המרכז האקדמי
ויצו חיפה
THE NERI BLOOMFIELD
SCHOOL OF DESIGN

Self-Evaluation Report

The Department of Architecture & Education

30/09/2021

המרכז האקדמי לעיצוב ולחינוך ויצו חיפה ע"ש נרי בלומפילד (ע"ר)
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The Quality Assessment and Assurance Division

Guidelines for Self-Evaluation

January 2020

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Background

List of Acronyms and Abbreviations

Academic Advisor – AA

Department – Dept.

Department Head – DH

Discipline Coordinator – DC

Haifa University – HU

Internal Academic Council – IAC

The Council for Higher Education of Israel – CHE

Ministry of Education – MoE

Neri Blumfield School of Design & Education – NBSDE

President of NBSDE – President

Supreme Academic Council – SAC

The Department of Architecture & Education – the Dept.

Vice President of NBSDE – VP

Year Mentor – YM

The department is part of the School of Design (the NBSDE) that includes the depts. of Visual Communication, Fashion Design, and Photography and Screen-Based Arts. This frames the teaching of architecture as a creative discipline related to the other fields of design, promotes creative interdisciplinary work and contributes to a vibrant academic atmosphere.

The dept. is also part of the School of Education. Graduates are taught to lead and become educators of design, and to act as agents promoting the appreciation of design by society and as key figures involved in and responsible for the improvement of both the environment and society, serving its various sectors and promoting dialogue between them. Students earn a B.Arch.Ed. degree (a B.Arch degree and a certificate in education). The program of study includes full architectural studies, (280 contact hours = 140 annual hours), as well as education studies (52 contact hours= 26 annual hours), and basic studies (12 contact hours = 6 annual hours).

The campus of the NBSDE is situated in downtown Haifa. The dept. engages with its heterogeneous population, works with and for the multicultural community, and deals with topics stemming from its unique physical/geographic setting: between the hills and the sea, near the industrial port and next to historical neighborhoods. Thus, it bridges old and the new, past and future.

1. Executive Summary (max 2 pages)

1.1. Summary of the main strengths and weaknesses pointed out in the self-evaluation process

Strengths

Mission: The dept. has a clear agenda that suits and serves its unique setting: cultivating engaged, conceptual-professional, and holistic-experimental architects.

Study Program: The dept.'s study program is consistent with its agenda:

- It addressed current local and international relevant and actual issues.
- It cooperates with municipalities, industry, institutions, and universities, both locally and internationally.
- It encourages students to express personal views on environmental, cultural, social and political issues.
- It creates strong ties between theory, research and design.
- It teaches architecture as holistic integrative design.

Learning Outcomes: Adherence to the requirements of the CHE and to professional guidelines has contributed to a program whose students work has been locally acknowledged. Graduates are approved by the Engineers and Architects' Registrar and assimilate quickly in private and public architectural practice and are involved in teaching design.

Faculty: The dept. benefits from an experienced and devoted faculty that represents its mission.

Students: The dept. offers fair and academic admission. The student body is heterogeneous, contributing to the promotion of the dept.'s mission and involved in its activities.

Atmoshere: The NBDSE. maintains an intimate atmosphere, characterized by harmonious relations among faculty members and students.

Infrastructure: The campus' location in downtown Haifa serves the dept.'s mission. The dept. offers a rich variety of both face-to-face and online workshops.

Weaknesses

Study Program:

- Advanced MA and PHD programs should be opened.
- Cooperation with the NBSDE's depts. should be expanded.
- The dept. needs to develop more student exchange programs.
- More elective courses should be offered.
- Ways should be found to promote and reward outstanding students and students from low-income families.

- The dept. should establish an official alumni organization.
- Classroom and workshop spaces are limited.
- A digital archive of students and staff's work should be created.

1.2 A short description of the actions the institution, the parent unit, and the department are going to take in order to improve the weaknesses that were found

Study Program: The dept. will benefit from its merger with HU. The dept. will develop advanced degree studies. Finally, it will expand its international exchange program.

Faculty

- **Recruitment:** New faculty members will hold PhD degrees or be exceptional professionals.
- **Training:** The institution will develop training programs for faculty members.
- **Gender:** Focused and systematic policies to widen the gender mix will be examined.

Students

- **Funds:** The institution will raise funds to reward outstanding students and for students from low-income families, as well as for international seminars and tours.
- **Gender:** Focused and systematic policies to widen the gender mix will be examined.

Infrastructure: A 3,000m^2 additional building will be constructed in the near future. The dept. will also refurbish its floor to create an academic environment fostering a workshop atmosphere. Students' work will be stored in a digital archive.

1.3 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

The dept. is proud of educating for deep awareness of cultural, sociological, environmental and technological contexts as integral to design. It cultivates engaged students aware of their role to shape reality and address real-life local and global issues. Its graduates are architects with conceptual abilities and professional skills, holistic designers who integrate architecture and urbanism with product design and manufacturing and are creative in developing their personal ideas and design abilities. Our graduates quickly integrate in private offices and public positions, where they contribute to the betterment of the environment and society. Some combine architectural practice with teaching of design in schools and universities. The dept. believes that the study program's performance is in line with its mission statement and is certain that by addressing the issues raised in this report, it will further enhance its performance.

2. The Institution (max 1 page)

2.1. Brief summary describing the institution and its development since its establishment

The Neri Bloomfield School of Design and Education (NBSDE) is the only institution in Israel that integrates professional design studies and teacher training. It was established in 1971 as a community college, and later became a college for training art, architecture and design teachers, offering graduates teaching certificates in addition to professional qualifications.

Date of recognition by the CHE: December 2004, as an academic college.

Details of the campus(es) where the institution's teaching activities take place

In 2002, the institution moved to its present, location in downtown Haifa. The institution includes a six-floor main building covering 6,000m^2, rented classrooms (1000m^2) and specialized workshops in a nearby location. An additional 3,000m^2 additional building will be built on the NBSDE's parking lot, increasing its total area to about 9,000m^2. Construction will commence once the 20 million shekels required have been released by the CHE.

2.2 Mission statement, aims and goals of the institution

The NBSDE's mission is to provide new ways of acquiring skills in Israel's design scene. The link between academic knowledge and technical knowhow is key to the profession's development. The NBSDE's primary aim is to train designer-teachers and teacher-designers as "cultural architects", acting as a bridge between the local context and its visual reflection and as creative change agents committed to reinterpretation and innovative design. Specifically, our goals are to

1. Train architects, artists, designers and teachers whose values are based on a humanistic and ethical approach, on sensitivity to others, and on the needs of society and the environment.
2. Position graduates as qualified designers, professionals and knowledge merchants with independent world views. These designers will be involved in - and will influence the world of industry, of communication, and of the economy, both in Israel and overseas.
3. Apply innovative teaching methods combined with primary research already at the B.Des / B.Arch level to train designers capable of generating change and be influenced by change in their evolving profession, mastering and using advanced technology.
4. Develop a dynamic quality control and evaluation structure that combines critiques of student projects with providing the design graduates with the tools they need. Of critical importance is an exemplary level of professional judgment, together with the development of clear priories for evaluating a project's quality and level of creativity.
5. Expose students to the latest global developments via international partnerships.

Supporting documents:

3. Internal Quality Assurance (max 3 pages)

3.1. A description of the institution's Quality Assurance policy and system, including its. mechanisms, processes, and the responsible bodies for its implementation .

The institution's policy of constantly evaluating itself to make sure it stands at the very forefront of professional innovation informs its internal QA policy:

1. The Supreme Academic Council (SAC) closely monitors changes and their implementation. It receives regular QA reports from the dept. heads.
2. As an independent legal entity, the institution conducts QA reviews to assess the interrelations between its academic and administrative aspects.
3. The Board of Governors, including representatives and leading figures from Worldwide WIZO organization, the academy, the industry as well as from the world of design is also party to formulating institution's policies. They monitor performance and guide the management actively.

3.2. Describe the current Self-Evaluation process, including methods used by the institution, parent unit, and the department in its Self-Evaluation process; direct and indirect participants in the process, etc. Specify your conclusions regarding the process and its results

The self-evaluation process encompasses the mission, study program, faculty, students, and infrastructure and follows procedures determined by departmental and institutional parties.

The NBSDE's mission and study programs are evaluated by the NBSDE management and a think tank of representative faculty members from all depts.

The dept.'s mission and study program were reviewed and updated by the Departmental Study Committee which

1. Examined the development of the study program since its approval in 2004 and mapped desirable and undesirable changes.
2. Redefined the mission and goals of each dept. and Reviewed the study program through and suggested improvements in all disciplines accordingly.
3. Compared the dept.'s program to other depts. in Israel and abroad.
4. Conclusions were discussed in the IAC and approved by SAC, and the Departmental Study Program Committee implemented them by adjusting the study program while maintaining the division between the different disciplines in accordance with the CHE's framework.
5. Proposed changes were presented to the dept.'s faculty and students.

Result: Updated study program, organically evolving from previous approved programs.

Long Term Improvements – Consideration of Future Possibilities

Merger with the HU School of Arts is under serious and advanced negotiation. School faculties have been meeting during the entire year, learning each other's programs and facilities and initiating future academic plans.

The student body and admission criteria were reviewed as follows:

1. Analysis of the student population and available recruitment mechanisms.
2. Long-term planning to increase that population while maintaining the current admission requirements and ratios.
3. Holding all admission exams and interviews on a single day to maximize efficiency and integrity.
4. Employing a marketing system to *double* the number of candidates.

Result: Increase in the number of students and improved dept. status.

Faculty recruitment practices were reviewed and implemented including:

1. Review of the faculty – job definition and scope, title and rank.
2. Setting recruitment and promotion targets.
3. Promoting current faculty by expanding job scopes and appointments to tenure positions.
4. Encouraging faculty members with first degrees to complete higher degree studies.
5. Recruiting and promoting faculty with experience and advanced (MA and PhD) degrees.
6. Revised division of roles and additional responsibilities for faculty members.
7. Nominating a mentoring committee for new staff members.

Result: Strengthened staff, both academically and professionally.

Infrastructure improvements included renovating the auditorium, computer room, interdepartmental learning space, and a large classroom, with emphasis on hi-tech, creativity, informality and diversity; the Fab Lab Center was completed; completing plans and securing funds for renovating of the dept. floor (starting summer of 2022).

Result: Upgrading the learning experience and adapting it to the 21st century.

3.3 Describe the consolidation process of the Self-Evaluation Report, including its preparation, final approval, and a description of the contributions of staff members to the process

1. The conclusions of the Study Program reviewed were presented to the committee and additional staff members. Each section of the report was placed under the responsibility of a dedicated staff member with relevant knowledge and authority. The President and the VP wrote the parts related to the institutions (Section 2 and 4).
2. The section on the entire dept. was written by the Dept. Head (DH) with the help of several staff members.

3. All syllabi were reviewed and revised by the DH, Dr. Hadas Shadar, and the heads of the relevant fields.
4. The CVs and submissions were each reviewed by a senior staff member.
5. The entire report was read and approved by the President after having been distributed to the core staff for comments.

3.4 Describe the mechanism used to follow-up and address the weaknesses that were highlighted by the Self-Evaluation process. Which bodies within the institution/parent unit/department are responsible for this activity?

a) Mission and Study Program. The adjusted program will be monitored by the Departmental Study Committee AA, YMs, Head of Disciplines, DH, IAC and SAC. Special committees will plan postgraduate degree studies, interdepartmental cooperation, cooperation in courses and workshops with HU, and cultivation of international relations. Head of Technology will consolidate the dept.'s industry relations.

b) Student Body

- A team will be appointed to screen out students who do not meet program requirements
- The Finance Dept. and a departmental committee will form fundraising bodies to reward outstanding students and to found an alumni organization
- The DH, HR and Student Administration will consider gender equality policies.

c) Faculty. The academic administration and the dept. and area heads will provide continuing education for the staff. HR will consider gender equality policies.

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

This report was written by multiple staff members and reviewed by all. It was also shared with student representatives. The final report is published on the dept. website.

3.6 Second cycle of evaluation: in a format of a table, address the recommendations of the previous evaluation committee and describe the implementation and follow-up process (address each recommendation separately). N/A

This is the dept.'s first evaluation committee.

4 The Parent Unit[1] (max 2 pages)

4.1. The name of the parent unit, its mission statement, aims, and goals. N/A (see section 2)

4.2. What is the decision-making process for the rationale, mission, and goals of the parent unit? How are they reviewed and monitored.

* The NBSDE functions as a parent unit. Thus, information below refers thereto.

At the top of the NBSDE's organizational hierarchy are **the Board of Governors, the Executive Committee and President. The President** holds ultimate responsibility for all academic and administrative matters and personnel, and for implementing any decisions of the Board of Governors, the Executive Committee, the CHE and the Ministry of Education (MoE).

VP for Academic Affairs, in collaboration with the President, is responsible for the institution's academic policies, and for representing it in the CHE, MoE, and other academic institutions. The VP is the head of the IAC and substitutes for the President in times of absence.

Head of Academic Administration is directly responsible for implementing the study program by coordinating between the different units.

The dept. heads are responsible for the academic and administrative management of their depts., for the implementation and adaptation of the study programs, for the development of future programs, and for the recruitment and development of professional and academic faculty members for ensuring and evaluating highest academic and pedagogical quality, and for the proper conduct and well-being of students and faculty.

Head of the Program for Education Studies is responsible for high-level study programs relevant to the different fields in the institution, for coordinating the education program with the Head of Academic Administration and the dept. heads, and for recruiting faculty members.

The Director of Administration and Finance is responsible for all fiscal matters in the institution, including personnel salaries, students' tuition, the techno-logistic center and exhibition budgets, ongoing and periodic expenses, security and insurance.

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

SAC is the leading academic forum whose members include senior members of the institution and prominent representatives of Israeli academia. The forum discusses academic plans and approves the institution's academic regulations.

[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 state so.

The Appointments Committee is responsible for the academic advancement of faculty members. Committee members are all professors – 4 are external to the institution, and 2 internal. The committee is headed by an external professor.

IAC is the institutional academic forum whose members include the heads of depts. and the heads of the fields at the institution. The forum discusses depts.' requests for curricular changes and works on future programs proposals.

Management. The senior executive management team includes the President, dept. heads and Director of Administration and Finance. There is also an administrative management consisting of the Head of Administration and Finance, Head of Marketing, Director of the Center for Extracurricular Studies, Head of Academic Administration, HR Coordinator, Network and Operations Manager, and Head of Technology. The management is responsible for implementing of the strategy for promoting and developing and development the Academic Center for Design and Education at the NBSDE.

Appeals Committee on Academic Decisions. Composition: VP - Chair, head of the relevant dept., two additional dept. heads, Coordinator of Academic Administration and representative of the Student Association as observer.

The Disciplinary Committee will discuss and rule in any case where a student has committed a disciplinary offense. Composition: VP - Chair, Head of the Student Dept. or someone on his behalf, a faculty member from the institute depending on the circumstances, the committee coordinator and a representative of the Student Association as observer.

Supreme Appeals Committee. The committee will consider appeals on disciplinary committee decisions. Its rulings are final. Composition: President - Chair, Dean of Students, the DH or senior lecturer who is related to the case but has not participated in the disciplinary committee, the committee coordinator and a representative of the Student Association as observer.

Accreditation Committee. The purpose of the committee is to recognize students' previous academic studies and exempt them from studies after an examination by the head of their dept. of the credibility of the institution and the course's syllabus. Composition: VP - Chair, Head of the Dept. of Business Administration, representative of the relevant dept., Coordinator of Academic Administration, Head of Student Administration – committee coordinator.

Research Committee. The purpose of the committee is to promote research in the institution and enhance its quality. Composition: Head of the Business Management Dept. - Chair, three senior lecturers from various depts., Secretary of Academic Administration - coordinator.

Supporting documents:

- A chart of the unit's academic and administrative organizational structure (including relevant committees), names of holders of senior academic and administrative positions

  see section 2.

- A list of depts./study programs operating within its framework

The institute has five depts.:

(1) Visual Communication (273students);

(2) Architecture (237 Students);

(3) Photography and Screen-Based Arts (46 Students);

(4) Fashion Design (94 Students);

(5) Business Administration (46 Students).

(6) An MA program in Environment and Education Design (26 students) will start in October 2021.

In the coming academic year (2021/2022), some900 students will study in the institution, with a further 350 students completing extracurricular courses.

The names of academic and administrative officials:

Prof. Dr. Shimon Amar	President
Prof. Arch. Irit Tsaraf Netanyahu	VP & Head of IAC
Prof. Arch. Baruch Baruch	Head of SAC
Ms. Tal Tamir	Dean of Students
Dr. Erez Porat	Head of Education Studies Program
Dr. Arch Dana Margalith	Head of Architecture Dept.
Mr. Yaron Shin	Head of Visual Communication Dept.
Ms. Merav Lavie	Head of Fashion Design Dept.
Mr. Eran Barak	Head of Photography and Screen-Based art Dept.
Dr. Menashe Shahmon (TBR)	Head of Management Dept.
Acc. Miki Peretz	Director of Administration and Finance
Ms. Renata Padve	Head of Academic Administration
Ms. Lena Frank	Head of Human Resources
Ms. Tamar El Al	Head of the President’s Office
Ms. Tali Ron Zanger	Academic Coordinator, Dept. of Architecture

- Table 2 (Excel appendix).

