

English For Academic Purposes

Clarifications

1. את כל הקבצים אשר משתלבים בגוף הדוח (טבלאות, דיאגרמות וכיוצ"ב), יש להעלות בלחצנים הרלוונטיים בהתאם להנחיות ואך ורק בפורמט של PDF.
2. את קבצי הנספחים (קו"ח, סילבוסים) יש להעלות באופן ישיר ל-Dropbox ולא לאתר של ההנחיות. (לכל מוסד נשלח קישור ל-DROPBOX לכתובת המייל הייעודית)
3. כל השדות למילוי השאלות בהנחיות הם שדות חובה, על כן אין להשאיר תיבה ללא התייחסות. במידה וקיימת שאלה שאינה רלוונטית למוסדכם או לתכנית הנבדקת, יש לציין זאת בתיבת הטקסט הייעודית לשאלה.
4. על מנת לוודא כי כל הנתונים והחומרים במסגרת השאלון נשמרים כראוי, אין לעבוד במקביל ובאותה עת על ההנחיות על ידי מספר משתמשים, שכן במצב כזה יתכן וחלק מהחומר לא יישמר ויאבד.
5. האפשרות לצפייה ועריכת הדוח הינה למוסד בלבד, ורק לאחר ההגשה הסופית (final submission) תהיה לנציגי המל"ג והוועדה, גישה לצפייה בדוח.
6. במידת הצורך, ניתן להדפיס את הדוח בשלבי השונים. לשם כך יש להשתמש בלחצן ה- preview שבתחתית העמוד שבכל פרק ובהמשך על לחצן ה- print.
7. עם סיום כתיבת הדוח והגשתו דרך האתר, יש לשלוח מייל לח"מ בצרוף מכתב חתום נלווה מראש המוסד.
8. את הדוח יש להגיש למל"ג לא יאוחר מיום חמישי 3 לאוגוסט 2017.

Executive summary

- A short summary of the main strengths and weaknesses pointed out during the self-evaluation process.
- A short description of the actions the Institution and the Unit are going to take in order to improve the weaknesses.
- A brief summary of the extent to which the Study Program has achieved its mission, goals and learning outcomes, and whether the outcomes comply with its mission statement.
- Are the Institution and Unit satisfied with the outcomes of the Study Program?

Strengths

A very experienced staff who work well together as a team. They are proficient in assessing new materials, generous in sharing work, and extremely dedicated to their students.

All offices on all campuses are now furnished with basic equipment. A junior secretary has recently been hired.

We constantly update materials to cover a wide range of topics and genres, and to meet the interests of our students and their bibliographic needs. New teaching approaches have been instituted. New exams are developed on a regular basis.

Weaknesses

Most of our staff have poor working conditions and also work in other institutions to support themselves. They are unable to dedicate all their time and energy to the university. Developing of new materials and exams falls on just a few teachers. When these teachers retire in the next few years, the problem will become more severe.

We have secretarial services only on the Mt. Scopus and Rehovot campuses. In Ein Kerem we have only one small office for all our teachers, which is shared with staff from the School of Nursing.

The departmental office on Mt. Scopus has often been closed during posted reception hours. We hope that having a junior secretary will solve this problem as well as enable the secretary to hold reception hours at Givat Ram and Ein Kerem.

Greater resources may be needed to improve the conditions of the current staff and to attract new teachers.

In addition, the department position regarding the optimal separation of responsibilities between it and the faculty is different than that of the university administration. The department views the current approach as a micromanagement by the faculty, which is sub-optimal.

Academic weaknesses: students from all disciplines study in the same classes on Mount Scopus and Givat Ram (except Pharmacy and Medical Science).

The heterogeneous classes and number of students in a class can impact negatively on weaker students.

We have spent much time familiarizing ourselves with the CEFR and the (frozen) MALAG decisions on standardizing the teaching of EFL. We have adopted the standards and have begun instituting practices that fulfill the additional learning outcomes, especially in the areas of writing and speaking. Upper Advanced courses have instituted projects which include these aspects and the lower levels have introduced components in these areas.

