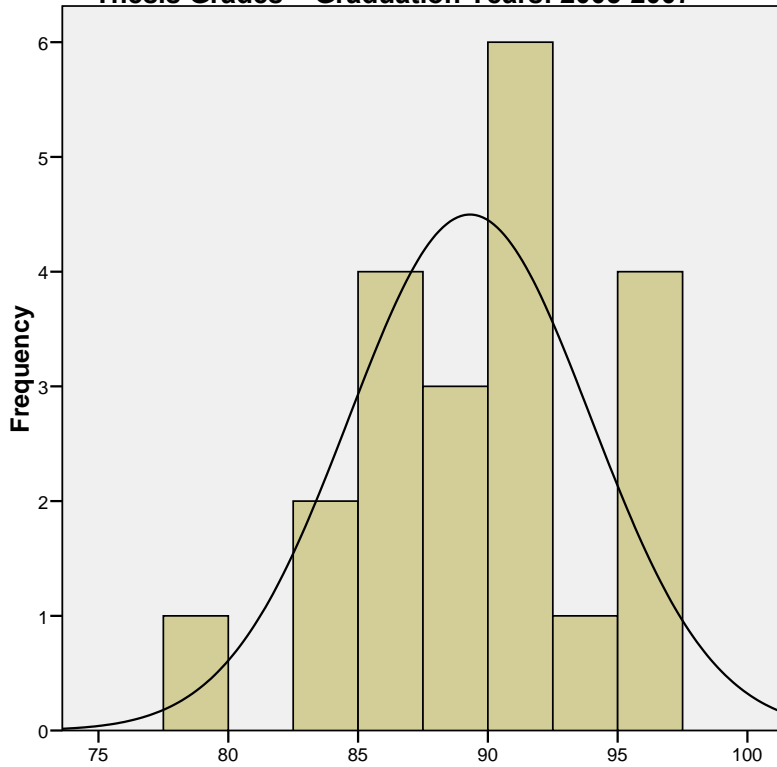


Average MA Courses Grade – Graduation Years: 2005-2007



Mean =91.69
Std. Dev. =3.873
N =24

Thesis Grades – Graduation Years: 2005-2007



Mean =89.31
Std. Dev. =4.656
N =21

Appendix 6.4**Table 4A: Dropout Rates in the Last Five Years (2002/3-2006/7)--Summary****B.A.**

	2002/3		2003/4		2004/5		2005/6		2006/7	
	n	%	n	%	n	%	n	%	n	%
1st Year	55		58		48		37		42	
Graduated	22	40%	20	34.5%	10	20.8%	3	8.1%	NA	
Still Studying	2	3.6%	3	5.2%	1	2.1%	3	8.1%	25	59.5%
Dropped After 1st Year	20	36.4%	22	37.9%	27	56.3%	13	35.1%	13	31%
Dropped After 2nd Year	6	10.9%	3	5.2%	3	6.3%	3	8.1%	4	9.5%
Ineligible for a Degree After 3 or More Years	5	9.1%	10	17.2%	7	14.6%	15	40.5%	NA	
Total Dropped	26	47.3%	25	43.1%	30	62.5%	16	43.2%	17	40.5%
Total Dropped / Ineligible	31	56.4%	35	60.3%	37	77.1%	16	43.2%	17	40.5%

M.A.

	2002/3		2003/4		2004/5		2005/6		2006/7	
	n	%	n	%	n	%	n	%	n	%
1st Year	15		18		11		10		9	
Graduated	6	40%	6	33.3%	4	36.4%	0	0%	---	---
Still Studying	0	0%	0	0%	2	18.2%	3	30%	5	55%
Dropped After 1st Year	2	13.3%	5	27.8%	0	0%	3	30%	4	45%
Dropped After 2nd Year	2	13.3%	0	0%	0	0%	0	0%	0	0%
Ineligible for Degree After 2 or More Years	5	33.3%	7	38.9%	5	45.5%	4	40%	NA	
Total Dropped / Ineligible	9	60%	12	66.7%	5	45.5%	7	70%	4	45%

Ph.D.