Table 2 - Number students in the Parent Unit			
Department	B.ed.Des & B.Arch.Ed		
	2018/19	2019/20	2020/21
Architecture	185	197	237
Visual Communication	223	234	273
Photography & the Screen Based Arts	38	44	46
Fashion Design	89	95	94
Management	70	58	46
Total	605	628	696

Table 2 - Number faculty members in the Parent Unit			
Department	Number of faculty members		
	2018/19	2019/20	2020/21
Architecture	67	48	47
Visual Communication	64	47	36
Photography & the Screen Based Arts	19	14	14
Fashion Design	40	30	28
Management	22	16	12
Education	18	18	20
Interdepartmental	3	3	3
Total	233	176	160

5. The Department/Study Program (max. 10 pages*)

5.1 Study Programs

5.1.1. The name of the department/study programs, a brief summary describing its development since its establishment.

The dept.'s uniqueness: Architectural students earn a B.Arch.Ed: professional architectural degree with a certificate in education. The program focuses on social and environmental awareness, the relationships between theory and design, and architecture as a holistic-creative field. Special attention is given to design for the north of Israel and other geosocial peripheries.

The dept.'s development:

1986 to 2009 – Founded and led by Prof. (2010) Arch. Baruch Baruch as a Dept. of Architectural Engineering. Until 1994, graduates were qualified as architectural engineers with a teaching certificate. From 1994-2004 programs were supervised by the University of Wales College, Cardiff (UWCC) and recognized by Israel's Engineers' and Architects' Registrar. In 2004 the dept. was recognized by the CHE and authorized to award a B.Arch.Ed. During this period the dept. created a unique study program. Students won many awards, and the dept. cooperated with the UWCC, Domus Academy in Milano, and University of Ljubljana.

Prof. Arch. Baruch Baruch is current Head of SAC and faculty member teaching Y4 architectural studios. He is a graduate (B. Arch) and former senior lecturer at the Technion, and partner in Baruch Solomon Architects, which has won many prizes in architecture and urban planning (see CV).

2009 to 2019 – Led by Prof. (2018) Arch. Irit Tsaraf Netanyahu, the dept. upgraded its programs, introducing technological courses and integrative design studios. Students worked on projects related to contemporary social and environmental issues, in cooperation with local communities and institutions abroad. Our students gained local and international recognition by winning David Azrieli Awards, the Armon Award for Promoting the Arts in the Periphery, and the Decathlon and Inspireli international competitions (see Section 5.6 – Competitions).

Prof. Arch. Irit Tsaraf Netanyahu is currently VP and Head of IAC. She is a Technion graduate (B. Arch & M.Sc. in Architecture & Urban Planning, The Technion and University of Arizona), a former faculty member at the Technion, and CEO of Tsaraf Netanyahu - Architecture and Town Planning, specializing in urban planning, urban design and urban renewal. Her practice includes many winning entries and influence on planning policy in Israel (see CV).

2020 to present – Under Dr. Arch. Dana Margalith, the faculty was strengthened, and the program was updated towards its approval by the CHE and prospective merger with HU. The

program was divided into three introductory and two advanced years. Theoretical courses were added in urbanism, landscape and environment, architectural design, phenomenology, and materials and technologies. The dept. cooperated with local authorities and communities, researchers and professionals abroad, and its students won several awards (see Section 5.6.)

Dr. Arch. Dana Margalith is DH, member of the IAC, teaching courses in history and theory of architecture and 4th-year architectural studios and a partner at Moshe Margalith Architects & Urban Planners. She is a graduate of Tel-Aviv University (B. Arch), The Bartlett, UCL (M.Arch), McGill Univ. (PhD), The Technion and Tel-Aviv University (postdoctoral studies), and a former faculty member at Tel Aviv University and McGill University (see CV).

Student body: Our student body is highly diverse, composed of students from different backgrounds. Enrollment has been increasing (from 30 -45 till 2019 up to 60-70 students annually since 2021; ~ 240 in total), with admission rates maintaining a steady ratio of 1: 2-3 candidates. This increase will allow us to offer more elective courses and a richer experience.

Faculty: Prof. Baruch recruited mainly faculty members from the Technion. Prof. Netanyahu added members from other Israeli universities and leading NBSDE alumni. Dr. Margalith hired graduates with advanced degrees from abroad to strengthen the dept.'s research and creative approach. Today, the dept. employs about 50 lecturers in various disciplines.

Study environment and resources: The dept. maintains an intimate atmosphere, characterized by harmonious relations among faculty members and students. Being subordinate to the MoE rather than CHE, its budget is low compared to its counterparts. To improve the NBSDE's modest facilities, funds have already been raised for the construction of an additional adjacent building.

5.1.1.2. The department/study programs' – mission statement, aims and goals (a). What is the strategic plan of the department (b) and its study programs (c)?

a) Vision – Mission Statement, Aims and Goals .

Believing that architecture is a stage for all human interaction, the study program encourages students to understand their role as shapers of reality and social leaders, with deep understanding of the relations between man, culture, environment, and architecture in time and place. The department addresses local and global social and environmental needs with responsive integrative design, taking advantage of new technological developments.

This vision is manifested by cultivating:

1) ***Engaged and involved architects*** reflecting the era and predicting the upcoming, addressing local and global concerns;

2) *Conceptual professional architects* expressing ideas, beliefs, and knowledge, in meaningful place making.

3) *Holistic creative and experimental architects* promoting holistic design to integrate urbanism and architecture with industrial design and manufacturing processes.

4) Concious Architects - sensitively adressing various needs, to contribute to the betterment of the society and environment.

In all educating architects, as key players in the promotion of integrative architecture and design to the molding and the betterment of society and the environment.

b) Strategic Plans .

(b1) Long Term Strategic Plans – steps related to the merger with the HU's School of Arts:

Postgraduate departmental degrees – In the first phase, in urbanism, landscape and ecology and in architecture, design and manufacturing processes.

Combined degrees – In the second phase, interdepartmental degrees administrated together with other faculties at HU.

Interdepartmental courses and workshops in the introductory years (1-3) in arts, history, humanities, social sciences etc., and in the advanced years (4-5) seminars according to the program's modules of study and students' interests and workshops in art and design.

Facilities – The dept. uses spaces offered by HU, and will refurbish its floor for an enhanced enhance workshop environment in the summer of 2022.

(b2) Current Study Program Strategic Plan .

(b2-1) Study Program

The dept.'s mission is implemented through a program addressing relevant and contextual design merging two parallel and intersecting aspects: the theoretical and creative. Students are encouraged to synergize theory and research with professionalism, experimentation and integrative design, expressing their personal perspectives. Our education studies complement the program by cultivating social awareness and leadership.

b2-1.1) Contextual & relevant design. The program addresses urgent local and global dilemmas and hazards to contribute to future development of rural and urban centers with increased densities while maintaining sustainable living conditions and preserving land resources, all while preserving of cultural heritages. Special attention is devoted to Israel's northern geosocial periphery. Introductory years (1-3) focus on local context, specific attention is given to Haifa and its vicinity. Advanced years (4-5) address the needs of communities and environments, locally

and abroad, through the participation in international competitions and the pursuit of personal interests. Contextual design is cultivated through the following.

Designated design studios. Public Buildings and Low-Cost Housing (Y2); Design in Historical Context and Sustainable Design (Y3); Thematic Research Studio Addressing Social Concerns (Y4); Mixed-Use Large-Scale Complexes addressing global challenges such as massive developments, dense fabrics, and regional identities (Y4).

Personalized design and research. The final project and thesis address local and global challenges of urban renewal, low-cost housing, conservation and the regeneration of industrial areas, needs of special communities, and coexistence through place making (see detailed list of seminars and projects chapter 5.6).

Cooperation with government authorities to engage students with real-life projects, exposing them to architecture's role in the molding of society and environment.

Competitions sensitize students to dilemmas in local and international discourse.

B2-1.2) Integration of theory and design. Architecture is taught as a multidisciplinary field. Design courses and workshops are supported with theoretical studies in three categories:

General background studies in the introductory years: History and Theory of Architecture and Arts, Social Sciences, Science & Technology, and Professional Practice.

In-depth theoretical studies in Y1-5 to support studios in the same semester, with courses such as Architecture Today (Y1), Housing (Y2), Sustainable Architecture, Architecture & Technology (Y3), Landscape Design, Urban Design & Economy, The Urban Block (Y4), The Contemporary City, Aspects in Place Making, and Issues in Israeli Architecture (Y5).

Research. To promote critical thinking and support design studios, research seminars and pro-seminars in the advanced years include Architecture, Culture and Education; Contemporary Aspects of Environmental and Landscape Design; Architecture and Phenomenology and Personal Thesis (supporting the final project).

B2-1.3) Holistic, creative and experimental design

A layered process. Creative design is perceived as a place making process addressing, atmosphere, program, structure and environment, expressing narratives and ideas, through holistic design. Each year is devoted mainly to one component, supplemented by artistic and computer-aided workshops, allowing these layers, manifested in projects, to gradually evolve in scale and complexity along the program.

Two design cores. Architecture is taught as an holistic field weaving urbanism, architecture, product and industrial design and manufacturing, with attention to design as *zoom out and zoom*

in – exploration from the overview to the detailed design processes and vice versa. Core 1 (Y1-5) consists of architecture and urban design studios. Core 2 (Y1-4) – consists of studios of interior, product and industrial design as well as technology research and design studios.

Special studios.

(a) Integrative design. Experts in environmental, ecological, landscape, structural and product design accompany teaching staff in tutoring, in "Half Way Through" towards the completion of the introductory stage (Y3) and in the final project (Y5).

(b) Architecture and industrial design. Architects and industrial designers address the body's interaction with space, design configurations and production methods, with experimentation in full-size models and project realization onsite.

For Studio Body, Space, Action see : Body, Space, Action 01 Body, Space , Action 02 Body, Space, Action 03 For Dynamic Structures See: Dynamic Structures 01; Dynamic Structures 02 ; Dynamic Structures 03 For realized project on site see: Haifa Port 01 , Haifa Port 02

(c) NBSDE joint studios for mixed student teams are tutored by instructors from several depts. (see extras 002 – Purim)

(d) Building technology, research and design studios (Y1-4) allow students to explore new techniques and technological procedures.

Special Events and Workshops – Studios are enriched by one-two day length workshops in which students are introduced to creative means of design. I.E: The City-Beach workshop -Y1 (see City Beach The artistic workshop - Y2 (see Artistic Workshop). Advanced years use design marathons to which alumni and guests are invited Y4-5 (see Marathon)

Cooperation with building industries. Students examine new materials, techniques and production methods up to their realization onsite, as in the course Dynamic Structures.

Postgraduate Degree. The Master Program in Education and Design (MEdDes), opening in Oct. 2021, integrates architecture and graphic communication for the design of educational environments and contents.

b2-1.4) Engaged and responsible architects: Education studies supplement the architectural program and foster potential leaders who contribute to society through:

(**a) Background studies in the social sciences** and humanities promoting social sensibility and awareness;

(b) Studies in teaching methods, which, together with courses in architectural presentation, enable the expression of ideas and a clear project presentation;

(c) Preparation for teaching – practice hours in high schools and assistanceship by advanced students in Y1 design studios, preparing students to teach and lead architectural discourses.

(b2-2) Student body .

The NBSDE is characterized by a heterogeneous body of students, providing students and faculty with a firsthand experience of Israeli society at large, and focuses the program on issues of concern to the various populations.

(b2-3) Faculty .

The faculty includes professionals and researchers educated in Israel and abroad. *Researchers,* also engaged in architectural practice, teach design studios and theoretical courses to link design and research. *Professionals* specialize in architecture, urbanism, landscape, product/industrial design, and the visual arts. All are involved in local and global theoretical and practical discourse.

(b-2.4) Infrastructure .

Location in downtown Haifa serves as a fruitful stage for intervention, instilling the sense of belonging and involvement in a unique multilayered socio-environmental context.

Common facilities promoting creative and interdisciplinary design:

Study areas equipped with furniture and technologies offering a 21st century study environment promoting interactive work.

The NBSDE workshops – the **"**Makers" – materials, photography, sewing workshops and the Fabrication Lab., function as experimental training center.

The NBSDE's library is an immediate resource enriching students' study program (see 028).

The NBSDE's Atrium – Gallery – holds continuous exhibitions of arts and design and students' and faculty's work, recently exhibited and the Mediterranean Biennale (see: Exhibition 01 Exhibition 02, Exhibition 03, Exhibition 04, , Exhibition 05)

C) The Study Program .

Students complete 280 contact hours (140 annual hours) equivalent to 169.5 credits in architectural studies, with the addition of 52 contact hours (26 annul hours) equivalent to 26 credits in educational studies, for a total of 200 credits. Architecture studies are divided into design (94.5 credits) and theoretical courses (87 Credits), with a 2:1 hour ratio, as in leading universities worldwide. Education studies provide 26 credits. In addition, students are required to complete a maximum of 12 contact hours (6 credits) in basic studies depending on their qualifications.

C-1) Architecture.

The introductory years (Y1-3) focus on experimentation and the acquisition of knowledge and professional skills, and design studios address architectural design, including the atmospheric, programmatic and technological aspects of architecture. The advanced years (Y4-5) focus on the expansion of knowledge and the merging of research into architectural design. Studios integrate different realms of architecture through the design of unique urban fabrics and complex buildings. In years 1-4 design courses are taught in 2 cores: Design as Zoom Out – Architecture and Urbanism – and Design as Zoom In – Interior Design, Product and Industrial Design, and Building Technology Research and Design.

Introductory Years (1-3)

Year 1

Theoretical Studies – to introduce students to the broad context of architecture, concentrate on the social sciences, the humanities and history of art and architecture.

Design Studios- focus on the design of ”objects” and ”places” emphasizing their atmospheric attributes, enhanced by workshops dealing with form, materials and composition. **Core 1:** Architectural Design: Place & Space -Exercises in Space, Place and the design of a 200m^2 project.

Core 2: Product Design: Exercises in design and the design of products as chairs, musical instruments etc.

Year 2

Theoretical Studies – concentrates on completing studies in history and theory of architecture.

Design Studios - focus on the development of architectural programs relating to specific purposes, societies, and places, expressed through unique building syntax.

1st semester - Core 1: Architectural Design- Medium Scale 1000m^2 Public Building.

Core 2- Body, Space, Motion, leading to the design of a pavilion in real scale + Building Technology Research and Design Studio-Architectural Detailing.

2nd semester- Core 1- Architectural Design - housing development, 20 units = 1500m^2, in urban settings

Core 2 - Interior Design, Building Technology Research and Design – Building Envelopes

Year 3

Theoretical Studies - emphasis on engineering, technology, sustainability and legislation.

Design Studios – focus on integrative design, buildings expressing structures, construction, systems and materials. As well, introducing students to architectural design in urban scale.

1st semester - Core 1 + Core 2: Architectural & Product Design- ”Half Way Through”- Integrative studio, detailing of 2nd year project, 2000m^2.

2nd semester - Core 1: choice between: Design in Historical Contexts / Sustainable Design

Core 2: Choice between: Dynamic Structures - the design of an installation/structure and its realization on site / Industrial Design.

Advanced Years 4-5

Year 4

Theoretical Studies - emphasis is given to promoting critical thinking supporting design through advanced courses seminars and pro-seminar.

Design Studios - focus to the design of unique urban fabrics and complex buildings.

1st semester - Core 1: Urban Design with a choice of a Pro Seminar in Contemporary Approach to Urban and Landscape Design.

1st semester - Core 2: Architectural Research Studio- dealing with a sociological ideological issue and their expression the Israeli environment, supported by a Thematic Seminar in Architecture, Culture and Education (5000 words).

2nd semester - Core 1: Design of Mixed-Use Large Scale Complex (12,000 m^2) with the choice of a pro-seminar in Architecture, Design & Phenomenology.

2nd semester - Core 2: Interior Design - Design in a pre-existing Space (~2000m^2) + Building Technology Research and Design - Recycled Materials.

Year 5

Theoretical Studies: advanced courses and seminars to support and inspire the final project.

Design Studio is devoted to the design of complex architectural projects complemented with a written thesis supporting the design.

1st & 2nd Semester - Final Thesis Project – as chosen by the student includes the planning of a wider surroundings to the detailed architectural proposition, accompanied by a written thesis (10,000 words).

The development of the project includes 3 components: I. Research and preliminary study. II. Architectural research III. Architectural development and representation.

C2) Education

In their first four years, students complete their education studies, including studies in social sciences and the humanities and in methodologies, and practice hours.

Y1 Introduction to social sciences and humanities + Theory of Pedagogy

Y2 Practice/Teaching hours in secondary schools.

Y3 Pedagogy and Didactics (Evaluation and Grading Criteria) + practice/teaching hours.

Y4 Research (Thematic Seminar in Cultural Education & Architecture) + practice/teaching hours.

5.1.1.3 List the bodies responsible for planning and managing the study program (a). Describe the mechanisms responsible for introducing changes and updating the study program and how they operate (b).

The program is based on the framework authorized by the CHE in 2004 and is updated as required. Changes proposed by the DH and the Departmental Study Program Committee are approved by the Internal and High Academic Committees.

- Dept. Head (DH) – a Professor and/or a PhD, an experienced senior lecturer with a thorough knowledge of the academic and the design programs and involved in the practice of architecture, formulates the guidelines for the program and promotes academic and professional collaborations within and outside the institution.
- Academic Advisor (AA) is a senior lecturer, a professor and/or doctor; meets regularly with the DH, faculty and students develop the program.
- The Departmental Study Program Committee is composed of the DH, the AA, YMs, and senior lecturers or lecturers teaching architectural studios. It manages and monitors the particular year's program.
- Discipline Coordinators (DCs) are responsible for the implementing the program in their fields and submit changes proposed by faculty and students.
- The Internal Academic Council (IAC) headed by VP Prof. Netanyahu includes the NBSDE dept. heads and fields. It discusses changes to academic programs and monitors their compliance with the MoE and CHE's requirements.
- The Supreme Academic Council (SAC) headed by Prof. Baruch is composed of the President and VP, Head of Administration and Finance, dept. heads and professional and academic leaders. It advises on academic issues and approves program changes.