We are satisfied with the outcomes of our study program. From their evaluations it is clear that the students appreciate this expansion of the EFL program. We pride ourselves on establishing and maintaining the highest levels of teaching, and this assessment has reinforced our belief that our courses substantially contribute to students' success in their academic studies and later careers.

Background - The Institution

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A. Mission statement of the institution, its aims and goals.

The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity.

The Hebrew University's mission is to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network. It measures itself by international standards and strives to be counted among the best research universities worldwide.

The Hebrew University is a pluralistic institution where science and knowledge are developed for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University.

The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University's surrounding society.

B. A description and chart of the institution's organizational structure, and the functions of holders of senior academic and administrative positions.

Names of holders of Senior Academic and Administrative Positions:

University Administration:

Chairman of the Board of Governors: Mr. Michael Federmann

President: Prof. Menahem Ben Sasson

Rector: Prof. Asher Cohen

Vice-President and Director-General: Ms. Billy Shapira

Vice-President for Research and Development: Prof. Shy Arkin

Vice-President for External Relations: Amb. (Ret.) Yossi Gal

Vice-Rector: Prof. Assaf Friedler

Vice-Rector: Prof. Oron Shagrir

Head of the Office of Assessment & Evaluation: Prof. Barak Medina

Comptroller: Mr. Zvi Aizenstein

Deans:

Faculty of Humanities: Prof. Dror Wahrman

Faculty of Social Sciences: Prof. Tamir Sheafer

Faculty of Law: Prof. Michael Karayanni

Faculty of Mathematics & Natural Science: Prof. Jay Fineberg

Faculty of Agriculture, Food & Environment: Prof. Shmuel Wolf

Faculty of Medicine: Prof. David Lichtstein

Faculty of Dental Medicine: Prof. Aaron Palmon

School of Business Administration: Prof. Zvi Wiener

School of Social Work: Prof. Mimi Ajzenstadt

Dean of Students: Prof. Udi Shavit

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C. The mutual relationship between the institution and the evaluated unit.

The unit is an autonomous unit under the auspices of the Faculty of Humanities. The unit provides teaching services to students from all faculties and schools at the university. We teach students at all four campuses of the university: Mt. Scopus, Edmund J. Safra, Ein Kerem and Rehovot.

D. The overall number of students studying towards a bachelor degree in the institution according to faculty/School in the last 2 years (in the format of *table 1* (<http://che.org.il/wp-content/uploads/2016/09/Table-1.xlsx>)).

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The Evaluated unit

A. The name of the unit and a brief summary of its history, activities and development in the period of its existence.

The Evaluated Unit
Department of English as a Foreign Language

The department began as a part of the Department of English Literature. It then became an independent unit of the Faculty of Humanities, where it remained for over fifty years. In 1992 the university moved the department to the Magid Institute, a non-academic body within the university. This step proved unsatisfactory, and in 2007 we rejoined the Faculty of Humanities.

Our staff used to consist of full-time teachers on "maslul hamakbil" who had tenure or were on a tenured track, and part-time teachers. This situation dramatically changed more than 20 years ago. Those who were in line for tenure were all fired and rehired in a different track, without any possibility of tenure and without the conditions of "malul hamakbil". This has resulted in teachers having to work in a number of institutions to support themselves and their families. As much as they would like to, most of our current staff cannot devote their full professional energies to their positions at Hebrew University.

We currently have two tenured teachers on "maslul hamakbil," both of whom will retire in the next few years. We have six full-time teachers on "maslul horaah" and nine part-time teachers. Most of these teachers are in their fifties and sixties. It is very difficult to attract suitable new teachers, as they can earn more at the colleges.

B. Mission statement of the unit, its aims and goals.

The original mission of our department was to give first year students the tools necessary to make them independent readers of the bibliographies in their university courses. Today the mission has expanded to giving students a wider range of capabilities, enabling them not only to read their bibliographies, but also to communicate effectively in both formal and informal settings. In addition, we provide students with opportunities to practice and improve their oral, writing and listening skills in English.

