# The Parent Unit (Faculty, School, etc.) Operating the Study Programs under Evaluation[[1]](#footnote-1)

• In general, this section addresses the organizational framework (Faculty, School, etc. ) in which the English teaching program takes place. If the program does not exist under the parental unit or it takes place under a different organizational framework, please indicate this and respond accordingly in the following questions.

• If the practical training track and the pedagogical and didactic studies are conducted by different units, please specify and elaborate on each unit separately.

* 1. The name of the parent unit and a **brief** summary of its history, activities and development in the period of its existence.
  2. Description and chart of the unit's academic and administrative organizational structure (including relevant committees), names of holders of senior academic and administrative positions and list of departments/tracks/study programs operating in its framework.
  3. Mission statement of the parent unit, its aims and goals.
  4. Who decides (internal/external bodies) on the rationale, mission and goals of the parent unit and of the study programs?
  5. 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)?
  6. How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?
  7. In the format of table 1 (in the excel appendix), provide the number of students in each one of the Unit's departments who are studying and have studied in the unit in each of the last two years according the level of degree.
  8. What is the Parent Unit's perception of the evaluated Study Program/Department within its greater framework? Is the Study Program represented in the Parent Unit's decision-making bodies?
  9. The name of the parent unit and a **brief** summary of its history, activities and development in the period of its existence.

**III. The Parent Unit: Faculty of Humanities and Social Studies**

**1. The Faculty of Humanities and Social Studies – Faculty Head: DR. Anat Kidron**

About

The Faculty of Humanities and Social Studies offers its students a fascinating academic journey to rich content-worlds that form the social and cultural basis of our world. The goals of studies is to train teachers in the social and cultural professions, in the belief that education to values of culture is the bedrock for the development of a progressive society that is sensitive to all men, open and ready for the challenges of the present and the future. The faculty’s different courses train teachers that see their calling as opening windows to the treasures of humanity and building bridges between subjects, times and societies. In our belief in the educational importance of those subjects, we highlight the combination of highest-grade academic content and innovative pedagogy which provides the tools for creative, rigorous, multifaceted and meaningful teaching. In their course of study, the students delve deeper into the academic field they have chosen, and they are exposed to enriching interdisciplinary and multidisciplinary subjects in the understanding that cultural richness is large and varied.

We offer teaching certificates in Primary Education and Post-Primary Education.

The courses of study at the Faculty of Humanities and Social Studies offer a combination of content and progressive pedagogy in two channels:

* Languages: represent expressions of culture and simultaneously form the basis of relations between people, the expression and transmission of ideas, as well as human growth. The courses offered in this cluster are: the arts cluster, the movement and music cluster, and the English and linguistic studies cluster.
* Jewish and *Eretz Israeli* studies: express the importance of acquaintance with the environment we live in, knowledge of the different cultures that developed in the *Eretz Israeli* space, and their mutual influences. Stress is placed in acquaintance with subjects related to Jewish thought, especially Bible and Jewish tradition studies.

History

The Faculty of Humanities and Social Studies was founded in 2016 (an offshoot of the Education School). Its establishment was based on the need to adapt Ohalo College’s organizational structure to fit the colleges’ planned move under the auspices of the Planning and Budgeting Committee (PBC). The faculty is headed by Dr. Anat Kidron.

**2. The Parent Unit: Structure**

The faculty houses four clusters and a specialization track

The linguistic education cluster, in a primary and post-primary track, the English education cluster, in a primary track, the Jewish education cluster in a primary and post-primary track, the *Eretz Israel* education track in a post-primary track, and a specialization in art, movement and music education. The faculty employs 42 pedagogical instructors, of them 24 senior members (and of those, 18 tenured members). Assisting the faculty on the administrative level: an academic assistant; the student administration; the academic quality unit and the computer unit