	2002/3		2003/4		2004/5		2005/6		2006/7	
	n	%	n	%	n	%	n	%	n	%
1st Year	7		9		5		7		3	
Graduated	1	14.3%	1	11.1%	1	20%	---	---	---	---
Still Studying	0	0%	1	11.1%	0	0%	4	57.1%	2	66.7%
Dropped After 1st Year	2	28.6%	0	0%	0	0%	0	0%	0	0%
Dropped after 2-4 years	3	42.9%	2	22.2%	0	0%	3	42.9%	1	33.3%
Ineligible for Degree After 4 or More Years	---	---	---	---	4	80%	---	---	---	---
Ineligible for Degree After 5 or More Years	1	14.3%	5	55.6%	---	---	---	---	---	---
Total Dropped	5	71.4%	2	22.2%	0	0%	3	42.9%	1	33.3%
Total Dropped / Ineligible	6	85.7%	7	77.8%	4	80%	3	42.9%	1	33.3%

Table 4B: Dropout Rates in the Last Five Years (2002/3-2006/7)--Detail**B.A.**

2002-2003	Double Major	Single Major	All Tracks		Dropped from the University		Switched to another Dep. in the Univ.	
Philosophy B.A.	Total	Total	Total	Per.	Total	Per.	Total	Per.
First year	52	3	55	100%				
Graduated	20	2	22	40%				
Still studying	2	0	2	3.6%				
Dropped after 1 year	20	0	20	36.4%	9	16.4%	11	20%
Dropped after 2 years	6	0	6	10.9%	5	9.1%	1	1.8%
Ineligible for degree after 3 or more years	4	1	5	9.1%	5	9.1%	---	---
Total dropped	26	0	26	47.3%	14	25.5%	12	21.8%
Total dropped/ ineligible	30	1	31	56.4%	19	34.5%	12	21.8%

2003-2004 Philosophy B.A.	Double Major	Single Major	All Tracks		Dropped from the University		Switched to another Dep. in the Univ.	
	Total	Total	Total	Per.	Total	Per.	Total	Per.
First year	57	1	58	100%				
Graduated	20	0	20	34.5%				
Still studying	3	0	3	5.2%				
Dropped after 1 year	21	1	22	37.9%	12	20.7%	10	17.2%
Dropped after 2 years	3	0	3	5.2%	2	3.4%	1	1.7%
Ineligible for degree after 3 or more years	10	0	10	17.2%	10	17.2%	---	---
Total dropped	24	1	25	43.1%	14	24.1%	11	19%
Total dropped/ ineligible	34	1	35	60.3%	24	41.4%	11	19%

2004-2005 Philosophy B.A.	Double Major	Single Major	All Tracks		Dropped from the University		Switched to another Dep. in the Univ.	
	Total	Total	Total	Per.	Total	Per.	Total	Per.
First year	46	2	48	100%				
Graduated	10	0	10	20.8%				
Still studying	1	0	1	2.1%				
Dropped after 1 year	26	1	27	56.3%	8	16.7%	19	39.6%
Dropped after 2 years	3	0	3	6.3%	3	6.3%	0	0%
Ineligible for degree after 3 or more years	6	1	7	14.6%	7	14.6%	---	---
Total dropped	29	1	30	62.5%	11	22.9%	19	39.6%
Total dropped/ ineligible	35	2	37	77.1%	18	37.5%	19	39.6%

2005-2006 Philosophy B.A.	Double Major	Single Major	All Tracks		Dropped from the University		Switched to another Dep. in the Univ.	
	Total	Total	Total	Per.	Total	Per.	Total	Per.
First year	33	4	37	100%				
Graduated	3	0	3	8.1%				
Still studying	3	0	3	8.1%				
Dropped after 1 year	11	2	13	35.1%	13	27%	3	8.1%
Dropped after 2 years	2	1	3	8.1%	2	5.4%	1	2.7%
Ineligible for degree after 3 years	14	1	15	40.5%	15	40.5%	---	---
Total dropped	13	3	16	43.2%	12	32.4%	4	10.8%

2006-2007	Double Major	Single Major	All Tracks		Dropped from the University		Switched to another Dep. in the Univ.	
Philosophy B.A.	Total	Total	Total	Per.	Total	Per.	Total	Per.
First year	41	1	42	100%				
Graduated	---	---	---	---				
Still studying	25	0	25	59.5%				
Dropped after 1 year	12	1	13	31%	6	14.3%	7	16.7%
Dropped after 2 years	4	0	4	9.5%	2	4.8%	2	4.8%
Total dropped	16	1	17	40.5	8	19%	9	21.4%

M.A.