(c) Specify any fundamental changes in the study program during the last five years, as well as recent and planned (upcoming year) changes in the study program(c). (Address the decision-making process, revision, and monitoring).

Strengthening the relationship between theory and design and students' academic skills

2009-2019 The final project was redefined as a thesis project including a written seminar. A research studio (Y4) was added to complement the Architecture, Culture & Education seminar.

2020 The program was divided into the introductory and advanced years. Introductory courses were moved from advanced to first years, whereas critical studies, pro-seminars and seminars were reintroduced in advanced years.

Promoting creativity, experimentation and holistic design

2009-2019 Integrative studios were introduced in Y3 and Y5; studios combining architectural and product/industrial design replaced studios in product design (Y2-3); a studio in Technological Research and Design was added in Y4; software studies were introduced.

2020 The data-driven Design in Sustainable Environments was added as an elective studio (either it or Design in Historical Surroundings; Y3); ties between Core 1 & Core 2 were strengthened, with Half Way Through becoming a combined architecture-industrial design studio; the study of new software was introduced (Rhino, Grasshopper); and the study of basic software was moved to the first years.

Further planned changes were explained in 5.1.1.2b-1 – Strategic Plan- Long Term.

In addition Software teaching methodologies should be improved to promote experimentalism.

In the 4th and 5th year additional architectural specializations and supporting seminars will be added, to create mode modules, with the growing number of students.

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

a) Position Holders

- **DH (Department Head) and AA (Academic Advisor)** review the program as a whole, keep track of the contents taught by reviewing and approving the syllabi, and coordinate courses taught simultaneously and sequentially throughout the program.
- **DCs (Discipline Coordinators)** Senior lecturers/lecturers responsible for the programs in their fields. They arrange disciplinary forums and serve on the Study Program Committee and are obliged to attend faculty meetings.
- **YMs (Year Mentors)**– Senior lecturers / lecturers teaching architectural studios (core 1) monitor a particular year's program by examining disciplines taught in their year and the cooperation between them; offering themes to be addressed; and initiating relevant events, workshops, and conferences.

b) Committees & Forums

- **The Departmental Study Program Committee** monitors and reviews contents taught, and raises needs and ideas to adjust the program which are then discussed in the Internal Academic Committee. It meets at least once a year, towards its end

- **Disciplinary forums** attended by the discipline coordinators and relevant lecturers, they are informed of the content, objectives and achievements of courses being taught in their field. The forums are convened prior to each semester.
- **Annual meeting** headed by the YM and attended by the teaching faculty. Annual plans, themes and contents are agreed upon. The meeting is convened prior the each semester.
- **Mentors forum.** Headed by DH and attended by YMs, who report plans, synchronization of courses, and other issues. Forums are convened prior to each semester.
- **In departmental faculty meetings**, the DH discusses issues associated with the program are discussed, and invites lecturers to suggest improvements and updates. The meetings are held at the end of each semester.
- **The Departmental Teaching Committee** – composed of the YMs and a PhD lecturer in charge of theoretical studies – makes decisions regarding students facing personal or academic issues who require special adaptations. The committee meets on an ad hoc basis to evaluate such situations.

c) Other Mechanisms

Student feedback on lecturer performance and course content is provided by an anonymous survey. **External feedback:** Professionals from other universities are invited to attend academic activities and provide feedback on course contents and achievements.

5.1.1.5 List the courses provided by the department to other units, if such courses exist .

Courses taught by the dept. are open to all NBSDE students who meet course criteria; if not, they may participate as free auditors. Interdepartmental courses include courses in the history and theory of art, education, and social sciences and humanities.

5.1.1.6 List the non-academic bodies involved in the running and the activities of the parent unit and study program, if such bodies exist

The Engineers and Architects' Register. To allow graduates' registration, the program includes several courses that must be taught by all five architecture depts. in Israel. The agreement was concluded in 2020 but has yet to be approved.

5.1.1.7 Research of undergraduate students:

5.1.1.7.1 To what extent are the undergraduate students involved in research projects of faculty? Is there a structured mechanism (e.g. courses; credits for participating)? N/A

5.1.1.7.2 Is there a procedure for encouraging students to carry out independent research?

Our teaching aims for a structured framework, yet leaves room for independent research. Students are expected to actively shape their work process alongside the structured syllabus. In their advanced year projects and especially their final project and thesis, they are required to

apply knowledge from other disciplines. The dept. encourages them research these fields independently and contact external partners, and refers students to external resources.

5.1.1.8 In summary, to what extent has the program achieved its mission and goals? What are its strengths and weaknesses?

Strengths

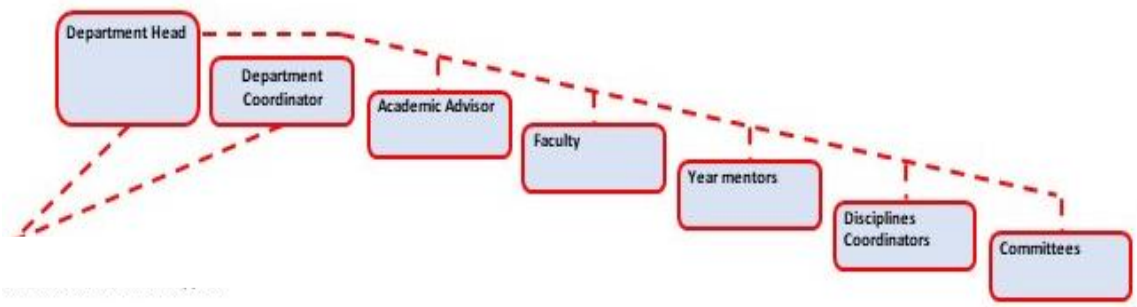
- Unique study program. Despite challenges such as budgetary problems, the dept. boasts a program that serves its vision.
- Engaged, conceptual-professional and holistic-experimental architects. The program cultivates graduates with leadership skills and awareness of environmental and social concerns. They can bridge the conceptual and professional aspects of architecture to pursue meaningful place making serving various communities, and combine architecture and urbanism with design and manufacturing into integral wholes. The quality of the dept.'s alumni affirms the strengths of the program and its contribution to the learning environment. The students' body, the dept.'s faculty and the campus location and infrastructure all serve the implementation of the dept.'s mission and its study program.

Weaknesses

- Cooperation with the NBSDE depts. should be expanded to include more interdisciplinary degrees as well as more shared studios and workshops.
- The number of elective courses and workshops should be increased, the merger with HU as well as the growing student population will make this possible.
- Experimentalism. The dept. has not pursued experimental work to the extent it wishes to. The dept. will work on improving teaching methods, and encouraging experimentalism and creativity in design.
- Workload. The broad-based program involves considerable workload. Stronger ties between the disciplines will reduce workload and enhance work quality.

Supporting Documents:

- 02- A chart of the academic and administrative organizational structure of the dept. and its study program/s (including relevant committees and names of senior position holders).



Department Head - Dr. Arch. Dana Margalith	
Department Coordinator Ms. Tali Ron Zanger Faculty - See tables 8, 10	Academic Advisor Dr. Arch. Dana Margalith Dr. Arch. Hadas Shadar- assistant (Dr. Arch. Liora Bar-am Shahal -retired)
Position Holders: Year Mentors 1st year – Arch. Niva Aviram 2nd Year – Arch. Dalia Messer Zmora 3rd Year – Arch. Eyal Nahmias 4th year – Arch. Ori Ronen 5th Year – Prof. Arch. Irit Tsaraf Netanyhu Discipline Coordinators: Design Studies Yearly Design Studies & Workshops: (excluding*) – Year mentors Industrial Design & Special 2nd Core Studios (dynamic structures and Body, Space Movement) Des. Alon Razgour Building Technology Research & Design studios Arch. Eliezer Hirsch Theoretical Studies: General Theoretical Studies – History & Theory of Art and Architecture Dr. Arch. Raquel Rapaport In depth theoretical studies – Supporting Studio Dr. Arch. Udi Befelrmann Science and Technology studies –Eng. Shani Aziz Research Studies – Dr. Arch. Hadas Shadar Professional Practice - Arch. Eyal Nahmias Educational Studies— Dr. Erez Porat	Committees: Study Program Committee Head of Department Year Mentors Discipline Coordinators Teaching Committee Year Mentors Dr. Arch Raquel Rapaport Department Physical Environment Arch Yoram Popper Arch. Eli Hirsch, Arch. Paula Palombo Arch. Oren On Arch. Michal Baroz The NBDSE's Infrastructure and Technical Support Computers and IT Department Operations and Logistics Department Workshops Fab-Lab Library Human Recourses Academic Administration Financial Department Marketing and Public relations Department

- 03- A flow chart of the program presenting the process of completing the degree fully.

See: Also located at: The NB School of Design- The Study Program- Table 3 & Flow 3- The Program at a Glance.

Index for detailed study program:

F-frontal

E- Excersize

S- Seminar

L/S- Laboratory / Studio

O- Online at Covid

Red- change during covid (instead of information written in black).

Sem.- Semester.

No.- Number

W- winter simester

S- Spring Semester.

* For better quality see The NB School of Design- The Study Program- Table 3 & Flow 3- Year1, Year 2, Year 3, Year 4, Year 5.

Year 1- The Study Program- B.Arch.Ed														
Track/Specialization	**Course Title**	**Sem.**	**Credits**	**Weekly Teaching Hours**							**No of Stunets in 2019-20 No. 2020-021**	**Name of lecturer** (joined 2020-2021)	**Rank of Lecturer**
				F	**E**	**S**	**L/S**	**O**	**No.of Groups in covid**	**No of Students Per Group**			
Mandatory courses- Winter Semester (S1)													
Design Studies													
Design Studies - Core 1	Architectural Design Studio 1: Place and Space	W	3				6		2 3 6	22 24-outdoor 12- indoor	44 73	Dr. Arch. Raquel Rapaport Arch. Michal Baroz Arch. Niva Aviram Arch. Dalia Messer Zmora Arch. Oren On Arch. Paula Palombo	Senoir Lecturer Adjunct Lecturer Adjunc Senior Lecturer Adjunct Lecturer Adjunc Senior Lecturer Not Defined
Design Studies - Core 2	Product Design Studio 1	W	3				6		2 2- outdoor 4- indoor	22 36- outdoor 18- indoor	44 73	Des. Alon Razgour Arch. Des. Talia Janover Des. Rami Tarif Des. Michal Derhi Vieman	Adjunc Senior Lecturer Not Defined Adjunct Lecturer Not Defined
Workshops	Drawing	W	1				2		2 4	22 18	44 73	Des. Polina Levin	Adjunct Senior Lecturer
	Architectural Drawing 1	W	1.5				3		2 4	22 18	44 73	Dr. Arch. Michael Lin	Adjunct Senior Lecturer
	Basic Design 1	W	1.5				3		2 4	22 18	44 73	Artist Belu Simion Fainaru	Adjunct Senior Lecturer
Theoretical Studies													
Theory of Arch. & Art	Introduction to Modern Art 1	W	2	2				2	1	interdepartmenta	interdepartmental	Dr. Roni Toren Sabag	Lecturer
	History and Theory of Architecture 1: Antiquity to Middle Ages. (** moved from Y2 to Y1)	W	4	4				4	1	44 73	44 73	Dr. Roni Toren Sabag	Not Defined
Theory - Supporting studio	Architecture Today (*New Course)	W	2	2				2	1	44 73	44 73	Arch. Oren On	Adjunct Senior Lecturer
Science & Technology	Mathematics for Architects- Theory	W	1	1				1	1	73	73	Eng. Shany Aziz	Not Defined
	Mathematics for Architects- Tutorial	W	1	1	1			1	1 2	44 37	44 37	Eng. Shany Aziz	Not Defined
	Building Technology Research and Design 1: Architectural Materials (** moved from Y2 to Y1)	W	2	2				2	1	44 73	44 73	Arch. Sagit Vaknin Belferman	Not Defined
total number of credits and hours			22				32						
Education													
Social Science & Humanities	Introduction to Psychology	W	1	2	0	0	0	2	1	interdepartmenta l	interdepartmental	Dr. Ilit Lejtman	Adjunct Senior lecturer
	Introduction to Sociology	W	1	2	0	0	0	2	1	interdepartmenta	interdepartmental	Dr. Iris Zamir	Not Defined
Didactics and Teaching Pedagogy													
Research													
Practice Hours													
total number of credits and hours			2				4						
Basic Studies													
	Hebrew A	W	2	4								Dr. Liron Shlomovitz	
	Hebrew b	W	2	4								Dr. Idit Shamai	
total number of credits and hours			4				8						

Year 1- The Study Program- B.Arch.Ed													
Mandatory courses- Year 1 (Y1) Spring Semester (S2)													
Track/Specialization	**Course Title**	**Sem**	**Credits**	**Weekly Teaching Hours**							**No. of Students 2019-20 No. 2020-21**	**Name of lecturer joined 2020-2021**	**Rank of Lecturer**
				F	**E**	**S**	**L/S**	**O at Covid 19**	**No.of Groups at Covid 19**	**No. of Students per Group at Covid 19**			
Design Studies													
Design Studies - Core 1	Architectural Design Studio 1: Place and Space	S	3				6		2 3- outdoor 6 - indoor	22 24- outdoor 12- indoor	44 73 73	Dr. Arch. Raquel Rapaport Arch. Michal Baroz Arch. Niva Aviram Arch. Dalia Messer Zmora Arch. Oren On Arch. Paula Palombo	Senior Lecturer Adjunct Lecturer Adjunct Senior Lecturer Adjunct Lecturer Adjunct Senior Lecturer Not Defined
Design Studies - Core 2	Product Design Studio 1	S	3				6		2 2 4	22 36 - outdoor 18 - indoor	44 73 73	Des. Alon Razgour Arch. Talia Janover Des. Rami Tarif Des. Michal Derhi Vieman	Adjunct Senior Lecturer Not Defined Adjunct Lecturer Not Defined
Workshops													
Analog Workshops	Drawing	S	1				2		2 4	22 18	44 73	Des. Polina Levin	Adjunct Senior Lecturer
	Architectural Drawing 1	S	1.5				3		2 4	22 18	44 73	Dr. Arch. Michael Lin	Adjunct Senior Lecturer
	Basic Design 1	S	1.5				3		2 4	22 18	44 73	Artist Belu Simion Fainaru	Adjunc Senior Lecturer
	Descriptive Geometry	S	2	2				2	1 1	44 73	44 73	Dr. Arch. Anna Lobovikov Katz	Senior Lecturer
	Descriptive Geometry - Tutorial	S	0.5		1			1	1 2	44 36	44 73	Dr. Arch. Anna Lobovikov Katz	Senior Lecturer
Digital Workshops	Computer Aided Design and Representation 1: 2D - AutoCAD (** moved from Y2 to Y1)	S	1	2				2	1 1	44 73	44 73	Arch. Sagit Vaknin Belferman	Not Defined
	Computer Aided Design and Representation 1: 2D - AutoCAD- (** moved from Y2 to Y1)	S	0.5		1			1	1 2	44 36	44 36	Arch. Michal Baroz	Adjunct Lecturer
Theoretical Studies													
Theory of Arch. & Art	Introduction to Modern Art 2	S	2	2				2	1	interdepartmental	interdepartmental	Dr. Roni Toren Sabag	Lecturer
	History and Theory of Architecture 2: Renaissance Baroque, Rococo. (** moved from Y2 to Y1)	S	4	4				4	1 1	44 73	44 73	Dr. Arch. Raquel Rapaport	Senior Lecturer
Science & Technology	Theory of Structures 1	S	2	2				2	1 1	44 73	44 73	Eng. Shany Aziz	Not Defined
	Theory of Structures 1- Tutorial	S	2	2				2	1 2	44 36	44 36	Eng. Shany Aziz	Not Defined
Professional Practice													
Research													
total number of credits and hours			24				36						
Education													
Social Science & Humanities	Introduction to Educational Philosophy	S	1	2				2	1	interdepartmental	interdepartmental	Dr. Kol Ron Noam	Not Defined
Didactics and Teaching Pedagogy	Theory of Pedagogy	S	1	2				2	1	interdepartmental	interdepartmental	Dr. Yossi Bar	Lecturer
Research													
Practice Hours													
total number of credits and hours			2				4						
Basic Studies													
	Hebrew B	S	2	4				4	1	interdepartmental	interdepartmental	Chaya Fisherman	Not Defined
	Hebrew C	S	2	4				4	1	interdepartmental	interdepartmental	Idit Shamai	Not Defined
total number of credits and hours			4				8						