**Table** **enumerating** **faculty** **academic and administrative array**

|  |  |
| --- | --- |
| **Role** | **Areas of responsibility** |
| **Academy** | |
| Faculty head | Formulating and tracking syllabi and, leading research in the academic field, amelioration of the academic staff, connection with external and intra-college elements, encouraging lecturers to participate in intra-college and extra-college administrative forums and accompanying and aiding students in the academic programs. |
| **Administration – Faculty Assistance** | |
| Administrative coordinator | Administrative coordination – aid to the different faculty heads and lecturers in administrative fields:   * Ongoing thorough care of the faculties’ administrative aspects. * Faculty head meeting scheduling. * Coordination and organizing of tours and conferences. * Acquisitions – managing acquisition demands and follow-up. * Coordinating the administrative aspect – print (academy, classroom etc.) * Administrative support to the Academic English Coordinator (academic literature acquisition, testing etc.) |
| Academic administration | Academic counseling: student guidance and counseling in all aspects of the syllabus:   * Support with student syllabi – personal meetings for guidance and academic check-in. * Aiding in guiding students in approaching college academic stakeholders linked to the syllabus and the courses taught * Support, aid and guidance in building personal student systems through the Auxiliary System for Personal System Building * Ongoing faculty student services for the academic facet. * Dealing with study cessation requests, study resumption requests (remedial studies management until fulfillment of teaching certificate), course change and remedial studies at a different college. * Preparation of note rosters for 80% finalization approval and academic burden completion for the signing of approved stakeholders. |
| Computer administration | * Responsible for the college’s computerized array * Responsible for smart classrooms and learning technologies |
| The unit for academic excellence | The unit deals with issues of academic excellence while treating different areas of evaluation: evaluation report submittal and new programs for Higher Education Council approval; students, teaching staff – for amelioration of learning, teaching and development processes; responsibility over testing department |

**3. Vision**

The Faculty of Humanities and Social Studies’ vision is the training of teachers who view education for the values of the humanities and culture a significant social value in the development of a progressive society that is sensitive to man and ready for the challenges of the present and the future. We hope that faculty alumni will be role models for the aspiration to combine academic excellence, pedagogical-technological innovation and a multicultural social vision, to lead the local educational field in northern Israel. This vision meshes with the college’s vision of being a trailblazing academic center fashioning future generations. Ohalo College furthers an approach of innovative pedagogy in combination with technology in innovative study spaces.

The faculty was established in a process of academic reshuffling in 2016, and has since began formulating a work plan and future-strategic thought about the courses it houses.

The two main goals are expressed in the team’s work plans:

Education to academic excellence: while highlighting the quality of the academic staff, its academic rating and the encouragement of peer-reviewed publications.

Education to pedagogical innovation: while highlighting the staff’s pedagogical training and innovative pedagogy orientation.

Education to wide and interdisciplinary thinking: while highlighting inter-faculty work and staff academic cross-pollination, combined conferences for students, communal academic activities for the faculty’s courses.

**4. Decision regarding rationale and syllabus**

The body deciding the parent unit’s vision rationale and goals is an internal body, the college’s internal Academic Council, which has first-hand knowledge of the working of different courses. The decisions of this council are then brought to ratification at the supreme academic council.

**5. Reappraisal of vision and goals**

The vision and goals are reappraised periodically according to the college’s goals as detailed in its five-year plan.

**6. Updating of teaching staff, students and responsible institutional bodies regarding unit vision and goals**

The different teams, academic, administrative and students, are updated once per semester.

The update is done through readiness meetings, meetings, faculty seminaries – each sector separately and through email. The college’s website also includes an info attachment that is updated annually.

**7. The number of students in each program**

**Number of students – Bachelor’s degree**

|  |  |  |
| --- | --- | --- |
| **Faculty** | **2015-2016** | **2016-2017** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Number of students – Academic training**

|  |  |  |
| --- | --- | --- |
| **Faculty** | **2015-2016** | **2016-2017** |
|  |  |  |
|  |  |  |
|  |  |  |

**8. The program’s place within all unit programs**

The parent unit regards the evaluated program as an integral link within the greater array for existing programs. The goal is to creates links between the different courses in the fields of social studies and the humanities within the faculty structure, stressing the deepening of knowledge and experience in the disciplinary realm. In this regard, the English Program belongs to the linguistic block (language studies, the language of art, music, and English). In the larger structure, study in this department stands in deep connection to the Education Faculty, where the full pedagogical training is given. The syllabus is represented in all relevant committees of the parent unit: the internal academic council and the faculty’s administrative team. Faculty head, Dr. Sandy Haviv, represents it in all appropriate institutions as far as the parent unit is involved.