C. Description and chart of the unit's academic and administrative organizational structure.

C. Academic organizational structure:
Academic director
Advisory committee
Testing committee
Level coordinators for each faculty on each campus

Administrative organization structure:
Administrative coordinator
Junior secretary

There is not always a clear delineation between academic and administrative matters. The EFL unit considers the current situation as one in which the department is being micro-managed by the administration of Faculty of Humanities. The unit views it as a cause of frustration, wasted time and inefficient use of resources.

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D. Who decides (internal/external bodies) on the rationale, mission and goals of the unit and of the study programs? What were the considerations behind these decisions and are they periodically re-examined and, if deemed necessary, changed? What were the changes made (if any)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

The university has mandated our mission, as detailed above. We have expanded this mission, in keeping with the university's goal of internationalization and Malag's interest in standardization in accord with CEFR guidelines. We have added writing, oral and listening components to our courses. In addition, we offer courses in academic writing for advanced students in several faculties. However, the Faculty of Humanities has not supported this effort; instead of expanding our writing program it has refused to offer additional classes, and has cancelled for next year one currently given. In addition, the faculty has removed financial support which allowed other faculties to offer such courses.

The mission and goals of the department are clearly stated on our departmental site, and on the individual Moodle sites for each class.

E. In the format of table 2 (<http://che.org.il/wp-content/uploads/2016/09/Table-2.xlsx>) (in the excel appendix), provide the number of students in the unit according to year of study of the degree (1st, 2nd, 3rd, 4th) who are studying and have studied in the unit in each of the last 5 years according to the course level, and how many of those students are repeating the course (Please note the table requires distribution by faculty. For example in 2011, 30 students were enrolled in Trom bsi level: 10 from the law faculty, 15 from Humanities and 5 from the Social Sciences).

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G. In the format of table 4 (<http://che.org.il/wp-content/uploads/2016/09/Table-4.xlsx>) (in the excel appendix), provide the number of students that took the Open University online English course.

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Study programs

A. Provide a flow chart of the study program presenting the process of completing the courses. The chart should present the "program at a glance" at all levels. The flow chart will describe the courses a student needs to complete from the Trom Bsiis a level all the way to "Ramat Ptor" (including the learning outcomes for each course as well as frontal teaching hours).

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B. In the format of table 3 (<http://che.org.il/wp-content/uploads/2016/09/Table-3.xlsx>) (in the excel appendix) provide details about the study program's structure and content, division of courses according study levels, and specialized courses (the study program must be updated for this current academic year 2016-2017 and include both semesters).

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C. Does the study program have faculty affiliated courses (specialized courses according to course level and field of studies/faculty)? Please describe in detail faculty affiliated- courses that are given to students in a specific faculty- for example a course only for Law students or for Biology students). If there are no such courses, please specify this in the answer.

1. The department does have faculty affiliated courses in that different reading material is used for students studying on Mount Scopus (Humanities, Social Sciences, Law, Social Work and Education), on the Edmund J. Safra Campus (the Faculty of Science, Pharmacy), the Medical School and Nursing School at Hadassah Ein Kerem, and the School for Agriculture in Rehovot. Texts are chosen from academic journals relevant to the students' areas of study. This material is constantly updated.

D. 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 made in the study program during the last five years, please specify what they are.

Level coordinators are appointed for courses at each level on the different campuses. There is a constant review of materials taught and teachers pilot new teaching material in order to decide whether this material should be included in the curriculum. At meetings teachers share their lesson plans and ideas about the teaching of new material. Auxiliary material such as TED talks or podcasts that can be used to supplement the content of particular texts are also shared amongst the teachers. The books containing the readings are constantly updated with more current material suited to the teaching needs.

Changes have been made in the study program during the last few years as we move towards aligning our teaching with that of the CEFR, and although we still focus on reading skills, writing, listening and oral skills have become an integral part of the courses. In mitkadmb, students are given an individual assignment to give a presentation on an academic text of their choice, either from their bibliography or from any academic journal. Students are encouraged to use Powerpoint and other visual aids.