Year 2 - Study Program- B.Arch.Ed													
Mandatory courses - Winter Semester (S1)													
Track Specialization	**Course Title**	**Sem**	**Credits**	**Weekly Teaching Hours**							**No. of Students**	**Name of lecturer**	**Rank of Lecturer**
				F	**E**	**S**	**L/S**	**O at covid**	**No. of Groups at covid**	**No. of Students per Group at covid**			
Design Studies													
Design Studies - Core 1	Architectural Design Studio 2: Medium Scale Public Building	W	3				6		2 4	20 10	39 39	Prof. Arch. David Guggenheim Arch. Dalia Messer Zmora Arch. Amir Shoham Arch. Paula Palombo	Adjunct Associate Professor Adjunct Lecturer Adjunct Senior Lecturer Not Defined
Design Studies - Core 2	Basic Design 2: Space-Body-Motion	W	3				6		1	39	39	Des. Alon Razgour Arch. Niva Aviram	Adjunct Senior Lecturer Adjunct Senior Lecturer
	Building Technology Research and Design 2: Architectural Details Studio	W	2				4		1 3	39 13	39	Arch. Ori Ronen Arch. Bshara Rezik Arch. David Tsinman	Not Defined Not Defined Not Defined
Workshops													
Analog Workshops	Architectural Drawing 2: Then and Today, The Historical and the Futuristic - Theory (* New Course - Replaced Descriptive Geometry 2)	W	0.5	1					1	39	39	Dr. Arch. Anna Lobovikov Katz	Senior Lecturer
	Architectural Drawing 2: Then and Today The Historical and the Futuristic - Workshop (* New Course - Replaced Descriptive Geometry 2)	W	1		2				2	19	39	Dr. Arch. Anna Lobovikov Katz	Senior Lecturer
Digital Workshops	Computer Aided Design and Representation 2: 3d and rendering (Photoshop & Sketchup)	W	1	2					2	18	39	Arch. Gidon Burcat	Adjunct Lecturer
Theoretical Studies													
Theory of Arch. & Art	History and Theory of Architecture 3: Introduction to Modern Architecture (** moved from Y4 to Y2)	W	2	2				2	1	39	39	Dr. Arch. Dana Margalith	Adjunct Senior Lecturer
Theory - Supporting Studio	Documentation of Monuments: "Sacred Land"	W	2	2				2	1	39	39	Arch. Amir Shoham	Adjunct Senior Lecturer
Science &	Theory of Structures 2	W	2	2				2	1	39	39	Eng. Shany Aziz	Not Defined
	Theory of Structures 2- Tutorial	W	2	2				2	1	39	39	Eng. Shany Aziz	Not Defined
Professional Practice	Building Technology Research and Design 2: Architectural Details Theory	W	3	3				3	1	39	39	Arch. Eyal Nahmias	Not Defined
Research													
total number of credits and hours			21.5				32						
Science & Technology													
Social Science & Humanities													
Didactics and Teaching Pedagogy													
Research													
Practice Hours	Education - Practice Hours 1		2		4			4	2	18	39	Dr. Arch. Ruth Zohar Dr. Arch. Hadas Shadar	Senior Lecturer Senior Lecturer
total number of credits and hours			2				4						

Year 2 - Study Program- B.Arch.Ed													
Mandatory courses - Spring Semester (S2)													
Track/ Specialization	**Course Title**	**Sem**	**Credits**	**Weekly Teaching Hours**					**No. of Groups**	**No. of Student per Group**	**No. of Students**	**Name of lecturer**	**Rank of Lecturer**
				F	**E**	**S**	**L/S**	**O at Covid 19**					
Design Studies													
Design Studies - Core 1	Architectural Design Studio 2: Housing	S	3				6		1 3	37 12	37	Dr. Arch. Ehud Belferman Arch. Ori Ronen Arch. Dalia Messer Zmora	Not Defined Not Defined Adjunct Lecturer
	Architectural Design Studio: "Vertical" inter year (elective - 4 students)	S	"				"		1	cancelled to covid 19		Arch. Daniel Schwartz	Not Defined
Design Studies - Core 2	Interior Design Studio 1	S	3				6		1 2	18	37	Arch. Eyal Nahmias Arch. Oren On	Adjunct Senior Lecturer Adjunct Senior Lecturer
	Building Technology Research and Design 2: Envelope Details Studio (** Moved from Y3 to Y2)	S	2				4		1 3	18	37	Arch. Ori Ronen Arch. Bshara Rezik Arch. David Tsinman	Not Defined Not Defined Not Defined
Workshops													
Analog Worshops	Architectural Drawing 2: Then and Today, The Historical and the Futuristic - Theory (*New Since 2020)	S	0.5	1				1	1	37	37	Dr. Arch. Anna Lobovikov Katz	Adjunct Senior Lecturer
	Architectural Drawing 2: Then and Today, The Historical and the Futuristic - Workshop (* New since 2020)	S	1		2				2	18	37 *	Dr. Arch. Anna Lobovikov Katz	Adjunct Senior Lecturer
Digital Worshops	Computer Aided Design and Representation 2: 3d and rendering (Photoshop & Sketchup)	S	1	2				2	2	18	37	Arch. Gidon Burcat	Adjunct Lecturer
Theoretical Studies													
Theory of Arch. & Art	History and Theory of Architecture 4: Modern Architecture (** moved from Y4 to Y2)	S	4	4				4	1	39	39	Dr. Arch. Dana Margalith	Adjunct Senior Lecturer
Theory - Supporting Studio	Housing: Past-Present-Future	S	2	2				2	1	39	39	Arch. Oren On	Adjunct Senior Lecturer
Science & Technolog	Statics for Architects 1	S	2	2				2	1	39	39	Eng. Shany Aziz	Not Defined
	Statics for Architects 1 - Tutorial	S	2	2				2	1	39	39	Eng. Shany Aziz	Not Defined
Professional Practice	Building Technology Research and Design 2: Overview of the Design and Construction Regulations and Procedures		3	3				3	1	39	39	Arch. Eyal Nahmias	Adjunct Senior Lecturer
Research													
total number of credits and hours			23.5				34						
Education													
Social Science & Humanities													
Didactics and Teaching Pedagogy													
Research													
Practice Hours	Practice Hours 1 (Spring)	Sprin	2		4				2	18	39	Dr. Arch. Ruth Zohar, Dr. Arch. Hadas Shadar	Senior Lecturer Senior Lecturer
total number of credits and hours			2				4						

Year 3 - The Study Program - B.Arch. Ed													
Mandatory courses - Winter Semester (S1)													
Track/ Specialization	Course Title	Sem	Credi	Weekly Teaching Hours					No of Groups	No. of Student	No. of Students	Name of lecturer	Rank of Lecturer
				F	E	S	L/S	O at covid					
Design Studies													
Design Studies - Core 1	Architectural Design Studio 3: "Half Way Through" Integrative Design	W	3				6		3	12	36	Arch. Eliezer Hirsch Arch. Eyal Nahmias Arch. Brad Pinchuck	Adjunct Lecturer Adjunct Senior Lecturer
Design Studies - Core 2	Building Technology Research and Design 3: Industrial Design 1 (** New Since 2020)	W	3				6		2	18	36	Des. Alon Razgour Des. Rami Tarif	Adjunct Senior Lecturer
Design Option- Experts for Integrative Studio	Sustainable Design : for Architectural Design Studio 3	W	1				2	2	1	36	36	Dr. Ruthie Zohar	Senior Lecturer
	Theory of Structures 3: for Architectural Design Studio 3	W	1				2	2	1	36	36	Eng. Shany Aziz	Not Defined
Workshops													
Digital Workshops	Computer Aided Design and Representation 3: Advanced 3D Experimentation Theory (* New Since 2020- Rhino)	W	1	1				1	2	18	36	Arch. Hanan Benshoshan	Not Defined
	Computer Aided Design and Representation 3: Advanced 3D Experimentation Workshop (* New Since 2020- Rhino)	W	0.5		1			1	2	18	36	Arch. Hanan Benshoshan	Not Defined
	Computer Aided Design and Representation 4: BIM (Revit)	W	1	2				2	2	18	36	Arch. Benny Kozlenko	Not Defined
Theoretical Studies													
Theory - Supporting Studio	Sustainable Design Theory - Macro to Micro	W	2	2				2	1	36	36	Arch. Ganit Kauffmann	Not Defined
Science & Technology	Structural Design 1: Concrete Structures - Tutorial	W	2	2				2		36	36	Eng. Shany Aziz	Not Defined
	Structural Design 1: Concrete Structures - Tutorial	W	1		1			1		36	36	Eng. Shany Aziz	Not Defined
	Structural Design 1: Steel Structures	W	1	1				1		36	36	Eng. Shany Aziz	Not Defined
	Structural Design 1: Steel Structures - Tutorial	W	1		1			1		36	36	Eng. Shany Aziz	Not Defined
	Building Systems	W	4	4				4		36	36	Arch. Eliezer Hirsch	Adjunct Lecturer
Professional Practice	Building Legislation and Regulations 1 (** Moved from Y4 to Y3)	W	2	2				2		36	36	Arch. Maor Groichmann	Not Defined
Research													
total number credits and hours			**23.5**				**33**						
Education													
Social Science & Humanities													
Didactics and Teaching Pedagogy													
Research													
Practice Hours	Education - Practice Hours 2	W	2		4							Dr. Ofra Flint Bretler	Lecturer
total number credits and hours			**2**				**4**						

Year 3 - The Study Program - B.Arch. Ed													
Mandatory courses- Spring Semester (S2)													
Track Specialization	**Course Title**	**Sem**	**Credi**	**Weekly Teaching Hours**					**No. of Group**	**No. of Students per**	**No. of Students**	**Name of lecturer**	**Rank of Lecturer**
				F	**E**	**S**	**L/S**	**O at Covid**					
Design Studies													
Design Studies - Core 1	Architectural Design Studio 3: Sustainable Design Data Driven Design (elective 1 of 3) (* New Since 2020)	S	3				6		12	3	36	Dr. Arch. Elias Messinas, Arch. Bshara Rezik Arch. Dan Shapira	Not Defined Not Defined Adjunct Lecturer
Design Studies - Core 1	Architectural Design Studio 3: Context Awareness: Design in Historical Surroundings (elective 1 of 3)	S	"				"		12	3	36	Arch. Amir Shoham Arch. Yoram Popper Arch. Ori Ronen (2019-200)	Not Defined
	Architectural Design Studio: "Vertical" inter year (elective - 4 students)	S	"				"		1	cancelled at covid 19		Arch. Daniel Schwartz	Not Defined
Design Studies - Core 2	Dynamic Structures (elective 1 of 2)	S	3				6		24	1	24	Des. Alon Razgour Arch. Dan Shapira (2020-2021)	Adjunct Senior Lecturer Adjunct Senior
Design Studies - Core 2	Industrial Design 2 (elective 1 of 2)	S	"				"		12	1	12	Des. Alon Razgour (2019-2020)	Adjunct Senior Lecturer
Vorshops													
Digital Workshops	Means of Architectural Representation	S	2	2				2	2	18	18	Arch. Hanan	Not Defined
	Computer Aided Design and Representation 5: Coding for architects (* New Since 2020	S	1	1				1	1	36	36	Arch. Hanan Benshoshan	Not Defined
	Computer Aided Design and Representation 5: Coding for Architects- Tutorial (* New since 2020 - Grasshopper)	S	1		1			1	2	18	36	Arch. Hanan Benshoshan	Not Defined
Theoretical Studies													
History & Theory of Landscape &	Introduction to Landscape Architecture	S	2	2				2	1	36	36	Dr. Landscape Arch. Ziva Kolodney	Not Defined
Theory- Supporting Studio	Theory and History of Architecture & Technology	S	2	2				2	1	36	36	Dr. Yoav Shiber	
	Sustainability and Innovation of the built	S	2	2				2	1	36	36	Arch. Ronny Daniel	Adjunct Senior
Science & Technology	Theory of Structures 3 (Spring)	S	3	3				3	1	36	36	Eng. Shany Aziz	Not Defined
	Theory of Structures 3 (Spring) - Tutorial	S	1	1				1	1	36	36	Eng. Shany Aziz	Not Defined
Professional Practice	Building Legislation and Regulations 2: Urban and Master Planning	S	2	2				2	1	36	36	Arch. Tamir Kehila	Not Defined
Depending on Registrar's agreement approval	Architectural Aspects of Building Permit not taught yet	S	2	2									
Depending on Registrar's agreement approval	Architectural Aspects of Construction Supervision	S	2	2									
Research													
total number of credits - and hours			22				30						
Education													
Social Science &													
Didactics and Teaching Pedagogy	Evaluation and Grading Criteria in Education	S	1	2				2	1	36	36	Dr. Shiber Isolda	Not Defined
Research													
Practice Hours	Education - Practice Hours 2	S	2		4			4	2	18	36	Dr. Flint Ofra	Lecturer
total number of credits and hours			2				4						

Year 3 - The Study Program - B.Arch. Ed													
Elective courses- 2 courses - *Elective courses are also included in the table above, since a student is obliged to choose on of two in each core.													
Year 3 (Y3) - Spring Semester (S2) - In total 2 elective courses													
Track/Specialization	Course Title	Sem	Credi	Weekly Teaching Hours					No. of	No. of groups	No. of	Name of Lecturer	Rank of Lecturer
				F	E	O	L/S	S					
Design Studies													
Design Studies - Core 1	Architectural Design Studio 3: Sustainable Design Data Driven Design (elective 1 of 3) (* New Since 2020)	S	3				6		12	3	36	Dr. Arch. Elias Messinas, Arch. Bshara Rezik Arch. Dan Shapira	Not Defined Not Defined Adjunct Lecturer
	or												
	Architectural Design Studio 3: Context Awareness: Design in Historical Surroundings (elective 1 of 3)	S	"				"		12	3	36	Arch. Amir Shoham Arch. Yoram Popper Arch. Ori Ronen (2019-2020)	Not Defined
	Architectural Design Studio: "Vertical" inter year (elective - 4 students)	S	"				"		1	cancelled due to covid 19		Arch. Daniel Schwartz	Not Defined
Design Studies - Core 2	Dynamic Structures (elective 1 of 2)	S	3				6		24	1	24	Des. Alon Razgour Arch. Dan Shapira (2020-2021)	Adjunct Senior Lecturer Adjunct Senior
	or												
	Industrial Design 2 (elective 1 of 2)	S	"				"		12	1	12	Des. Alon Razgour (2019-2020)	Adjunct Senior Lecturer

Year 4 - The Study Program - B.Arch. Ed													
Mandatory courses - Winter Semester (S1)													
Track/ Specialization	**Course Title**	**Sem**	**Credit**	**Weekly Teaching H**					**No. of Groups**	**No. of Students per**	**No. of Students**	**Name of lecturer**	**Rank of Lecturer**
				F	**E**	**S**	**L/S**	**O. At covid**					
Design Studies													
Design Studies - Core 1	Architectural Design Studio 4: Urban Design	W	3				6		4	11	44	Prof. Arch. Baruch Baruch Dr. Arch. Gali Lichtrov Arch. Michal Baroz Arch. Niva Aviram	Adjunct Associate Professor Nor Defined Adjunct Lecturer Adjunct Senior Lecturer
Design Studies - Core 2	Architectural Research Studio 4: Sociological-cultural	W	3				6		2	22	44	Prof. Arch. Baruch Baruch, Dr. Arch. Hadas Shadar	Adjunct Associate Professor Senior Lecturer
Workshops													
Analog & Digital workshop	Complexity in Art and Architecture: Context and Society (Elective 1 of 2) (* New Since 2020)	W	1				2	2	1	22	22	Artist Belu Simion Fainaru	Adjunct Senior Lecturer
Theoretical Studies													
Theory - Supporting Studio	Introduction to Urban Design	W	2	2				2	1	44	44	Prof. Arch. Irit Tsaraf Netar	Adjunct Associate Professor
	Urban Landscape Design	W	2	2				2	1	1	22	Dr. Landscape Arch. Ziva Kolodney	Not Defined
	Urban Economics	W	2	2				2	1	44	44	Ran Haklai	Not Defined
	Aspects in Contemporary Art (** Moved from Y3 to Y4)	W	2	2				2	1	44	44	Ruven Kupperman	Adjunct Senior Lecturer
Science & Technology													
Professional Practice													
Research	Contemporary Approach to Urban and Landscape Design(* New since 2020) Academic Literacy (elective 1 of 2)		2	2				2	1	22	22	Dr. Landscape Arch. Ziva Kolodney	Not Defined
total number of credits and hours			14				20						
		3 Elective			4 Elective								
Education													
Social Science & Humanities													
Didactics and Teaching Pedagogy													
Research	Thematic Seminar in Cultural Education and Architecture	W	2	2				2	2	22	44	Dr. Eitan Machter Dr. Arch. Hadas Shadar	Senior Lecturer
Practice Hours													
total number of credits and hours			2				2						