**Chapter 2 – Human Resources**

1. **Role Definition**

The head of the faculty/course will be appointed by the committee to appoint academic role-holders for a tenure of three years and will not stay in the role for upwards of five years/ The head of a faculty/course will be responsible for the following subjects:

Administration mediation, leadership and heading the program’s activity according to the faculty head’s direction:

* Formulating the annual work plan, including budgetary plan.
* Mediation and integration between the faculty’s syllabus elements.
* Linking disciplinary studies with methodic studies as demanded by school teaching.
* Fitting faculty syllabus as demanded by school system.
* Ascertaining syllabi quality and academically fitting them as needed.
* Overseeing the implementation of the annual plan and its quality standards.
* Recommending admittance and accompaniment of new teachers. Recommending teacher tenure and promotion. Formulating teaching staff feedback, as well as teacher termination.
* Faculty team administration and coordination according to teaching staff feedback.
* Initiating programs and activities, conferences and team professional advancement.
* Faculty reputation enhancement and marketing.
* Student syllabus authorization and advancement follow-up.
* Will be an address for student complaints.
* Will head the faculty’s pedagogical committee.

**3. Customary time period between staff ranks**

**Promotion criteria (on Education Ministry rank promotion track):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rank** | **Education excellence** | **Teaching materials initiation and development** | **Publications** | **Total** |
| **Senior Teacher** | 50 | 30 | 20 | 100% |
| **Lecturer** | 30 | 50 | 20 | 100% |
| **Senior Lecturer** | 20 | 40 | 40 | 100% |
| **Senior Lecturer A** | 20 | 20 | 60 | 100% |

Promotion is contingent upon waiting between ranks

1. “Senior Teacher” rank conferment possible only after four years of work in the college and receiving of tenure for 75% position and upwards.
2. Promotion to “Lecturer” position – only after three years of being “Senior Teacher.”
3. Promotion to “Senior Lecturer” position – only after three years of being “Lecturer.”
4. Promotion to “Senior Lecturer A” position – only after four years of being “Senior Lecturer” – receiving promotion is contingent upon 100% tenure.

**4. Rank promotion criteria – at Ohalo College**

Ohalo College has two promotion tracks:

1. Academic ranks

Rank order: Lecturer/Teacher, Senior Lecturer/Senior Teacher.

Associate Professor, Professor in Good Standing (awarded by the Higher Education Council)

1. Promotion ranks – Education Ministry

Rank order: Senior Teacher, Lecturer, Senior Lecturer

Senior Lecturer A (awarded by the Education Ministry’s Inter-Collegiate Appointment Committee)

Preliminary conditions for submitting applications for promotion – academic ranks:

1. PhD (Doctorate) degree.
2. Ohalo tenure of 50% scope.
3. In the special case of managers, article 2 may be bypassed with the authorization of the president alone.

Preliminary conditions for submitting applications for promotion – promotion ranks-MOE:

1. Ohalo tenure of 75% scope.
2. Vacant position given by the Ministry of Education in any subject.

These criteria are to be treated as threshold conditions without whom procedures shall not be opened.

**Evaluation sources for the two tracks:**

For the academic field (publications): based on candidate’s publications.

For teaching ability, relation to students: according to student feedbacks, feedback based on two class visits, by two different visitors, as part of the procedure.

For school/faculty and Ohalo contribution: opinion of head of school/faculty/ In the case of school heads, opinion of college president.

Briefs submitted to the appointment committee must fit the evaluation sources and material that contain the brief. Further, resumes are to be written as outlined by the committee. Briefs that do not contain the mandatory material and/or resumes delivered in them are written not according to instructions, will not be discussed. Academic rank promotion requests – the committee will only treat materials (papers, books, research, conferences etc.) written after conferment of last rank.

**Senior Lecturer/Senior Teacher rank**

To achieve this rank candidates must prove the existence of academic activity. This proof can take the form of publishing five papers in peer-reviewed academic journals and research books (including a paper based on doctoral thesis). Further, candidates will be credited for collaborating in the writing of book(s), active participation in 2-3 academic conferences, carrying out research, workshops, leading seminars and any other activity linked to the academic field the candidate chooses to bring before committee.

The committee will ascertain the teaching candidate’s contribution to the college according to the courses s/he coordinates, syllabi to whose development s/he contributed and the teaching feedbacks received from students and colleagues.

**Senior Lecturer/Senior Teacher rank**

1. **Academic publications**

Publishing ten papers at least in peer-reviewed publications, **(an addition of some five papers since the last promotion)**. The number of publications will be weighed according to the submitter’s placement as author and the level of the journal where the paper has been received. Publication of a professional book in a recognized publication will be the equivalent of publication of one or more papers, according to the book’s professional value. Authoring a chapter in a professional book will also be considered as equivalent to a paper, according to the chapter’s professional value.

Development and publication of syllabi can contribute to the value of programs developed.

Research activity will contribute to the brief’s weight. Research which was conducive to paper publications will be awarded more weight.