3. The use of technology in the classroom as a study aid has become part of our teaching and learning endeavor. Students watch TED talks or Podcasts that are related to the content of some of the material read.

The teachers in the EFL unit make frequent use of MOODLE for communication with their students and for giving updates and assignments. Many teachers update the class MOODLE site after each lesson, giving a brief summary of the previous lesson and its main teaching points as well as the homework assignment for the next class. Some also use the forums and surveys as a way of allowing students to interact online and voice their opinions in writing. The URL function is also used to give students easy access to auxiliary materials online such as images, original sources and TED talks. Most of the interactive functions of MOODLE are not suited to the types of assignments given in our courses, and are therefore rarely utilized.

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

We do not teach content.

F. Are there any digital/online/distant learning components in the study program (as a whole and in the different courses). Please specify.

The only digital component that we have is MOODLE - see D above.

G. In summary, what are its strengths and weakness of the study program?

We are satisfied with the study program especially since the incorporation and practice of all four skills. (reading, writing, listening, oral) in our courses

Strengths: very experienced teachers who know how to create a fruitful and inter-active learning environment as well as how to provide effective feedback.

Students are taught many reading strategies that they can apply to their reading, not only in English, but in their mother tongue as well. The texts read cover a wide range of subjects and add to the students' general academic knowledge and understanding.

Students are given the opportunity to express themselves in English in a supportive environment and through this gain more confidence in their English oral skills. Their writing and listening skills are also practiced.

Weakness:

Students from all disciplines within the Humanities, Social Sciences, Law, Education and Social Work all study in the same classes. In the sciences, the same situation exists.

Classes are heterogeneous in level. Both students placed by their psychometric score and those coming up from lower levels are in the same group.

The number of students in a class makes it difficult to give individual attention necessary in our skill-based courses to weaker students.

Students aren't as motivated as they could be because they don't receive credit for the course despite the amount of work required.

Teaching and Learning Outcomes

A. What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated? Are LOs defined in the course syllabi? what is the passing grade for each course level? Please refer to each level and each faculty separately (must be updated for this current academic year 2016-2017 and include both semesters).

The program's intended Learning Outcomes have been adjusted to align with the Common European Framework of Reference (CEFR) The traditional focus of our courses (academic reading comprehension) has been expanded to include additional skills addressing a wider range of student needs. These LOs are presented to the students at the beginning of each semester and appear in a student information sheet distributed to all students and posted on Moodle.

Upper Advanced Learning Outcomes:

Reading :

- Understanding long complex texts
- Scanning longer texts
- Skimming longer
- Synthesizing information and opinions from multiple sources
- Identifying points of view
- Understanding and completing complex instructions

Listening:

- Following lectures
- Understanding and applying verbal instructions
- Understanding audio-visual media

Writing:

- Writing short cohesive texts
- Summarizing, synthesizing and critically analyzing a variety of sources

Speaking:

- Discussing a range of subjects using supporting ideas and examples
- Ability to answer follow-up questions
- Ability to converse about familiar topics and express opinions

Lower Advanced Learning Outcomes

Reading :

- Increasing fluency in reading intermediate level texts
- Scanning and skimming texts
- Distinguishing between main ideas and supporting evidence
- Raising awareness of metacognitive strategies to enable students to monitor their own reading
- Improving vocabulary through analysis of morphological clues and semantic fields
- Analyzing complex sentences
- Developing strategies for reading longer and more complex texts
- Identifying genres and structures of academic texts

Writing :

- Enabling students to answer questions
- Summarizing main ideas in texts in their own words

Listening:

- Understanding short lectures, such as TED talks and podcasts
- Understanding class discussions in English

Speaking:

- Active participation in class discussions
- Ability to present ideas clearly
- Feeling comfortable speaking English formally and informally

Basic Level Learning Outcomes

Reading :

- Increasing fluency, speed and confidence
- Understanding rhetorical structure
- Introducing students to skimming and scanning
- Understanding main ideas and support
- Identifying connectors and functions
- Understanding words from context
- Acquiring academic vocabulary and terminology
- Understanding more complex grammatical structures

Writing :

- Ability to express an idea in a sentence.