Year 4 - The Study Program - B.Arch. Ed													
Mandatory courses- Spring Semester (S2)													
Track/ Specialization	Course Title	Sem	Credit	Weekly Teaching H					No. of Groups at Covid 19)	No. of Students per Group at	No. of Students	Name of lecturer	Rank of Lecturer
				F	E	S	L/S	O at Covid 19)					
Design Studies													
Design Studies - Core 1	Architectural Design Studio 4: Mixed-Use Large Scale Complex	S	3				6		11	4	44	Prof. Arch. Baruch Baruch, Dr. Arch. Dana Margalith	Adjunct Associate Professor Adjunct Senior Lecturer Not Defined
	Architectural Design Studio: "Vertical" inter year (elective - 4 students)	S	"				"		1	cancelled at covid 19		Arch. Daniel Schwartz	Not Defined
Design Studies - Core 2	Interior Design Studio 2: Design in a pre-existing Space	S	3				6		14	3	44	Arch. Michal Baroz Arch. Oren On Arch. Niva Aviram	Adjunct Lecturer Adjunct Senior Lecturer Adjunct Senior Lecturer
Design Studies - Core 2	Building Technology Research and Design 4: Recycled Materials	S	"				"		22	2	44	Arch. Eliezer Hirsch Arch. Sagit Vaknin	Adjunct Lecturer Not Defined
Worshops													
	Complexity in Art & Architecture-Design Production and Phenomenology	S	1	2				2	1	22	22	Artist Belu Simion Fainaru	Adjunct Senior Lecturer
Theoretical Studies													
Theory - Supporting Studio	Urban Design	S	2	2				2	1	44	44	Prof. Arch. Irit Tsaraf Neta	Adjunct Associate Professor
	The Urban Block	S	2	2				2	1	44	44	Dr. Arch. Hadas Shadar	Senior Lecturer
	Aspects in Contemporary Art (** Moved from Y3 to Y4)	S	2	2				2	1	44	44	Ruven Kupperman	Adjunct Senior Lecturer
Science & Technology													
Professional													
Research	Architecture and Phenomenology (* New since 2020) Academic Literacy (elective 1 of 2)	S	2	2				2	1	1	22	Dr. Yoav Shiber	Not Defined
total number of credits and hours			12				18						
		3 elective			4 Elective								
Education													
Social Science & Humanities													
Didactics and Teaching													
Research													
Practice Hours	Thematic Seminar in Cultural Education	S	2	2				2	2	22	44	Dr. Eitan Machter Dr. Arch. Hadas Shadar	Senior Lecturer Senior Lecturer
total number of credits			2				2						

Year 4 - The Study Program - B.Arch. Ed													
Winter Semester (S1) or Spring Semester (S2)*Elective courses are also included in the table above, since a student is obliged to choose one of two combinations- a pro seminar supporting the design studio and enriched by a matching workshop. Also the core 1 course can be chosen only by 4 students. Elective courses- 3 courses													
Track/ Specialization	**Course Title**	**Sem**	**Credit**	**Weekly Teaching H**					**No. of Students**	**No. of Groups**	**No. of Students**	**Name of lecturer**	**Rank of Lecturer**
				F	**E**	**O**	**L/S**	**S**					
Design Studies - Core 1	Architectural Design Studio 4: Mixed-Use Large Scale Complex	S	3				6		11	4	44	Prof. Arch. Baruch Baruch, Dr. Arch. Dana Margalith	Adjunct Associate Professor Adjunct Senior Lecturer Not Defined
	or Architectural Design Studio: "Vertical" inter year (elective - 4 students)	S	"				"		1	cancelled at covid 19		Arch. Daniel Schwartz	Not Defined
Theoretical Studies													
Research	Contemporary Approach to Urban and Landscape Design(* New since 2020) Academic Literacy (elective 1 of 2)	W	2	2				2	1	22	22	Dr. Landscape Arch. Ziva Kolodney	Not Defined
and													
Worshops													
Analog & Digital Workshop	Complexity in Art and Architecture: Context and Society (Elective 1 of 2) (* New Since 2020)	W	1				2	2	1	22	22	Artist Belu Simion Fainaru	Adjunct Senior Lecturer
or													
Theoretical Studies													
Research	Architecture and Phenomenology (* New since 2020) Academic Literacy (elective 1 of 2)	S	2	2				2	1	1	22	Dr. Yoav Shiber	Not Defined
Worshops													
and													
Analog & Digital workshop		S	1	2				2	1	22	22	Artist Belu Simion Fainaru	Adjunct Senior Lecturer

Year 5 – The Study Program – B.Arch. Ed													
Mandatory courses – Winter Semester (S1)													
Track/ Specialization	**Course Title**	**Sem.**	**Credit**	**Weekly Teaching He**					**No. of Groups**	**No. of Students per Group**	**No. of Students**	**Name of lecturer**	**Rank of Lecturer**
				F	**E**	**S**	**L/S**	**O at covid**					
Design Studies													
Design Studies –Core 1	Architectural Design Studio 5: Final Year Project	W	4.5				9		4	8	33	Prof. Arch. Irit Tsaraf Netanyhu Arch. Shmuel Groberman Arch. Yoram Popper	Adjunct Associate Professor Nor Defined Adjunct Lecturer
Workshops													
Theoretical Studies													
Theory – Supporting Studio	Selected Topics in Israeli Architecture	W	2	2				2	1	33	33	Dr. Arch. Raquel Rapaport	Senior Lecturer
	The Contemporary City	W	2	2				2	1	33	33	Dr. Arch. Hades Shadar (with guest lecturers)	Senior Lecturer
	Selected Topics in Design and Place	W	2	2				2	1	33	33	Dr. Arch. Ehud Belferman	Not Defined
Science & Technology													
Professional Practice													
Research	Final Year Project Thesis	W	2			2		2	2	17	33	Dr. Arch. Hads Shadar Dr. Arch. Ehud Belferman	Senior Lecturer Not Defined
Total number of credits and hours			12.5				17						
Education													
Social Science & Humanities													
Didactics and Teaching Pedagogy													
Research													
Practice Hours													

Year 5 – The Study Program – B.Arch. Ed													
Mandatory courses – Spring Semester (S2)													
Track/ Specialization	**Course Title**	**Sem.**	**Credit**	**Weekly Teaching H**					**No of Groups at**	**No. of Students per Group at**	**No. of Students**	**Name of lecturer**	**Rank of Lecturer**
				F	**E**	**S**	**L/S**	**O at Covid 19**					
Design Studies													
Design Studies – Core 1	Architectural Design Studio 5: Final Year Project	S	4.5				9		4	8	33	Prof. Arch. Irit Tsaraf Netanyhu Arch. Shmuel Groberman Arch. Yoram Popper	Adjunct Associate Professor Nor Defined Adjunct Lecturer
Design Option Experts for Integrative Studio (Elective 2 of 4)	Environment -Landscape Design – Design option for Architectural Design Studio 5 (elective 2 of 4)	S	1.5				3	1	1	16	16	Dr. Landscape Architect Ziva Kolodney	Not Defined
	Environment – Sustainable Design – Design option for Architectural Design Studio 5 (elective 2 of 4)	S	1.5				3	1	1	16	16	Arch. Ganit Kauffmann	Not Defined
	Design-Prefabrication and Structural Design – Design option for Architectural Design Studio 5 (elective 2 of 4)	S	"				"	1	1	16	16	Eng. Shany Aziz	Not Defined
	Design -Industrial Design and Fabrication – Design option for Architectural Design Studio 5 (elective 2 of 4)	S	"				"	1	1	16	16	Designer Rami Tarif	Adjunct Lecturer
Worshops													
Theoretical Studies													
Supporting Studio	Selected Topics in Design and Place	S	2	2					1	33	33	Dr. Arch. Ehud Belferman	Not Defined
Science & Technology													
Professional Practice													
Research	Final Year Project Thesis	S	2			2			2	17	33	Dr. Arch. Hadas Shadar Dr. Arch. Ehud Belferman	Senior Lecturer Not Defined
total number of credits and hours			11				19						
Education													
Social Science & Humanities													
Didactics and Teaching Pedagogy													
Research													
Practice Hours													

Year 5 – The Study Program – B.Arch. Ed

Elective courses– Spring Semester (S2)
Elective courses are also included in the table above, since a student is obliged to choose two of four to support his final project .
(we expect students to continue their zear 4 track– either choose the Environment or the Design track. Thus, year 4 supplies a solid base for year 5.

Design Studies

Track/Specialization	Course Title	Sem.	Credit	Weekly Teaching H					No. of Grou	No. of Student	No. of Stude	Name of Lecturer	Rank of Lecturer
				F	E	O	L/S	S					
Design Option Experts for Integrative Studio (Elective 2 of 4)	Environment -Landscape Design – Design option for Architectural Design Studio 5 (elective 2 of 4)	S	1.5				3	1	1	16	16	Dr. Landscape Architect Ziva Kolodney	Not Defined
	Environment – Sustainable Design – Design option for Architectural Design Studio 5 (elective 2 of 4)	S	1.5				3	1	1	16	16	Arch. Ganit Kauffmann	Not Defined
	Design-Prefabrication and Structural Design – Design option for Architectural Design Studio 5 (elective 2 of 4)	S	"				"	1	1	16	16	Eng. Shany Aziz	Not Defined
	Design -Industrial Design and Fabrication – Design option for Architectural Design Studio 5 (elective 2 of 4)	S	"				"	1	1	16	16	Designer Rami Tarif	Adjunct Lecturer

Table/list: research projects and number of undergraduate students involved

Students' research in the form of seminars and pro-seminars include:

Contextual local and global issues in an era of change (Y5- seminars supporting final project)

33 students in 2021, 31 students in 2020.

Urban Development in an Era of Constant Change –

The development of urban centers with increased densities in era of limited resources while preserving of cultural heritages and decent living condition.

Architecture, Environment and Sustainability - Environmental conservation and rehabilitation of areas with special geographic and natural properties.

Architecture, Society and Economics - Architecture as expression of and a prediction of socioeconomic conditions and relations.

Architecture, Society, Culture and Memory – Needs, traditions and conduct of special communities

Architecture as Place Making Promoting Coexistence and Tolerance – Places of congregation.

- See detailed list of Thesis (Seminars) at the end of chapter 5.6.

Architecture, man, culture, ideology and education (Y4 Pro-Seminar written to support the research studio) , 44 students in 2021, 36 students in 2020,

The elderly and the city: Towards inclusive planning, 2020 (in cooperation with the Ministry of Construction and Housing) – Cities as places for living and interaction including marginalized sectors.

Architecture after COVID-19, 2021 – COVID-19's effect on lifestyle – dwelling, work, leisure – and its future imprint on the built and unbuilt environment.

Architecture as holistic design – in Zoom out- 22 students, and in Zoom in (Y4 Pro-Seminar)

Contemporary Issues in Urban & Landscape Design, 2021, 22 students (Written to support the Urban Design Studio) - Socioeconomic and environmental contexts effecting the planning and design of urban settings.

Architecture, Design and Phenomenology, 2021, 22 students (Written to support the Complex Multi-Use Studio) – The poetics of spaces, places, buildings and their architectural syntax as expressing ideas and narratives, effecting sensual, emotional and cognitive human conditions.

5.1.2. Training and fieldwork (2 pages)

5.1.2.1.1. Describe the training/fieldwork required in the program, including its contents and scope.

a) Architecture studies. There are no training/fieldwork requirements as part of the dept.'s study program, and there is no trainees program whereby the dept. sends groups of students to gain work experience in professional entities during the academic year. However, all design projects require students to spend some time in the field; the Y4 research studio on unique sectors in Israeli society requires a study of these communities using interviews and questionnaires; and collaborative projects with educational NGOs and industries require the students to engage in fieldwork outside the campus.

b) Educational studies include practice hours in which students contribute to the educational program and/or teach a range of design subjects to high school students.

5.1.2.1.2. Describe the process for choosing places for training, including the responsible bodies in the institution/faculty/department, as well as the processes taking place to ensure the quality of the training provided (such as staff and facilities)

a) Architectural studies. In the basic years, students are expected to work on projects in Haifa and its vicinity. In the advanced years, student projects are conducted in sites all over the country, with emphasis on the periphery. Students can also work on projects overseas. Students in the 2nd semester of the 4th year usually participate in international competitions. In the 5th, they are free to choose their site of intervention, and some address international issues and thus work overseas. The dept. makes sure that along with their studies students understand and come up with architectural propositions in different sites, with various sociological, cultural, and geographical features.

b) Educational studies. Fieldwork is conducted based on two models:

The partnership model – professional development schools (PDSs). This model is based on cooperation with the schools where fieldwork is conducted and a deep and long-term relationship between it and the dept., which includes joint projects. The dept. students and pedagogical instructors are involved in the curriculum and affect it, and contribute to the school from their expertise.

The traditional model. The students experience teaching in places of their choosing, coached by teacher trainers. This model has many advantages: the students contribute from their knowledge to the students, help the teacher trainer and serve as a source of inspiration. In this model as well we work also with marginalized communities and contribute to the high schoolers'

empowerment. This model is implemented in a variety of schools in all social sectors and regions in Israel.

5.1.2.1.3. Describe the methods applied to evaluate training/fieldwork. What kind of feedback is given to the students?

a) Architectural studies. In mid-term and end-of-year presentations, students present the way fieldwork inspired their design project. External experts related to the project's field are invited to provide feedback and in some cases are also involved in assessing the project, adding another perspective on the student's engagement in fieldwork.

a) Educational studies. The students receive feedback on their fieldwork from the teacher trainer and the pedagogic coordinator from the academic center who observes their teaching, monitors their progress and holds feedback talks with them.

Supporting Documents:

- List of places of training (including the number of students in each) - Architecture

	Course Name	Semester\ Years period	Core	**Site\Location**	Background Remarks	No. of Students
Y1	Architectural Design Studio 1: Place and Space	Winter	1	1st semester No site	Conceptual exercises	72
	Architectural Design Studio 1: Place and Space	Spring	1	Site next to student's home	Mostly from Israel's Northern Rejion	72
	Product Design Studio 1	Winter	2	No site	Objects	72
	Architectural Design Studio 1: Place and Space	Spring	1	Haifa		72
	Product Design Studio 1	Spring	2	No site	Objects	72
Y2	Architectural Design Studio 2: Medium Scale Public Building	Winter	1	Haifa		39
	Basic Design 2: Space-Body-Motion	Winter	2	No site	Pavilion	39
	Building Technology Research and Design 2: Architectural Details Studio	Winter	2	No site		39
	Architectural Design Studio 2: Housing	Spring	1	Nirim village (near Acre)		39
	Architectural Design Studio: "Vertical" inter year (elective)	Spring		Mentor's Choice	Was canceled on 2021 due to Covid19	
	Interior Design Studio 1	Spring	2	Nirim village (near Acre)		39
	Building Technology Research and Design 2: Envelope Details Studio	Spring	2	Haifa		39
	Education - Practice Hours 1	Winter		See enclosed list		
Y3	Architectural Design Studio 3: "Half Way Through" Integrative Design	Winter	1	Haifa		
	Building Technology Research and Design 3: Industrial Design 1	Winter	2	Haifa		
	Computer Aided Design and Representation 3: Advanced 3D Experimentation Theory	Winter		Haifa		
	Architectural Design Studio 3: Design in Historical Context Sustainable Design Data Driven Design (elective 1 of 2)	Spring	1	Haifa & Acre		
	Dynamic Structures (elective 1 of 2)	Spring	2	According to students' choice	Pavilion	
	Industrial Design 2 (elective 1 of 2)	Spring	2	According to students' choice		
	Education - Practice Hours 2	Spring		See enclosed list		
Y4	Architectural Design Studio 4: Urban Design	Winter	1	Kiryat Yam		44
	Architectural Research Studio 4: Sociological-cultural	Winter	2	Kiryat Yam		44
	Architectural Design Studio 4: Mixed-Use Large Scale Complex	Spring	1	Bratislava	International competition	44
	Interior Design Studio 2: Design in a pre-existing Space	Spring	2	Bratislava	International competition	44
	Building Technology Research and Design 4: Recycled Materials	Spring				
Y5	Architectural Design Studio 5: Final Year Project (Winter+Spring)	2019-2020		Israel Center		5
		2020-2021				6
		2019-2020		Haifa		5
		2020-2021				8
		2019-2020		Northern Periphery		9
		2020-2021				7
		2019-2020		Southern Periphery		2

		2020-2021			6
		2019-2020		The Middle East	3
		2020-2021			2

- List of places of training (including the number of students in each) – Education

Y2 **Y3**	Education - Practice Hours 1 and 2 (teaching in High Schools)	2019-2020		Israel Center	4
		2020-2021			9
		2019-2020		Haifa	69
		2020-2021			37
		2019-2020		Arab Villages and Communal Settlements	44
		2020-2021			52
		2019-2020		Jerusalem and the South of Israel	2
		2020-2021			10
		2019-2020		Town of The Galilee	9
		2020-2021			23

5.1.3. Internationalization

5.1.3.1. What is the international strategy of the institution? How is it reflected in the mission and goals of the department/study program?

The goal of the institution is to constantly widen its reference circle beyond its familiar sociocultural territory. The institution's mission of addressing current concerns involves an obligation to address global social and environmental issues, as part of its commitment to cultivating engaged architects. Keeping abreast of international developments is also part of our commitment to cultivating creative, holistic graduates. Accordingly, the institution's academic administration has created a dedicated unit committed to exploring and concluding cooperation projects with international bodies and institutions.

5.1.3.2. Describe the international features in the department/study program

- Students are encouraged to address social and environmental global concerns. In advanced years some student offer design proposals overseas.
- The dept. engages in international competitions, serving as fields for trying out creative solutions for global dilemmas and exposing students and staff to various institutions.
- The dept. arranges encounters and discussions between students and faculty and their counterparts abroad, including an international lecture series, and international crit symposiums.
- Once a year, the dept. offers workshops abroad that acquaint students with foreign traditions, culture, and architecture. The workshops include trips and tours of cities and their vicinities, lectures and seminars on topics on their agenda, and architectural exercises which allow the students to understand their past and reflect on their future. The dept. also organizes workshops with renowned international architects for advanced students.
- Advanced students and staff often collaborate on joint personal or studio projects. This cooperation includes the sharing of instructors and/or conducting mutual crits and discussions. The dept. also conducts joint projects with international bodies.
- The dept. encourages its students to continue their architecture studies in international degree programs.

5.1.3.3. Describe all International collaborations (research/ education) within the department/study program.

International lecture series and symposiums

In 2020, an international lecture series was offered to all students and staff and free auditors on Humanistic Aspects in Architecture. Each session consisted of a lecture given by a foreign professional or academic and a dept. staff member and was followed by a free discussion. Next year the series will be devoted to Creative Aspects in Design.