Research that was conducive to publication of scientific report and presentation in a conference forum, seminar etc. will receive smaller weight but added to the candidate’s credit.

Scientific editing of a professional journal or a book will contribute to the brief’s weight.

Active participation in professional conferences, beyond inter-collegiate ones, will contribute to the brief’s weight.

Implementation and assimilation of syllabi and/or new teaching methods will add to the candidate’s credit.

Teaching ability, as expressed in and out of the classroom and in positive teaching feedback from students and candidate’s colleagues will contribute to the brief’s weight.

Coordinating areas of study and activity in the college’s committees will contribute to the brief’s weight.

Significant public activity outside the college will also add to the candidate’s credit.

\* Candidate must show appropriate publishing continuum along the timeline from rank to rank.

**Associated Professor rank**

The committee does not rule regarding conferring of this rank. Its role is to evaluate whether the candidate is worthy enough that the external professional committee + external surveyors that evaluate the brief will see fit to recommend rank conferment to the Council of Higher Education. If the committee is convinced that there is indeed a good chance of positive valuation it will open proceedings to further the brief at CHE. Brief’s valuation by the college’s Appointment Committee will be based on the same criteria applied to the rank of Senior Lecturer, besides the fact that the number items in each of the first four articles will be higher than mandatory for the conferment of Senior Lecturer status.

Publishing some 20 papers at least in peer-reviewed journals, (**an addition of some 10 papers since the last promotion**).

**Pointers on Curriculum Vitae and publication list submission**

1. CV and summary of professional activity will be submitted in print, in the following format, while maintaining the formal structure and submission instructions. CVs not following this format will not be accepted.
2. Subjects should be organized from later to early.
3. Each new item, since the last rank, will be marked by an asterisk (\*) on the right side of the page.
4. Only details and matters contributing to the candidate’s promotion should be filled out.
5. After submission of the CV, it will be checked by a representative of the Appointments Committee. So too regarding the publications brief.
6. Candidates who fail to meet the mandatory criteria for the desired rank are allowed to repeat the promotion request once, a year later.

**4. Lecturer admittance criteria**

\* A lecturer seeking to be admitted to the college must appear before a Lecturer Admittance Forum. The forum includes: College President, head of school, head of relevant faculty; head of research unit; College Manager-General; human resources. After admittance, treatment of lecturer moves to HR, work contract signing and forms.

Example of Admittance Forum invitation

*Hello,*

*Re: Lecturer Admittance Forum invitation*

*We congratulate you on your desire to join our ranks.*

*You are hereby invited to meet us on Tuesday, 13.7.2015, at 14:50-15:30 at the Conference Room, second floor.*

*The meeting is part of the teaching staff candidate vetting procedure. It is attended by the senior academic officials and is intended for acquaintance with the relevant candidates to the college (for the purposes of diverse teaching and education roles in all fields the college deals in).*

*In this meeting, there will be a discussion allowing you to present your academic background, your areas of research and interest etc.*

*Further, we would like to hear about aspects that have to do with your teaching of students, and therefore we are interested for you to present a subject connected to your teaching/research. Presentation of the subject will last some twenty minutes, after which we will discuss the presentation, and the specific context of the college’s needs.*

*If there are any special aids or materials you need – please update us so we can be prepared ahead of time (or bring them with you).*

*Best,*

* Tenure is awarded after three years, however not automatically. Lecturers will be reviewed by the Tenure and Lecturer Committee, which convenes once a year in July. Focuses of attaining tenure concern attaining a PhD, working at least a third of a position, and an opinion by the head of the school.
* Termination: In May letters of termination are issued for the entire untenured staff. In August, letters of invitation are sent out for the school year under the new system built.
* External teachers: a teacher employed eight months and hold less than a third of a position or lecturers in the first two years of employment.

**5. Steps taken to update staff members regarding promotion rules and criteria**

Each year there are two meetings of the Academic Ranks Committee and another meeting of the Rank Promotion Committee (Ministry of Education).

Each year a circular is issued to all PhD-level lecturers including an academic promotion rule book + committee meeting dates. Staff are updated about rules and criteria regarding promotions and their status in the institution by internal HR emails during the year or at the relevant times for submission of promotion request.

**6. Staff member classification to different disciplinary areas of expertise**

Classification is done by education, area of expertise, research field, professional experience, in consultation with the head of the faculty, the head of the course, in accordance with the syllabus and the system’s needs. Staff members are classified by areas of expertise in the different disciplines according to professional criteria and the evaluation of the relevant head of course or school.