Listening:

- Understanding main point of short talks
- Understanding clear, standard speech on familiar subjects

Speaking:

- Ability to briefly justify opinions
- Participating in short conversations
- Asking for clarification of key words or phrases
- Ability to use synonyms

B. Describe the methods applied to measure Learning Outcomes according to the following:

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

Most of our exams during the semester are unseens, as is our final exam. We give two or three unseens, depending on the specific needs of the class. The subject matter is tailored to the faculties in which the students study. We choose texts of appropriate length and complexity for each level. There are approximately ten questions which require short written answers in English and test reading comprehension on both a micro and macro level. We sometimes give a seen exam during the semester, which may have a longer text. The exams during the semester make up 60% of the class grade. This class grade is 60% of the final course grade. The final exam grade comprises 40% of the final course grade.

2. Who writes the examinations and exercises and how is their validity assessed?

We have a testing committee which oversees all exams. The tests are generally written by teachers experienced in teaching students in specific levels and faculties. Copies of the exam are sent to all those teaching in the relevant level and faculty for comments, are revised if necessary, and then piloted in a small population, and again revised. Final exams are usually piloted in a few classes as an unseen, revised if necessary, and only then given to a larger population the following year. After the exam is graded and an item analysis is done, feedback is sent to the testing committee, which decides if further revisions are necessary.

Exercises are written by individual teachers. We have a bank of these exercises available to all teachers, but we encourage each teacher to tailor the exercises to the composition of the particular class.

3. Who grades the examinations and exercises? Please describe the feedback given to students, apart from the grade.

Unseens during the semester are usually graded by the individual teacher, in consultation with other teachers and the testing committee. The testing committee furnishes a key with the acceptable answers.

Final exams are graded together with all the teachers whose students took that exam. The level coordinator provides a key of correct answers, based on previous teacher feedback to the exam. This key is discussed by all teachers of that level at a key session before the actual grading and any necessary modifications are made. The level coordinator is available throughout the marking session to address any questions that may arise.

Teachers give back the graded unseens in class and go over the text and answers. In addition, students are given exercises to reinforce their comprehension of the text.

4. Please present the distribution of the final grades over the last three years in the format of a histogram (in all course levels).

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C. To what extent the methods applied to assess and improve the quality of teaching achieve their goals?

We hold a number of workshops each year dedicated to improving teaching quality. We have staff meetings at which teachers share new material and exercises. In addition, all junior teachers' classes are visited by senior staff, after which both teachers meet for feedback and a discussion.

In addition, we are constantly striving to update our teaching materials and make them as relevant as possible to our students. Teachers continually search academic journals and share new material with their colleagues.

D. In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LOs were achieved by the students?

We believe that at the end of each level most students have achieved the goals we have established. The university asks the students to complete a voluntary anonymous assessment of each of their courses. Their ratings, and especially their written comments, are very helpful to each teacher. In addition, many teachers give their students their own surveys, filled out anonymously, asking about the specific skills taught. Most students indicate that they feel significant progress in these areas.

The vast majority of students pass our courses without having to repeat the course, but there are always some students whose proficiency in English is not what we would like it to be even though they may have managed to pass. Some of these students come from a weak background in English, and it is difficult to close the gap in one or two semesters. Also, we have students, for example, those studying accountancy and economics, who do not have to read articles in English for their courses and therefore do not implement and practice the skills we teach them on reading material from their bibliographies.

Admission and Graduation

A. What are the entry requirements/criteria for the various course levels (entry level grades)? Please refer both to the grade in the Amir/psychometric exam and also to the passing grade in your institution. For example: Bsi level: 85-99 Psychometri/Amiram; 185-199 Amir; institution: a student in from bsi passing grade is 70 to continue to Bsi level.

We are a non-degree granting service department. Students accepted into other university departments are classified by the English subsection scores of the psychometric exam according to MALAG criteria as follows:

Below 85 Not accepted to HUJI

85 - 99 Basic Course

100 - 119 Lower Advanced Course

120 - 133 Upper Advanced Course

Prospective students may take the psychometric exam more than once, or may choose to take ONLY the English section (the AMIR or AMIRIM exam) if they feel they have improved their level of English. There is currently a 6 month period after taking one exam before candidates are allowed to retake the exam.