International competitions

Inspireli Award – Since 2018 the dept. takes part in these competitions. In 2019, the dept. was offered to be part of its organizers and in 2021, thanks to the impressive work submitted by our students the DH Dr. Margalith, was nominated to serve as juror in the competition.

T**he design of the Czech Republic Embassy in Addis Ababa.** The competition was arranged by the Inspireli Foundation together with the Czech Ministry of Foreign Affairs in cooperation with the Czech Technical University in Prague. Following this impressing result, the dept. joined the Inspireli Foundation.

In 2018, five projects by our students, out of 281 proposals from all over the world, reached the final stage in the competition for

Competition for the design of the STU Campus Centre of Innovation in Bratislava (2021). In 2021, three projects by our students, out of 181 proposals from all over the world, reached the final stage in the competition.

Solar Decathlon – International Competition. In 2013, China challenged 20 collegiate teams to design, build and operate solar powered houses that are near zero energy buildings and are affordable, energy-efficient and attractive. Only students from our dept. participated on behalf of Israel. For a whole year they studied energy efficiency technologies, some of which were integrated within our curriculum. They built the house, successfully operated all its systems for a trial period, and then dismantled and shipped it to China where they reconstructed and reassembled it on the competition site. The team won 4th prize in overall criteria, and 2nd prize for architecture.

Joint projects with international bodies

Cooperation with the Peter Behrens School of Arts. The Faculty of Architecture and Faculty of Design at University of Applied Sciences Düsseldorf, Museum of Düsseldorf, Haifa Municipality, and the dept. – relating to the heritage of both cities – postponed due to COVID-19.

UNESCO – Children Draw Heritage. In 2015-2016 our students led the UNESCO – Children Draw Heritage project, instructing schoolchildren in various cities in Israel to draw their cities. The drawings were twice exhibited in Architecture Week in Prague. see:
https://www.wizodzn.ac.il/unique-projects/playful-architect-children-draw-heritage

Workshops with renowned architects including Prof. J. M. Botey of Barcelona (03/2010), ,Arch. S. Rodriguez of Ennead Architects in New York (12/2011), Arch. M. Beracha of Athens (12/2011,Arch. J. M. Yague of Spain (03/2011), Prof. Alexander Tzonis and Dr. Liane Lefaivre (05/ 2013), Arch. Edoardo Arroyo of Madrid (03/2016), Sir Arch. Peter Cook, and Dr. Arch. Yael Reisner, The Bartlett, London (07/2021)

Student workshops abroad. These included workshops in Barcelona (2011), Moscow & St. Petersburg (2012), Faenza, Italy (2013); and Berlin (2014).

International degree: Reise-Uni Lab. Since 2015 our dept. is partner in this unique program of international double degree: Master of Science (MSc.) of European Architecture (TTÜ, Tallinn) with Master in Architecture (UAL, Lisbon). It combines the idea of the classic educational journey abroad with the intensive, interdisciplinary and project-oriented workshop tradition. Since 2016, our school has been one of the eight workshop stations of this travelling course. The agreement entitles our students to enroll in the program after completing only three years of study.

5.1.3.4. Provide data concerning the number of international students in the department/study program in the format of a table. N/A

5.1.3.5. Describe how the quality of the international courses/international programs is assured. Does the department have a structured system for evaluating teaching in international courses? (e.g. peer reviews; students survey etc.)? Please provide a brief description. How are results of the evaluation activities used? N/A

5.1.3.6. In a form of a table, submit data comparing inbound and outbound student mobility, specifying country of origin, institution and number of courses. N/A

5.1.3.7. Describe the mechanisms for credit transfer and recognition of courses taken abroad.

Based on European and American conventions for tackling differences in credit points among academic institutions in different countries, the accreditation committee converts academic credit points of courses taught in international institutions to credits in Israeli institutions. Credit transfer will be based on a comparison of the content of courses taught in both institutions, as stated in the detailed syllabi.

5.1.3.8 How does the department encourage integration of international faculty and students with local academics and students?

The dept. makes an effort to hire staff members who have been educated, worked, and researched abroad to acquire different teaching methodologies and new design aspects.

Supporting Documents:

- Table 4 (Excel appendix)- not relevant

5.2. Teaching and Learning Outcomes (max. 6 pages*)

*if the department/program offers more than one degree level, 1 additional page may be added to this chapter

5.2.1. Teaching

5.2.1.2. List the institutional Quality Teaching activities offered: training of new and existing faculty (including adjunct faculty), support for teaching technologies, etc.

As a small institution, we have no separate mechanism for quality teaching. The issue is on the NBSDE's agenda: in 2021, Dr. Michal Saad, Head of Interdepartmental Courses, was nominated in charge of this area.

Training - The DH, DCs and YMs guide faculty in writing the syllabus and structuring the courses, considering learning outcomes, missions, and goals for the year, for each discipline and the entire program.

Mentoring - New staff members meet the lecturers they are replacing to ensure continuity. They are mentored by the DH and the Head of the Discipline throughout their first year of teaching. When two staff members instruct a course jointly, they are usually a new and an experienced lecturer, the latter guiding and monitoring the former.

Feedback on the new lecturer's performance is given by the Head of the Discipline, the DH and the students (through anonymous surveys). Lecturers are informed about the feedback and discuss possible improvements with the DH.

Digital Learning - Head of Educational Studies Dr. Erez Porat is responsible for techno-pedagogical training of the NBSDE's staff, including one-on-one training sessions and group activities on online teaching and teaching. The NBSDE also participates in the National Prisma Program for developing digital learning in the post-COVID 19 era.

Infrastructure and Technical Platforms

Head of Technological filed -Labs and Workshops Alon Razgour guides faculty and students in applying tools relevant to their courses and research.

Learning Management Systems - Dr. Yaron Gilay implements new technologies related to e-learning, online tests, and scoring and provides faculty with distance learning support.

Chief Technologies Manager manages and upgrades the technological systems and purchases software and hardware used in the NBSDE. A dedicated maintenance team provides ongoing technical support to lecturers and responds to requests for support and training.

5.2.1.2. Teaching regulations and information: list the regulations that address student-faculty relations in terms of teaching obligations (deadlines and schedules, availability, etc.), regulations regarding content and publication of syllabi (including the coursework and grading structure), and the mechanism for publishing and disseminating the information to students.

Each year, faculty members receive a set of regulations addressing: 1) Syllabi preparation and updates; 2) Student evaluation via exams, theoretical work, exercises, and projects and grading schedule and deadlines; 3) Class attendance and schedule; 4) Participation in formal institutional and departmental meetings and admittance examinations.

Courses taught follow structured syllabi updated every year and approved by the DH. They are collated by the dept. and the NBSDE's Academic Administration and are also uploaded on the course website (Moodle).

Student evaluation. Exams must be submitted to the academic administration one week in advance. Exam and project grades are inserted to the Orbit online system no later than two weeks after the examination/ crit and prior to the evaluation and grading meeting. Seminar grades are submitted within a month.

Attendance. Faculty must attend all classes. In the event of unavoidable absence, the lecturer must notify the DH and academic administration well ahead of time.

Employment. Lecturers may not employ students. Employees of the institution may also not be employed by lecturers.

Sexual harassment. The institution has a zero-tolerance policy and does everything in its power to ensure that the campus is be free of sexual harassment. Head of Fashion Design Dept. Merav Lavi, is responsible for handling complaints. The sexual harassment regulations appear in full on the institution's website (Hebrew).

Student regulations regarding attendance, exams, presentations, crits, grades and appeals, participation in special events, and copyrights appear on the institution's website and are updated annually. A summary is disseminated to all students at the start of each year.

5.2.1.3. Teaching surveys: describe the institutional system (frequency, percentage of courses addressed, the process of evaluation, responsible bodies for feedback and follow-up, etc.).

Each semester, surveys on teaching performance are handed out to be anonymously completed by students. The Head of Academic Administration and DH follow up on survey results. Faculty members with high evaluations receive letters of appreciation from the President. Low evaluations receive special attention by the DH and Head of the Discipline, who offer mentoring.

If lecturers' low evaluations continue for more than a year, the NBSDE considers their termination.

5.2.2. Learning Outcomes - List the program's Intended Learning Outcomes (ILO). How were they set and where are they stated? Please refer to each track and each degree level separately.

5.2.2.1.1 Specify what the ILO of your program are

Based on the dept.'s vision, ILOs were defined and published on the NBSDE website, the institution's handbook, and the course syllabi. They are also highlighted in meetings between the DH, the faculty, and the students at the start of each semester.

The ILOs are reflection of the institution's vision: we want involved, conceptual-professional and holistic architects aware of layered contexts as integral part of design; combine theory with integrative architecture addressing local and global challenges to lead and promote the betterment of society and the environment.

5.2.2.1.2 Emphasize desired competences, skills, and impact of the program

Theoretical studies provide students with the understanding of the relationship between man, society, culture the environment and architecture, and provide students with critical thinking and theoretical knowledge needed for meaningful design.

Architecture and design studies supported by workshops train students to design integral wholes. Students practice and master multidisciplinary aspects of design. The scale and complexity of their projects gradually increase; projects are selected so that they relate to present and future local and global concerns.

Technological research and design studies equip students with deep understanding of the technological aspects of architectural design and encourage them to explore new limits and acquire sufficient knowledge to integrate them in creative processes.

Educational studies promote social sensitivity, prepare graduates to be engaged and leading architects, and facilitate teaching, and presentation skills.

5.2.2.1.3 Clearly describe skills and competencies, rather than just content knowledge. An example could include the following description: 'at the end of the degree…the student should be able to…'

In the introductory years (1-3) students should acquire skills for designing small-to-medium scale buildings including atmospheric, programmatic and structural/technological specifications and master the various fields related to design. In the advanced years (4-5) students should be able to design large-scale projects and enrich their architecture with critical thinking and research.

At the end of the 1st year students should acquire basic design skills, become familiar with conceptual thinking, form making, design and place making, and become aware of the relationship between man, culture and the environment.

At the end of the 2nd year students be able to design places with programmatic needs in medium-scale projects, taking sociocultural aspects into account. Students should become fully aware of the historical relationship between man, society and the environment and acquire the skills to explore buildings' syntax and their technological aspects.

At the end of the 3rd year students should master integrative design, be able to design medium-scale buildings with detailed structures and materials. They should master their skills in structural design and gain knowledge in legislation and sustainability.

At the end of the 4th year students should be able to address urban design and complex large-scale building. They should develop critical thinking and enrich their design with theoretical research. They should develop and deepen aspects in architectural design according to their preference and interest.

At the end of the 5th year students should design projects in both urban and detailed scale while synthesizing conceptual attributes, unique programs, and integrative design with theoretical thinking, bringing forth coherent and creative standpoints and demonstrating expertise in a field of interest.

During the entire degree students are expected to demonstrate awareness, curiosity, and creativity and be willing to act for the betterment of society and the environment.

5.2.2.2. Who writes and grades the examinations and exercises? How is their validity assessed?

Lecturers/ instructors write and grade exams and exercises. All are apprised of their responsibility when evaluating a project. The validity of their assessments is ensured when the annual lecturers' forum convenes, and the status of the students is discussed at the end of every semester and prior to grade distribution. Attention is drawn to extreme grades and consistency in groups in similar courses. If needed grades are adjusted before distribution.

5.2.2.3 Who grades the written assignments? Describe the methods applied for the evaluation of written assignments and projects. What kind of feedback, apart from the grade, is given to the students?

Theoretical courses

Grades: Lecturers grade exercises and exams. Graded exams are passed on to the academic administration. Students can review their exams and read the lecturers' comments.

Appeals: Students may appeal grades within two weeks. Their written appeals are reviewed by the lecturers, who then decide and explain their decision in writing.

Design Courses and Workshops

Here the evaluation is informed by the project-based thinking approach, with emphasis on critical feedback. The instructors provide ongoing verbal feedback, either in private discussions or in class forums. External experts also provide feedback on interim or final projects, adding to the reliability and quality of the assessment. As an additional form of validation, students are required to evaluate their own work in front of the class.

Evaluation Criteria: Each design course has its own requirements, stated in the syllabus; the following are shared by all:

- Addressing social and environmental concerns
- Sensitivity to the context in which the project is designed.
- A solid conceptual basis and clear, personal standpoint.
- Developing a unique holistic design.
- Presenting the project clearly and creatively and responding to criticism.
- Productivity and continuity of work, and meeting deadlines and targets.

Grades: Each course is given the academic freedom to assess and grade projects. The greatest weight (80-90%) is given to the project as expressed in several parameters (as listed above). Design courses are taught by several instructors simultaneously. While, each group of students is assigned a personal instructor, other instructors of the course are familiar with students' work of the parallel groups, through mutual presentation, discussion, mid-term and final crits. In addition, it is quite common that for 1 to 3 meeting instructors shift groups, to be acquainted to students' projects in progress. All instructors take part in evaluating and grading the projects in the following manner.

In Y1-3, presentations are broken into sessions according to the different groups. Prior to the presentation instructors meet to review projects of all students, mentioning the high and low achievements of each group. Two outstanding projects of each group are presented in an open session. The personal instructor is the final authority giving the grade. Instructors are asked to maintain a similar average of grades in parallel groups.

In Y4-5, students and instructors attend presentations of all groups. The final grade is given by all course instructors (the personal instructor gives 60%-70% of the grade and the rest is distributed equally between the other instructors).

External Examiners (Y3 & Y5): Twice during the program (at the end of the introductory and the advanced parts), external examiners take part in grading. In the 3rd year Half the Way Through Project, 50% is graded by the external examiner who takes part in the crit. In the final project 40% is graded by the external examiner, 30% by the personal instructor and the other 30% is evenly distributed by the other instructors. In both cases, at the end of the presentation/ the examination day, the examiners share with faculty members and the DH their impressions and their grading. This system ensures objectivity, opens the work pursued in the dept. to the exterior world, supplies external measurement and the control of the grading systems. At the end of the course design instructors also give students a written critique on their project.

Appeals: Students may appeal the grades of design projects within two weeks. The student presents the project to a special committee including three instructors who have not taught the student before. The committee's written decision is sent to the student. Students may not appeal grades given partly by external examiners.

5.2.2.4. Any other methods applied to measure the achievements of the students

The graduation presentation measures the skills acquired during the five years of study. The DH attends several presentations including the final project presentation.

5.2.2.5 In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Are the ILOs achieved by the students?

Integration in Architectural Practice: Most graduates quickly integrate in architectural practice, in private and public sectors, with many graduates filling key positions and contributing to the architectural discourse – a major indicator of how successfully the ILOs are achieved.

Cooperation with public bodies, including municipalities, institutions, and the industry. The serious approach and deep relationships established between the dept. and the public is a measure of the dept.'s reputation and perceived ability to offer solutions to existing and forthcoming dilemmas.

Competitions: The quality of teaching is also evident from students' accomplishments in Israel and abroad, including the David Azrieli Competition, Israeli Green Building Council Competition, Armon Competition for Encouragement of the Arts in the Periphery, International Inspireli Students' Competition, and the Decathlon Competition. (see 5.6- competitions)

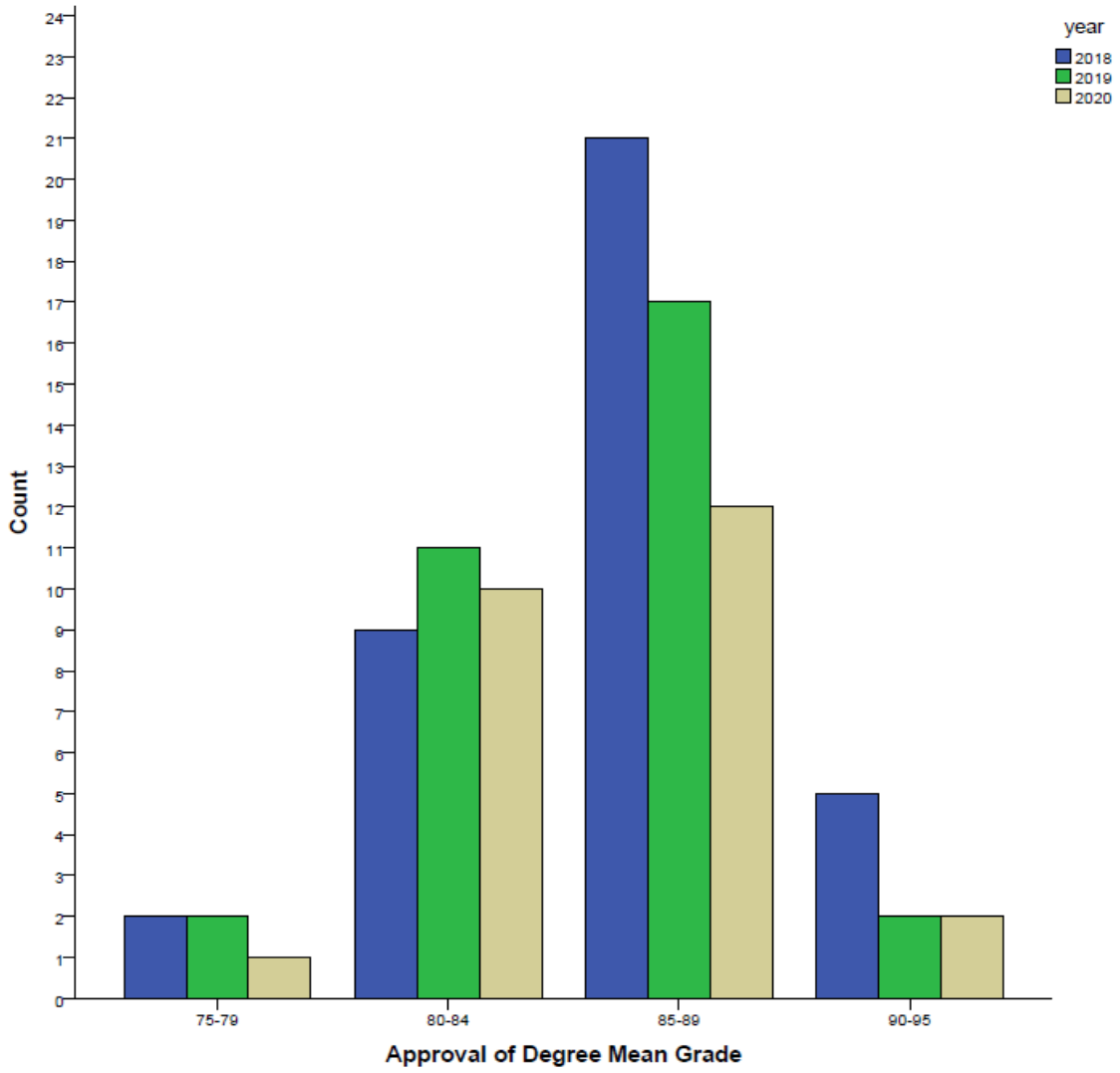
External Visitors, Guests and Critics: The willingness of external guests to take part in presentations and in grading as well as their verbal Feedback and grades (usually higher than expected) provided by external experts attests to the quality of our learning outcomes.