2002-2003	With Thesis		Dropped from the University		Switched to another Dep. in the Univ.	
M.A. Philosophy	Total	Total	Total	Per.	Total	Per.
First year	15	100%				
Graduated	6	40%				
Still studying	0	0%				
Dropped after 1 year	2	13.3%	2	13.3%	0	0%
Dropped after 2 years	2	13.3%	2	13.3%	0	0%
Ineligible for degree after 2 or more years	5	33.3%	5	33.3%	---	---
Total dropped/ ineligible	9	60%	9	60%	0	0%

2003-2004	With Thesis		Dropped from the University		Switched to another Dep. in the Univ.	
M.A. Philosophy	Total	Per.	Total	Per.	Total	Per.
First year	18	100%				
Graduated	6	33.3%				
Still studying	0	0%				
Dropped after 1 year	5	27.8%	3	16.7%	2	11.1%
Dropped after 2 years	0	0%	0	0%	0	0%
Ineligible for degree after 2 or more years	7	38.9%	7	38.9%	---	---
Total dropped/ ineligible	12	66.7%	10	55.6%	2	11.1%

2004-2005	With Thesis		Dropped from the University		Switched to another Dep. in the Univ.	
M.A. Philosophy	Total	Per.	Total	Per.	Total	Per.
First year	11	100%				
Graduated	4	36.4%				
Still studying	2	18.2%				
Dropped after 1 year	0	0%	0	0%	0	0%
Dropped after 2 years	0	0%	0	0%	0	0%
Ineligible for degree after 2 or more years	5	45.5%	5	45.5%	---	---
Total dropped/ ineligible	5	45.5%	5	45.5%	0	0%

2005-2006	With Thesis		Dropped from the University		Switched to another Dep. in the Univ.	
M.A. Philosophy	Total	Per.	Total	Per.	Total	Per.
First year	10	100%				
Graduated	---	---				
Still studying	3	30%				
Dropped after 1 year	3	30%	1	10%	2	20%
Ineligible for degree after 2 or more years	4	40%	4	40%	---	---
Total dropped/ ineligible	7	70%	5	50%	2	20%

2006-2007	With Thesis		Dropped from the University		Switched to another Dep. in the Univ.	
M.A. Philosophy	Total	Per.	Total	Per.	Total	Per.
First year	9	100%				
Still studying	5	55%				
Dropped after 1 year	4	45%	4	45%	0	0%
Dropped after 2 years	---	---	---	---	---	---
Total dropped/ ineligible	4	45%	4	45%	0	0%

Ph.D.

2002-2003	Ph.D	
Ph.D. Philosophy	Total	Per.
First year	7	100%
Graduated	1	14.3%
Still studying	0	0%
Dropped after 1 year	2	28.6%
Dropped after 2-4 years	3	42.9%
Ineligible for degree after 5 or more years	1	14.3%
Total dropped/ ineligible	6	85.7%

2003-2004	Ph.D		Dropped from the University		Switched to another Dep. in the Univ.	
Ph.D. Philosophy	Total	Per.	Total	Per.	Total	Per.
First year	9	100%				
Graduated	1	11.1%				
Still studying	1	11.1%				
Dropped after 1 year	0	0%	0	0%	0	0%
Dropped after 2-4 years	2	22.2%	1	11.1%	1	11.1%
Ineligible for degree after 5 or more years	5	55.6%	5	55.6%	0	0%
Total dropped/ ineligible	7	77.8%	6	66.7%	1	11.1%

2004-2005	Ph.D	
Ph.D. Philosophy	Total	Per.
First year	5	100%
Graduated	1	20%
Still studying	0	0%
Dropped after 1 year	0	0%
Dropped after 2-4 years	0	0%
Ineligible for degree after 4 or more years	4	80%
Total dropped/ ineligible	4	80%

2005-2006	Ph.D	
Ph.D. Philosophy	Total	Per.
First year	7	100%
Graduated	---	---
Still studying	4	57.1%
Dropped after 1 year	0	0%
Dropped after 2-4 years	3	42.9%
Ineligible for degree after 5 or more years	0	0%
Total dropped/ ineligible	3	42.9%

2006-2007	Ph.D	
Ph.D. Philosophy	Total	Per.
First year	3	100%
Still studying	2	66.7%
Dropped after 1 year	---	---
Dropped after 2 years	1	33.3%
Total dropped/ ineligible	1	33.3%