B. Describe the selection and admission process, the criteria of advancement from course to course, and for completion of studies.

Students advance from course to course by completion of course criteria and a grade of 70. That is, a student entering a Basic level course must complete the required coursework and exams and receive a grade of at least 70 to move to the Lower Advanced course (and therefore must successfully complete at least three courses in English.) A student who completes the required coursework and exams and receives a grade of at least 70 in the Upper Advanced course receives full exemption from further English studies. It should be noted that ONLY the EFL department is instructed to demand a 70 pass mark (when 60 is passing in all other Hebrew University courses) and it is also out of line with almost all other Israeli university EFL pass marks (56 at Ben Gurion and the Technion, 60 at other universities. Only the Humanities Faculty at Tel Aviv University demands the 70 pass grade that we demand.)

C. What is the drop-out rate of students from the program in each of the courses over the last five years. What are the reasons for their leaving (academic/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it? (Please provide a written answer. If you wish to upload a table or any other relevant file, you may do so in addition to the written answer.)

The failure rate of 3 - 5% has been fairly consistent across levels and faculties. Only very rarely do students who continue in the university fail to complete their English courses. There is a very high correlation between failing an English course twice and failing to meet the minimum requirements of the student's faculty. It should be pointed out that students receive no credit for the English as a Foreign Language courses and the grades have no impact on their cumulative average (though this is not the case in all Israeli universities.) Giving more weight to EFL courses, either by including them in the students' cumulative grades and/or giving course credit, could have a positive effect on the students' participation and success in EFL courses.

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D. Does the institution recognize English for academic purposes previous studies from other institutions (both partial studies and full exemption), if so, from which institutions? What are the criteria for acceptance?

HUJI recognizes completion of EFL courses at other Israeli universities. We had, of course, planned to comply with the standards proposed in the recent MALAG decision (that was frozen) which would have guaranteed mutual recognition of English as a Foreign Language courses from ALL institutions of higher education in Israel. Until such standards are set in place, we will only recognize those universities and the very few colleges whose programs had been reviewed BEFORE the MALAG decision. We also accept courses in EFL given at universities in English speaking countries and where English is the language of instruction.

E. Please present the grade distribution in the exemption exam for the past five years in the format of a histogram.

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F. Do students with special needs receive special support? If so, please specify.

Blind and visually impaired students have their assessments done via the Blind Center and also get support during the course with trained readers. Students with other diagnosed needs are given special conditions for their assessments (for example using Natural Reader or typing their answers on computer), but there is very little available in terms of special support during the course for these students. Our staff does, of course, do its best to provide support materials and other adaptations to ensure that students with diagnosed (and many undiagnosed) learning disabilities get individualized attention to assist them in developing the skills needed both for passing our course, and, more importantly, dealing with their English bibliography and other study skills after they have successfully completed our course.

Human Resources

A. Attach Table 5 (<http://che.org.il/wp-content/uploads/2016/09/Table-5.xlsx>) (In the Excel Appendices) detailing faculty in the Unit (must be updated for this current academic year 2016-2017 and include both semesters).

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<http://che.org.il/wp-content/uploads/ninja-forms/239-table-5updated-englishforacademicpurposes-field1098.pdf> (<http://che.org.il/wp-content/uploads/ninja-forms/239-table-5updated-englishforacademicpurposes-field1098.pdf>)

B. Specify the rules, criteria and procedures for recruiting, appointing, renewing appointments and dismissals of academic staff, what are the steps to ensure faculty members are informed of these policies and procedures?

Potential faculty are recruited from candidates who have sent us their CVs or been referred via another institution. Suitable candidates are given a trial period during which they teach a single course while receiving support and observation from experienced staff members. The full-time teachers on the maslul hora'a are on contracts which are renewed every 3 years. The part-time teachers are on contracts which are renewed every 6 months. We have had to dismiss a part-time teacher at the beginning of a semester because a class did not open because of too few students. The teacher was informed of the situation and a hearing was held. This has only happened once. All the part-time staff are aware that if the department has fewer students and therefore fewer classes than expected, the full-time teachers are given priority.