Supporting Documentation:

- 05- Table: method of examination and the percentage of its use in the program.

	Theoretical studies			**Design Studies**		
	Exams	Written Paper	Pro Seminars Seminars	Project Presentation	Portfolio	
Y1	13	4	X	4	7	28
Y2	5	6	X	6	4	21
Y3	7	7	X	6	4	24
Y4	2	5	4	5	2	18
Y5	X	3	1	2	X	6
%	27.8	25.8	5.2	23.7	17.5	= 100%

- 06- Histogram: distribution of the final grades over the last three years (in all degree levels).



5.3 Students (max pages. 4)

5.3.1 Admission and Graduation

5.3.1.1 How are the admission criteria to the program decided upon? .

Admission criteria are based on the MoE's requirements for Academies of Education and Design as well as departmental requirements:

a) **The combined score for the matriculation and psychometric test** must me minimum 540. The average of this combined score in the department is 580.

Matriculation - Weighted grade average of at least 92 and major in relevant disciplines.

Psychometric score of at least 525.

* For students educated abroad, translated overseas matriculation exams recognized by the MoE, 540 in the psychometric test.

*For students who studied abroad and for other students who did not study Hebrew as major in their matriculation a 110 score in the Yael exam - the psychometric Hebrew section.

b) Departmental exam and personal interview - Candidates meeting criteria (a) and (b) are invited for a departmental exam and personal interview. The admittance threshold is a score of 10-15 (10 for the exam 5 for the interview).

Admitted candidates - The dept. admits 40-60 of the candidates with the highest scores in all criteria, maintaining a 1:2 / 1:3 ratio between examined and admitted students.

Waiting list - The dept. keeps a waiting list of prospective candidates.

Exceptions - If candidates are both close to meeting entry requirements (a-b) and are found exceptionally suitable to the program, with the permission of the President of the NBSDE, they may be admitted on condition that they maintain high performance and/or improve their admission criteria during their first year. The number of such cases may not exceed 10% of the total NBSDE's student body.

Correlation between criteria and aims/goals - The dept. seeks candidates who understand and can understand and express the links between ideas, concepts and form making/visual configurations, with a high degree of sensitivity to the surrounding, with deign skills, who are motivated to act for the betterment of society. The dept. wishes to recruit candidates from as wide a range of backgrounds, and interested in a wide spectrum of fields. The entire admission process reflects the dept.'s vision and values

The entire admission process reflects the dept.'s vision and values.

5.3.1.2 Describe the policy of affirmative action within the program

The dept. currently has no specific affirmative action mechanism in place. The institution warmly welcomes individual candidates from minority communities who meet the required standards, and offers them extra help in their studies as required.

5.3.1.3 Describe the selection and admission process

The entrance examination (see extras 003a- Exam 2019, 003b-Exam 2020)

The exam consists of three sections, each graded separately by the examiners:

1. **Expressing concepts in form making (50%) -** Expressing a verbal concept in a model and examining the ability to express conceptual ideas in form making.
2. **Describing / commenting verbally on a visually described situation (25%) -** examining observation and comprehension of the environment as expressive of physical, sociological, and political situations; examining knowledge and intellectual skills through writing.
3. **Creating an illustrated narration of a journey (25%) -** Examining the grasp of the environment as a narration of spaces and awareness of the surrounding; visual memory.

Parts 1 & 3 also examine 3D perception, craftsmanship and freehand drawing.

Due to COVID-19 requiring online exams while preserving the purity of the evaluation process, two parts of the exams, included until 2020, were omitted: a short exam in descriptive geometry, and a section in free drawing, now examined as part of sections 1 & 3.

The interview emphasizes:

1. Awareness of and engagement with society and the environments.
2. Intellectual pursuits and personal background and experiences.
3. Motivation to study and be part of the dept.
4. Curiosity and creativity, as well as engagement in creative pursuits.

Candidate preparation: In an Open Day held twice a year, prospective candidates have the opportunity to learn about the dept. The open day includes: talks with and presentations of the President, the DH, Education Dept. Head, Departmental faculty members, and with advanced years students who together give candidates the information regarding the mission, study program and learning experience.

Fair opportunity:

- Candidates are invited to a one-day admission process.
- The complete exams are sent to the examination committee, which contacts every candidate personally to discuss their work and interviews them.

- Each exam/interview is checked/conducted by 2-3 lecturers/instructors. Their detailed conclusions are conveyed to the dept.
- If there is significant gap between the evaluators, the examiners ask another committee to examine and interview the candidate. The committee can also ask the dept. to invite the candidate again if they feel that the candidate's performance cannot be assessed because of any emotional, physical or environmental conditions.

  Assessment: Examiners allocate grades from 1-10 for the exam, and 1-5 for the interview. The dept. accepts candidates with the highest matriculation scores, highest psychometric scores and those with an 8-10 and 4-5 scores on the exam and interview, respectively, leaving others on a waiting list. In case of extreme discrepancy between the matriculation and psychometric scores on the one hand, and the departmental exam and interview on the other, the dept. might ask the candidate to take a second exam.

  The criteria of advancement from year to year and for completion of studies, including the requirements for being entitled to receive an academic degree

  To ensure fairness, every candidate is assessed based on several different criteria that together produce a final admission grade (see 5.3.1.1).

  Criteria for advancing from year to year:

- A score of at least 60 in each course semester, and an average of 70 for Core 1 subjects.
- Failure in a course requires a passing grade the following year.
- Students can only repeat a course once.
- Students scoring less than 70 in a Core 1 subject will be evaluated by the Departmental Teaching Committee, who will observe the student's portfolio and decide as to whether they can continue their studies and in what conditions. A student who failed in two Core 1 subjects will not be allowed to continue, unless decided otherwise by the committee.
- Students will not continue to Y3 without fulfilling Y1 academic obligations.
- Students will not continue to Y4 without fulfilling Y2 academic obligations.
- Students will only continue from Y4 to Y5 if they have fulfilled all their academic obligations.
- Y5 students who have failed their graduation project may not have their work displayed in the exhibition and will have to submit their project during the following year in order to graduate. The Teaching Committee will decide whether the student will have to re-register for the course.

While responsibility for meeting the criteria lies exclusively with the student, the dept. does all it can to identify anything that could hamper a student's progress and to take timely action to remedy the problem.

Requirements for an academic degree: Fulfilling all academic obligations in the dept., including education studies.

5.3.1.4 Describe the department's policy regarding dropping out

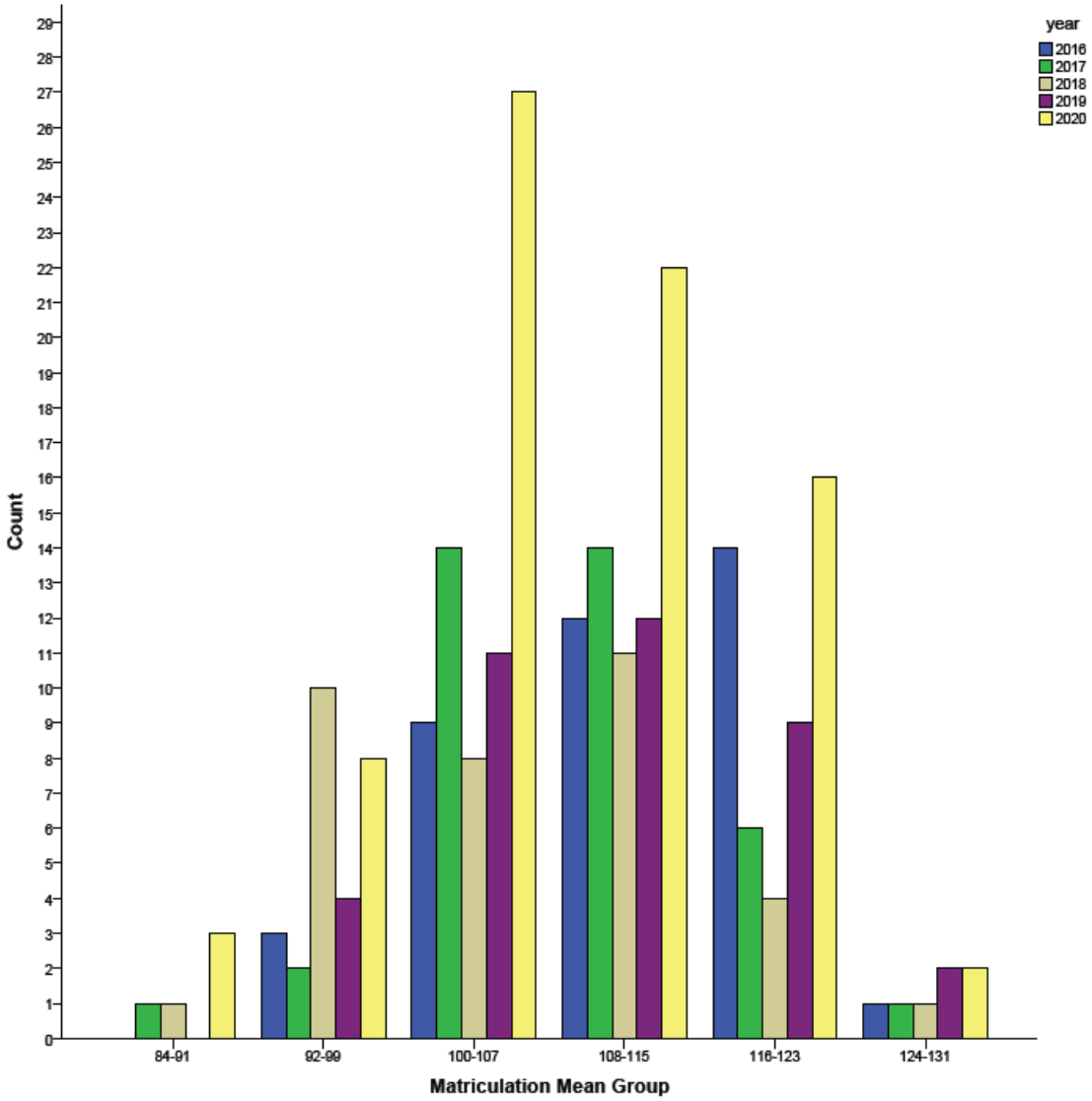
The dept. is committed to a proactive policy of preventing students from dropping out when they meet personal or financial difficulties. Students showing low performance / motivation meet with the DH and AA, who assess their condition and try to find ways to help them. Yet, the dept. regulations regarding advancement from year to year and for completion of studies (as explained in 5.3.1.1) do not enable students which show continuous week performance to complete their studies. This ensures that only students with suitable profile and motivation graduate the program. The dept. takes into account that 20% will not complete their studies.

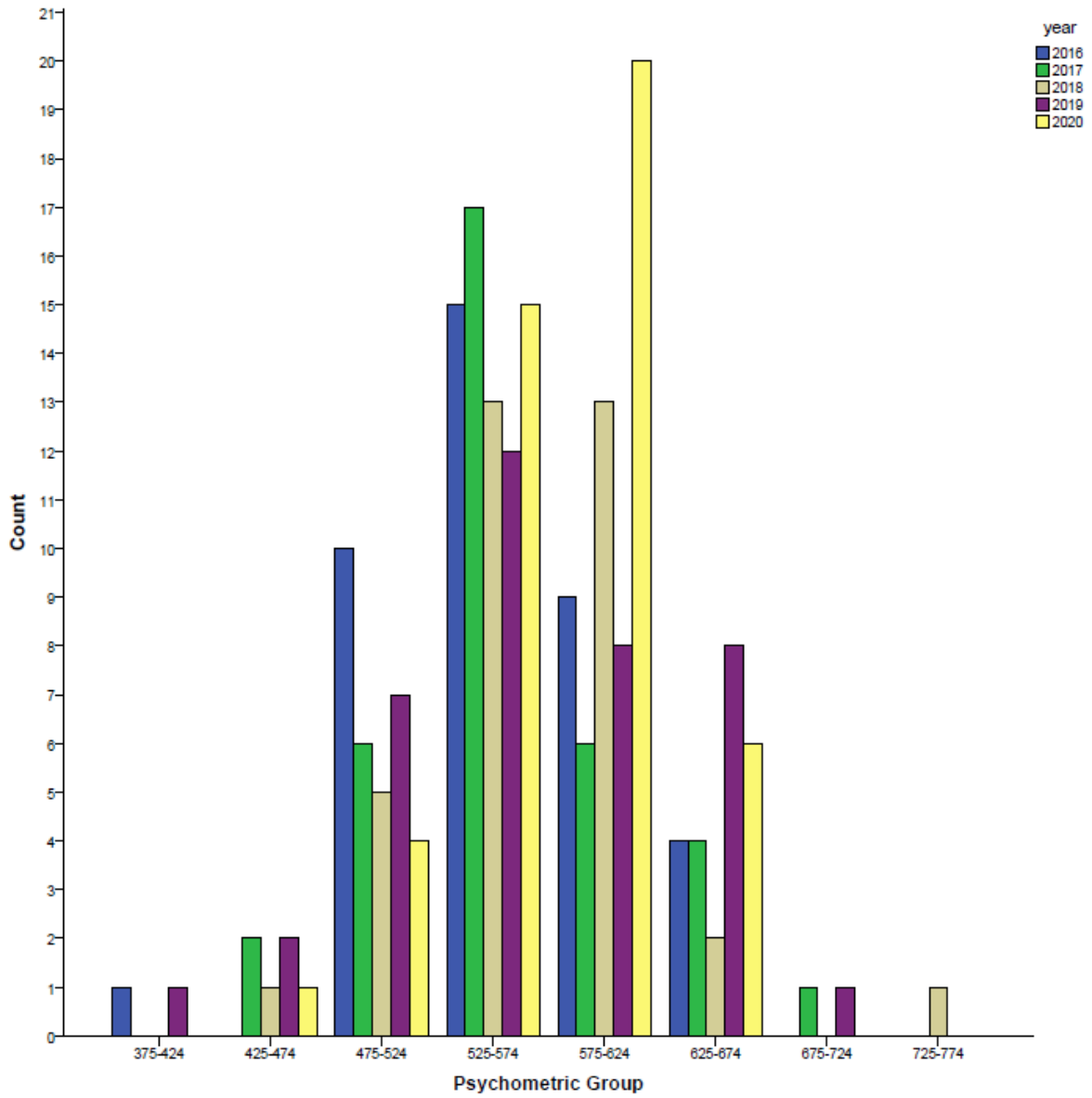
Supporting Documents: 07- Table: entry requirements/criteria for the program

* The Department accepts candidates the scored the highest weighted grades.

Basic Prerequisites combined score of minimum 540 (average in the department being 580)			66%			33%
A	B		Admission Exam (Score Range 1-10)			Personal Interview (Score Range 1-5)
			50%	25%	25%	
Psychometric Test Score	Matriculation Exams		**Expressing a verbal concept in a model-** examining the ability to express conceptual ideas in form making	**Describing / commenting verbally on a visually described situation -** observation, comprehension of the environment as expressive of physical, sociological, and political situations General knowledge, and intellectual skills through writing.	**Creating an illustrated narration of a journey** - the grasp of the environment as a narration of spaces and awareness of the surrounding; visual memory	*Awareness of and engagement with society and the environments. *Intellectual pursuits background and experiences. *Motivation to study and be part of the dept. *Curiosity and creativity, engagement in creative pursuits
	Average	English Units				
Minimum 525	Minimum 92	Minimum 4				

08 + 09 Histogram: the range of psychometric test scores (or the equivalent) and the range of matriculation averages of the students that were admitted to the program in the last five years.





- **Tables 5-6** (Excel appendix).