Table 4C: Candidates, Accepted Candidates, and Enrolled First Year Students

Candidates	2003/4	2004/5	2005/6	2006/7	2007/8
B.A					
1. Double Major	161	144	106	125	118
2. Single Major	6	12	16	12	2
50. Supplementary towards M.A	7	12	13	7	6
M.A With Thesis					
1. With thesis	17	17	14	22	9
6. Individual track	2		1	1	1
11. Combined M.A- Ph.D	1	2	1		
40. Accelerated track		1			
M.A Without Thesis					
2. M.A. without thesis	10	2		4	7
Ph.D.					
1. Ph.D	10	7	5	4	8
3. Ph.D in the Graduate Studies Authority	1		1		
15. Direct Ph.D Program				2	1
50. Supplementary towards Ph.D	2		5	2	1

Accepted	2003/4	2004/5	2005/6	2006/7	2007/8
B.A					
1. Double Major	107	111	87	82	73
2. Single Major	4	8	5	1	
50. Supplementary towards M.A	5	11	13	7	6
M.A With Thesis					
1. With thesis	15	11	11	9	6
6. Individual track	1		1		
40. Accelerated track		1			
M.A Without Thesis					
2. M.A. without thesis	7	1		1	2
Ph.D					
1. Ph.D	7	5	2	2	3
3. Ph.D in the Graduate Studies Authority	1		1		
15. Direct Ph.D Program				1	
50. Supplementary towards Ph.D	2		4	1	1

Enrolled	2003/4	2004/5	2005/6	2006/7	2007/8
B.A					
1. Double Major	51	41	32	39	22
2. Single Major	2	2	4		
50. Supplementary towards M.A	2	6	5		3
M.A With Thesis					
1. With thesis	13	9	6	9	6
6. Individual track	1				
40. Accelerated track		1			
M.A Without Thesis					
2. M.A. without thesis	4				1
PH.d					
1. Ph.D	6	6	2	2	2
3. Ph.D in the Graduate Studies Authority	1		1		
15. Direct Ph.D Program				1	
50. Supplementary towards Ph.D	1		3	1	1

Appendix 6.5

Table 5A: Classrooms in the Main Building Used by the Department of Philosophy

Main Building									
<i>Room</i>	<i>Size</i>	<i>Room</i>	<i>Size</i>	<i>Room</i>	<i>Size</i>	<i>Room</i>	<i>Size</i>	<i>Room</i>	<i>Size</i>
515	50	614	30	623	30	704	35	717	35
601	33	615	30	624	40	705	60	718	35
602	33	616	80	625	34	708	35	719	35
605	45	617	26	626	40	709	35	720	35
607	33	618	30	640	52	710	43	723	35
608	100	620	30	701	35	711	100	724	35
611	100	621	30	702	35	712	210	725	35
613	100	622	80	703	35	714	100		

Table 5B: Computing Division Classrooms--Location and Content

Classes in the Main Building:

The 500s floor: 

Room	No. of stations	Orientation	Special <u>Software</u>
<u>564</u>	20	Graduate Studies*	EViews
<u>565</u>	17 (+1)		Maple 12, EViews, IDR Analysis, EPI Calc, STAT Calc, PADOR, TOMCAT
<u>570</u>	32 (+1)		WEKA, Magic Draw, Smart Draw, Maple 12, SQL Server 2005 Developer, Oracle client, Rational Unified Process, IDR Analysis, EPI Calc, STAT Calc, TOSMANA
<u>571</u>	35 (+1)		WEKA, Arena, Winbugs, Magic Draw, Smart Draw, Maple 11, SQL Server 2005 Developer, SSQL, Oracle client, Rational Unified Process, IDR Analysis, EPI Calc, STAT Calc, NCSS, TOSMANA, Canoco
<u>572</u>	20 (+1)	MultiMedia	Maple 9, MIRC, Photoshop CS2, Freehand MX, Magic Draw, PADOR, EPI Info
<u>573</u>	24 (+1)	MultiMedia	WEKA, One Note, Photoshop 7, Flash mx 2004, Freehand 9, Magic Draw, Interwise Participant, Rational Unified Process, IDR Analysis, EPI Calc, STAT Calc, LPL, Loreta, TOMCAT
<u>575</u>	12 +scanner	Graduate Studies*	
<u>576</u>	23 (+1)		Maple 12
<u>577</u>	48 (+1)		EViews, MINITAB, WEKA, TOMCAT

Total number of 229 stations.