C. What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program? Are there professional development plans? Please specify.

All staff are updated via periodic staff meetings and email. We have at least two meetings each year devoted to professional development. However, we will have difficulties continuing effective development without ensuring that staff members receive financial incentive to attend and present at domestic and international conferences. Hopefully some mechanism will be found to remunerate at least some staff members to enable them to dedicate additional time in this direction. The academic director attends all H-INET (Higher Education in Israel Network of English Teachers) meetings and all members of staff are encouraged to attend. H-INET is the new umbrella association for all English (EFL/EAP) teachers in higher education in Israel. It is the department's plan to continue aligning our learning outcomes with those of the CEFR.

D. What is the definition of the position of the head of the unit? What credentials (experience and education) are required for this position? How the head of the unit is appointed and what is the duration of the term?

The academic head of the unit is chosen by the departmental advisory committee among willing and qualified veteran staff members. A minimum of two years is set for the term. It rarely in the past has been longer than 4 years, though given the reduced size of the unit, this may not be practical in the future. There has recently been an erosion of the authority and scope of the areas within the mandate of the head of the unit, as the Faculty of the Humanities has been involved in decisions concerning class size, scheduling and opening of groups. The EFL unit views this development unfavorably, as it has impacted on the authority of the academic director and the ability to control all aspects of academic planning.

E. In summary, what are the points of strength and weakness of the human resources?

We have a dedicated staff with excellent experience in the teaching of EFL. However, many full-time teachers need to hold second jobs in order to supplement their income since their salary scale (maslul hora'a) severely limits their earnings. The reliance on a staff composed entirely of maslul hora'a teachers makes it nearly impossible to find the best new staff, as better conditions are offered at some other institutions of higher learning. With the upcoming retirement of our last maslul hamakbil teachers, the EFL will no longer have ANY staff members who are paid for full time devotion to the department and remunerated for the many functions above and beyond teaching and assessment of students. The EFL unit believes that there is a strong need of some full time staff members who can devote time to materials development, assessment tools and teacher development. The average age of staff in the unit is over 60 and reduced numbers of students needing our courses has meant that retiring staff are seldom replaced by younger teachers who can rejuvenate the human resources.

Infrastructures

A. Describe the overall physical infrastructure that serves the unit and the study program under evaluation. Please refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

The office on Mount Scopus serves the three Jerusalem campuses. For the past few years the department has only had an administrative coordinator and no junior secretary for more than short periods, and this has been detrimental to the efficient running of the department. A junior secretary has recently been hired and we expect the smoother running of the department.

On Givat Ram, teachers take it upon themselves to deal with everything that administrative staff should deal with. For example, meeting the photocopying machine technician.

At Hadassah Ein Kerem, a teacher deals with all administrative issues.

For students on both these campuses administrative support is not available unless they contact the office (this did not work well when there was no junior secretary) or make the journey to Mount Scopus.

There is a much smaller administrative office with one part-time secretary that serves the staff in the Faculty of Agriculture in Rehovot.

All classes are taught in computerized classrooms on all campuses.

On Mount Scopus most of the teachers share an office with one other teacher. Usually every teacher has a computer in the office.

On Givat Ram only two rooms are allocated as offices and three computers serve approx. 5 teachers. Since the majority of courses are run at parallel hours the offices are crowded. Because of lack of privacy, the offices cannot be used to meet with students.

At Hadassah there is one very uncomfortable, small office which serves 5 - 6 teachers who are there at the same time. The room is also shared with another teacher from a different unit. Teachers cannot meet with students. There is one old, dysfunctional computer for use by all the staff. Recently a photocopying machine has been bought.

The unit which serves the Faculty of Agriculture has just moved to new work office and the work environment has improved tremendously. There are two computers in the office - one for the secretary and one for the teachers.

CHE Decision