**7. Steps taken to update staff members regarding the syllabus academically and professionally**

In the course of departmental seminars, lecturers receive updates regarding the syllabus and changes. There are also discussions of the syllabus’ relevance and issues related to it.

Most of the updates to the lecturers take place during college-wide and faculty-wide preparation days, which take place twice annually.

**8. Definition of (senior and regular) staff Full Employment by the institution and number of teaching hours per program**

Full Employment is define according to weekly hours. Up to the age of 50, 100% employment stands at 16 w.h.; from 50 to 55, 100% - 14 w.h.; over 55, 100% - 12 w.h.

Senior staff is staff with a PhD at the rank of at least Senior Lecturer and included in the staff core, employed at least at a 75% position, tenured and receiving wages at a tenure track (12 months a year).

Regular staff – can be steady at tenure track but only at a Masters level… External teachers are teachers paid by de facto hourly teaching in the context of an “external teacher” contract for a period of eight months and not included in the core staff.

**9. Staff member obligation**

Staff members who seminars must also grade them.

**10. Enumeration of above-mentioned data as it relates to staff gender equality:**

How many off staff members are women and what is their percentage in each rank?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic rank  Gender | Lecturer | Senior Lecturer | Senior Teacher | No Rank |
| Men |  |  |  |  |
| Women |  |  |  |  |

Regulations promoting women’s recruitment and promotion:

The college has no special regulations prioritizing women’s promotion. All posts are open to men and women equally. Most posts are filled by women, including course heads and the head of the Education and Teaching Faculty.

Ensuring these regulations and actions for promotion of gender parity:

The institution has no regulations for the promotion and recruitment of women; naturally most of the posts in early childhood education are filled by women.

Faculty goals regarding gender parity in women’s recruitment and promotion:

The faculty has no goals related to gender parity.

Supervisor on Women’s issues in the institution / faculty and his/her areas of responsibility:

Dr. Anat Kidron, Head of the Humanities and Social Studies Faculty, is responsible for women’s issues and the Prevention of sexual harassment in the college.

**11. Administrative and technical staff**

Early Childhood Education Course academic staff receives administrative support from a series of contributors in the college;

**Computers Department** – assistance in operating Model and Orbit Live software, an applications platform for course administration. Smart classroom operation, including complex technical systems allowing lecturers to teach in a 21-century teaching environment, securing functioning and ongoing WIFI connectivity, installation and operation of the necessary software on servers and in the cloud, supplying students with mobile computer carts on a by-need basis. There are four workers in this department.

**Academic administration** – academic counselors accompanying the students from the first day of school until graduation and degree awarding in regards building the academic schedule, academic accompaniment vis-à-vis the head of the course, lecturers and other departments in the college, checking in regarding the state of their studies throughout their years of study, ascertaining their 80% eligibility (degree eligibility check in etc.). There is a schedule coordinator and three academic counselors in the department.

**Administrative coordinator** – Takes care of the course’s administrative aspect in its entirety, including printing, conferences, tours, acquisitions, staff meeting scheduling, student meeting with the course head, lecturers etc.

**Academic quality department –** the department is charged with ascertaining the congruence between the plan authorized by the Council of Higher Education and its de facto implementation (following study portions). It manages the testing and grading array, the handing of academic papers including seminars, and teaching quality feedback, receiving syllabi and checking them prior to the beginning of the school year, ascertaining test quality and congruence with the published syllabus. The department has a staff of three.

**11. Strong and weak points**

*In staff (the teaching staff):*

**Strong points**

* Teaching staff: very good teamwork between academic staff and pedagogical staff in educational and research work.
* The academic and pedagogical team intensively takes part in joint learning and arrives at course meetings.
* The academic and pedagogical team takes part in college spirit.
* The team maintains strong ties with the students.
* The team is very human and service-oriented in its professional approach.
* The team is open to change and taking on innovative teaching methods.

**Strong points**

* The academic team has very few PhD degree holders.
* Lecturers working in more than one academic institution do not have full availability.
* Not all of the academic staff comes directly from the early childhood discipline.
* The academic team doesn’t do enough research.

*In technical and administrative staff*

**Strong points:** the team is very hard-working, available, dedicated, service-oriented and professional.

**Weak points**: Since all departments use the team, sometimes there are delays in administrative services.

1. In this chapter, please relate to the broader organizational framework in which the evaluated study program operates. If there is no such framework, please note it. [↑](#footnote-ref-1)