*Another class for Graduate Studies located in Rabin Complex, room 5016, under the supervision of the Faculty of Social Sciences.

The 600s/700s floors:



Room	No. of stations	Orientation	Special <u>Software</u>
<u>606</u>		<u>Video Conferencing Studio</u>	
<u>721</u>	48 (+1)		EViews, Maple 11, PADOR, Arena, Visual Studio 2008 NEW , MS Expression Blend june 2008 preview NEW

Classes at the Rabin Building:

Room	No. of stations	Orientation	Special <u>Software</u>
<u>7035</u>	20 (+1)	MIS	MIRC, Magic Draw, Smart Draw, SQL Server 2005 Developer, Oracle client, JDEV, Rational Unified Process, חשבשבת, Ruby 181-13, TOMCAT, GeNle, PADOR, Firefox 3.0.5 NEW
<u>7036</u>	20 (+1)		MIRC, EViews, EndNote, Rational Unified Process, PADOR, NCSS NEW , PS-power & sample size calc NEW

Total number of 42 stations.

Classes at the Terrace Building:

Room	No. of stations	Orientation	Special <u>Software</u>
<u>2007</u> (previously 344)	57 (+1)		EViews, One Note, MIRC, Oracle client, JDEV, ArcGIS, Python, Read Naturally, Kitaron, Python, Visual Studio 2008 NEW , MS Expression Blend june 2008 preview NEW

Additional computer classrooms which are administrated by the Departmental Computer Coordinators (and not by the Computing Division):

Orientation	Building	No. of classes	Total no. of stations
Faculty of Education	Education bld. rooms 1201-1208	6	82
Faculty of Social Sciences - Simulation Class - Advanced Studies - Computer Science - Computer Science - LINUX Lab - Computer Science - Advanced Studies - Advanced Studies at each dpt.	Rabin bld.: Terrace bld. room 458 room 5016 Jacobs bld. room 413		143 15 11 35 22 10 50
Faculty of Humanities - Call Center - Art dpt. - Video Editing - Music dpt - Music Editing	Main bld. room 561	1 1 1	31 22 6 3
Faculty of Welfare & Health	Terrace bld. rooms 386, 390	2	46
Faculty of Law	Terrace bld.	1	14
Library	Main bld.	3	150

Total number of 466 stations.

Computers booths - free space work areas:

- The Main Building, at entrance to 700 floor - 7 PC
 - The Main Building, 600 Lobby, near the lecture auditoriums - 7 PC
 - The Main Building, 600 floor, at the entrance from "Caffe Deshe" - 5 PC
 - Main Building, at the photocopy room, near the cafeteria, 500'th floor - 8 PC
 - Rabin Building, 7000 floor - 4 Thin Clients
 - Rabin Building, 5000'th floor lobby - 9 Thin Clients
 - Rabin Building, room 5005 - 8 PC
 - Education Building, entrance floor - 6 PC
 - Terrace Building, 2'nd floor (Law Faculty), near the elevator - 19 PC
 - Terrace Building, 4'th floor - 4 PC
 - Multi-Purpose Building, 3000'th floor (Science Zone) - 3 PC
 - Art Center Building, entrance floor (300'th floor), right wing (Art department) - 3 PC
, left wing (Music department) - 3 PC
- Total number of 93 stations.

PC class and Computers booths at the Dormitories:

Building	No. of stations	Orientation	Special Software
Federman	18	Class	
Talya - 800	20	class	
Talya - 1	2	Booth	
Talya - 2	6	Booth	
Talya - 3	8	Booth	

Total number of 54 stations.

PC class of the Pre-Academic unit:

Building	No. of stations	Orientation	Special Software
Terrace Bldg., 1st floor, near teachers' lounge	15	Pre-Academic	Drive, CogniFit, ללא גבולות: אלגברה ואנליזה

PC class of the External Studies Unit:

Building	No. of stations	Orientation	Special Software
Multi-Purpose Bldg., room 105	28	External Studies	Specials

Appendix 6.6—Table 6A: Humanities Faculty Administrative-Organizational Structure