Table 5 - Student Registration					
		2017/18	2018/19	2019/20	2020/21
B. Arch. Ed.	Applicants	114	119	107	230
	Admitted	50	49	60	110
	Admitted on probation	13	2	8	17
	Enrolled	42	40	47	73
	Total number of students in the program (all years)	189	185	197	237

Table 6 - Student Dropout Rate					
Cohort	Number of students who started in the program	Number of students graduated within 5 years*	Number of students who graduated within 6 years**	Number of students who graduated in more than 6 years	Number of students who did not graduate/drop out
2013-2014	45	32	9	2	2
2014-2015	45	26	8	0	8
2015-16	41	30	6	0	13
2016-17	41	28	2	0	9
2017-18	38	X	X	X	X
2019-20	47	X	X	X	X
2020-21	73	X	X	X	X

5.3.2 Graduate Studies

The dept. does not yet offer advanced degrees yet since the Ministry of Education does not approve such programs (it does not need architectural teachers holding Masters degrees). After the merge with HU, the department will offer advanced degrees.

5.3.3 Student Support Services - Institutional and Departmental

5.3.3.1 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).

Open door policy. Students are encouraged to raise any concerns regarding their academic progress and curriculum issues. The dept. refers students to the appropriate lecturers or other staff. The DH and Head of Academic Administration intervene personally in finding solutions and ensuring appropriate academic counselling.

Individual counseling. Students are welcome to contact their YMs for personal guidance. The teaching faculty is encouraged to identify any signs of psychological distress among students, and to offer support accordingly.

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

The Dean of Students is responsible for the students' wellbeing and liaises closely with the academic and administrative staff. Students are encouraged to contact the Dean on *any* issue.

Learning difficulties. Students with LD receive a range of adaptations as recommended by the MoE, including extra time to complete tests and ignoring typos. In addition, the Dean may recommend assigning another student to help the student with LD.

Pregnancy entitles women to adaptations of the study program according to CHE regulations.

Military service/ reserve duty. We help students who are required to serve in the reserves to reintegrate in their studies and complete their tasks.

Psychological service. The institution has a psychological support system operated jointly with HU, which may be contacted discreetly. Psychological Service, p.27

5.3.3.3 Describe the types of financial assistance for students (outstanding and with financial difficulties)

The dept. makes every effort to help students experiencing financial hardship. Assistance can take the form of grants, scholarships, subsidies and referrals to other organizations. In special circumstances, students can receive a tuition discount. The dept. also provides direct supports funded by an anonymous donor, the MoE, the Haifa Municipality, WIZO Canada, etc.

External scholarships/prizes upon merit - The dept. encourages students to apply to external scholarships/prizes given upon merit.

Indirect financial supports include low prices in the cafeteria, arts and crafts store, and digital printing and photocopying services. In an arrangement unique to the institution, the dept. offers students free use of advanced architectural software packages.

5.3.3.4 Describe the institutional mechanism to address student complaints regarding teaching (its activity, accessibility, and how its activity is publicized to students)

The YM is responsible for student complaints on both academic and personal issues. Students may also complain directly to the AA, DH and/or Head of Academic Administration, the Dean of Students and the Student Association. All complaints are swiftly handled by the appropriate authorities. Information on options open to students who wish to complain or appeal their grades is available on the institution's website.

5.3.3.5 Describe the counselling and assistance provided to students regarding job placement (including collaboration with employers and the employment market).

The dept. helps students look for jobs, although nearly every graduate immediately finds employment. Faculty members consult graduates regrading hiring opportunities.

Graduate Night. During the final exhibition, to which the architectural milieu is invited, graduates are often offered positions in leading studios.

5.3.4. Alumni

5.3.4. 1 How does the institution / department maintain contact with their alumni?

The dept. maintains details of all alumni from the previous 10 years, as well as detailed records of their professional and/or academic careers. It invites alumni to attend departmental events and to participate in presentations and crits.

5.3.5. In summary, what are the strengths and weaknesses of the issues specified in this chapter?

Admission procedures are robust and applied professionally and fairly. The dept. tries to ensure high correlation between the admission process, the candidates' qualifications, and its aims. The entire admission process reflects the dept.'s vision and values.

Graduation and after. The dept. aims at high standards and is happy with its Y5 students' project presentations and their integration in architectural practice.

Research. There is as yet no mechanism for undergraduate research since the dept. does not yet have a graduate program. We plan to rectify this in the near future by offering undergraduates opportunities conduct more research and including a strong research element in the graduate program now being planned.

Counselling. A dedicated academic councilor should be nominated.

Financial support. Funds to support outstanding students should be allocated.

Administrative support. Due to the growing number of students more administrative assistance is necessary.

Alumni. There is no formal mechanism for maintaining frequent contact with alumni, and no alumni association or website.

Supporting Documents:

Table/Chart - integration of alumni into the labor market: where they have found employment, what positions they hold, how much time has elapsed between graduation and employment.

Name	*Year of graduation*	*Graduate degree*	*Place of Employment*	*Duration between graduation and employment*	*Job title*
Ofir Ori	2016-17	B.Arch.Ed	Other		Other
Wasserman Gili	2016-17	B.Arch.Ed	Leviton Shumni Architects	Immediate	Architect
Hasin Hila	2016-17	B.Arch.Ed	Giora Gur & Partners – Architects & Town Planners	1-3 months	Architect
Levin Gal	2016-17	B.Arch.Ed	Rave - London architects	1-3 months	Architect
Luria Carmel	2016-17	B.Arch.Ed	Architecture office	1-3 months	Architect
Eilam Tamar	2016-17	B.Arch.Ed	Other		Other
Corman Vered	2016-17	B.Arch.Ed	Leviton Shumni Architects	Immediate	Architect
Shabtai Orel	2016-17	B.Arch.Ed	Rave - London architects	1-3 months	Architect
Schweizer Mor	2016-17	B.Arch.Ed	Marsh Architects	1-3 months	Architect
			The Academic College Be'er Sheva		Lecturer
Shachar Reshef Noga	2016-17	B.Arch.Ed	Haim Shachar Architects	1-3 months	Architect
Shiloah Tomer	2016-17	B.Arch.Ed	Bar Orian Architects	1-3 months	Architect
Shifldrin Liron	2016-17	B.Arch.Ed	Leviton Shumni Architects	1-3 months	Architect
Adamowitz Yegor	2017-18	B.Arch.Ed	Architecture office	1-3 months	Architect
Ashual Ron	2017-18	B.Arch.Ed		1-3 months	
Bashi Tzach	2017-18	B.Arch.Ed	Y.Y.Granot Architects	1-3 months	Architect
Ben Gal Tzlil	2017-18	B.Arch.Ed	Zippor Architects	1-3 months	Architect
Ben David Yael	2017-18	B.Arch.Ed	Yaski Mor Sivan Architects	Immediate	Architect
Brindt Or	2017-18	B.Arch.Ed	Other		Other
Gome Matat	2017-18	B.Arch.Ed	Masa Architects	Immediate	Architect
Graph Amit Nimrod	2017-18	B.Arch.Ed	Eran Mebel Architects	Immediate	Architect
Hayun Arie	2017-18	B.Arch.Ed	Architecture office	Immediate	Architect
Haluta Matan	2017-18	B.Arch.Ed	Architecture office	1-3 months	Architect
Leibovitz Einat	2017-18	B.Arch.Ed	Giora Gur & Partners – Architects & Town Planners	1-3 months	Architect
Levi Tal	2017-18	B.Arch.Ed	Self-employed - Architecture	Immediate	Architect & interior designer
Matek Ofri	2017-18	B.Arch.Ed	Other	1-3 months	Student

Machluf Miri	2017-18	B.Arch.Ed	Gordon Architects & Urban Planners Ltd	1-3 months	Architect
Margolin Gila	2017-18	B.Arch.Ed	The Council for Conservation of Haritage Sites in Israel	1-3 months	Conservation Architect
Moshe Shir	2017-18	B.Arch.Ed	Derman Verbakel Architects	1-3 months	Architect
Knobel Yotam	2017-18	B.Arch.Ed	Geshem Holdings	1-3 months	Project Manager
Raz Liad	2017-18	B.Arch.Ed	Other		
Rahima Hila	2017-18	B.Arch.Ed	Architecture office	Immediate	Architect
Eldar Tamar	2018-19	B.Arch.Ed	Yaniv Fredo Arch. & 3D softwares teacher	Immediate	Architect & lecturer
Gold Hila	2018-19	B.Arch.Ed	Architecture office	1-3 months	Architect
Goldring Lilach	2018-19	B.Arch.Ed	Y.Y.Granot Architects	1-3 months	Architect
Darel Yonatan	2018-19	B.Arch.Ed	Architecture office	1-3 months	Architect
Har Almog	2018-19	B.Arch.Ed	Gordon Architects & Urban Planners Ltd	Immediate	Architect
Va'adiya Moav	2018-19	B.Arch.Ed	Weinstein - Va'adiya Architects	Immediate	Architect
Vaknin Ofek	2018-19	B.Arch.Ed	Architecture office	1-3 months	Architect
Izhak Rinat	2018-19	B.Arch.Ed	Mosessco Architects	1-3 months	Architect
Hamama Lotem	2018-19	B.Arch.Ed	Mayslits Kassif Roytman Architects	Immediate	Architect
Machluf Inbar	2018-19	B.Arch.Ed	Oren M.A.Z Architects	Immediate	Architect
Maoz Guy	2018-19	B.Arch.Ed	SO Architects	1-3 months	Architect
Ronkin Yulia	2018-19	B.Arch.Ed	Plancon Architects	1-3 months	Architect
Raz Idan	2018-19	B.Arch.Ed	Architecture office	1-3 months	Architect
Shavita Nadin	2018-19	B.Arch.Ed	Rechter Architects	Immediate	Architect
Shimoni Chen	2018-19	B.Arch.Ed	Free Space Studio	Immediate	Architect & Partner
			Irit Tzaraf Netaniahu Architects	Immediate	Architect
			External Studies –Wizo Haifa		Interior Design Lecturer
Hammad Dunia	2019-20	B.Arch.Ed	Yoram &Omer Popper Architects	Immediate	Architect
Berlowitz Anat	2019-20	B.Arch.Ed	Minhal Ha'Tichnun	Immediate after M.Arch	Conservation consultant
Steiner Yaron	2019-20	B.Arch.Ed	Masa Architects	1-3 months	Architect
Kadosh Adiel	2019-20	B.Arch.Ed	Self-employed – Architecture	Immediate	Architect
			Ministry of Education	6 months	Teacher School
Mahamid Narjes	2019-20	B.Arch.Ed	Yunes Hamza Architects	Immediate	Architect
Shawach Abir	2019-20	B.Arch.Ed	Yoram &Omer Popper Architects	Immediate	Architect
Lior Inbar	2019-20	B.Arch.Ed	Dana Oberson Architects	1-3 months	Architect
Moalem Chen	2019-20	B.Arch.Ed	Tami Hirsch Architects	1-3 months	Architect

Shotland Ortal	2019-20	B.Arch.Ed	Raz Architects	1-3 months	Architect
Obeid Zoabi Yasmin	2019-20	B.Arch.Ed	Prion Brodner Architects	Immediate	Architect

Table/Chart – The number of students that continue their studies to advanced degrees or other areas (specify area of study and degree level).

Name	*Year of graduation*	*Advanced academic degree*	*Academic Institute*
Adamowitz Yegor	2017-18	Studying for M.Arch	Technion
Hayun Arie	2017-18	Studying for MUE- Master in Urban Engineering	Technion
Matek Ofri	2017-18	Studying for MA	The Academic College of Tel Aviv Yaffo
Eldar Tamar	2018-19	Studying for M.Arch	AA, London
Va'adiya Moav	2018-19	Studying for MBA	Tel Aviv Univ.
Berlowitz Anat	2019-20	M.Arch - Conservation	KU Leuven Belgium
Moalem Chen	2019-20	Technology Development	

Table/Chart – percentage of graduates who pass the national licensing examination.

Name	*Year of graduation*	*Graduate degree*	*Place of Employment*	*Duration between graduation and employment*	*Job title*	*Licensing examination*
Wasserman Gili	2016-17	B.Arch.Ed	Leviton Shumni Architects	Immediate	Architect	Yes - 2021
Shifldrin Liron	2016-17	B.Arch.Ed	Leviton Shumni Archtects	1-3 months	Architect	Yes - 2021

This information was collected by the department. Many graduates were not willing to share this personal information. The Architects' and Engineer's registrar asked for a legal approval to share the information regrading **percentage of graduates who pass the national licensing examination, but this was declined.**

5.4 Human Resources (max. 4 pages)

5.4.1 Specify the rules, criteria, and procedures for recruiting, appointing, and renewing appointments and dismissals of academic staff (tenured and adjunct), including rules regarding tenure and promotion; specify the standard duration of service at each position. What are the plans for future recruitment to the study program? How are these plans made and by whom?

Recruiting. Applicants undergo a very detailed background check: academic and teaching experience, publications and academic work, reputation, and professional experience in their field. Inquiries are also made among respected academics and opinion leaders. Since 2020 a particular effort is made to recruit lecturers with advanced degrees. The procedure is as follows. After receiving all necessary documents from the candidates, they are interviewed by the DH. If deemed suitable, they are interviewed by another faculty member in the related discipline. A summary of the interview including all documents is sent to the HR. All documents are sent to the Recruiting Committee (including the President/ VP, one or two dept. heads, Head of HR, and the Head of Academic Administration). The candidate is then invited to deliver a guest lecture, providing the dept. with an impression of his/her expertise and teaching skills. Feedback of all members of the Recruiting Committee is considered and filled in appropriate questionnaires, upon which a final decision is made.

Appointment. New appointees' first three years of teaching are regarded as a trial period in which they are nominated as teachers on a fixed-duration one semester/year contract (depending on the course taught). Only after thee years of teaching, they may be promoted to tenure track lecturers and then they can be considered to be given a rank.

Tenure and promotions. General conditions regarding teaching hours in the tenure track positions are detailed in the MoE's regulations.

In the NBSDE, available ranks are lecturer, senior lecturer, associate professor, and full professor, in research and secondary (adjunct) tracks. To be promoted to a lecturer/ senior lecturer position, a candidate must be employed at a 60%/65% appointment (at least 50% in academic tracks); to be promoted to a professor, the respective requirements 100% (75%). A minimal three-year gap between each rank is required.

Four main criteria are applied to rank promotion: (1) publications, and in the adjunct track professional accomplishments; (2) teaching skills as rated by students and examined by dedicated observers; (3) contribution to the institution as determined by the DH and President; and (4) opinions by colleagues in relevant contexts.

Professors in both tracks are required to demonstrate empirical, theoretical and/or methodical innovation; ongoing creativity and productivity; recognition by colleagues in Israel and worldwide; and teaching quality recognized by the institution and both academic and professional contribution there to. Finally, full professors are academics who have contributed significantly to their discipline, leading to important innovations. They have a distinguished reputation as authorities in their discipline in both Israel and abroad. For detailed requirements specific to each of the four (see extras- 004- Ranks & Promotions). While ranks of lecturers and senior lecturers are given by a committee nominated by the NBSDE, ranks of professors are given by the CHE.

Appointment renewal. The DH and DC carefully monitor the teaching ability of the new lecturer and his integration in the system; and review the students' teaching feedback, and then decides whether to renew the appointment. Considering all the above the DH gives constructive feedback and suggests what needs to be improved.

Termination. If no improvement occurs within a specified period, the new lecturer is invited to a hearing attended by the DH and the Head of HR. In the absence of extenuating circumstances, the lecturer is given verbal and written notice of termination. The process of terminating lecturers who have tenure is more complex. For lecturers from the fields of education, English or art theory, terminations are handled by the respective head of dept.

5.4.2. Describe how faculty members are informed of these policies and procedures.

- Employment terms for teachers are detailed in their annual contract.
- Teaching obligations of tenure track faculty are detailed in MoE regulations.
- Academic requirements governing the entire faculty are distributed to each member.
- Twice a year, the institution offers promotions. All faculty members receive the detailed criteria, rules and guidelines months in advance.

5.4.3 Specify the policy regarding emeritus faculty activity at the institutional/parent unit/study program level.

Faculty members retire when they reach the age of 67. In special circumstances, employment of staff members older than 67, exhibiting outstanding professional /academic expertise, as external teachers, is permitted. At present, there are no emeritus faculty in the dept.

5.4.4. Specify the steps that are taken to ensure that staff members are academically and professionally updated, with regard to the program, as well as the professional development plan for faculty.

Faculty members are updated on the institution's and the dept.'s programs in two annual teaching meetings organized by the DH, and in occasional meetings organized by the President. Regarding professional development, and given that different lecturers work in specific areas of expertise, they are encouraged to attend professional conferences and seminars in their fields, fully or partly funded by the institution. In addition, they are invited to submit annual development proposals, new initiatives, and requests to participate in professional events in Israel and overseas. Information on these is distributed to all faculty members. An academic committee of administrative and academic representatives decides which requests to approve.

5.4.5 Describe the position of the head of the study program, including the appointment process, term duration, and required credentials (experience and education).

The head of the study program – the DH – is subordinate to the President and complies with its regulations and procedures. She is a member of the IAC, chairs the Departmental Study Program and Admissions committees and approves decisions made by the Teaching and Environmental Committees. Her additional responsibilities include:

- Maintaining good human relations and ensuring everyone is treated equally.
- Supervising the dept.'s activity at the academic and administrative levels, and promoting academic policies.
- Implementing the study program and allocates staff to the syllabi.
- Discussions and initiatives regarding future study programs and the development of new fields of study and new teaching methodologies.
- Recruiting new lecturers and supervising their professional development.
- Monitoring the performance of lecturers, students and non-academic staff.
- Admitting students.
- Public relations, fundraising and representing the dept. at special events such as graduate exhibitions and academic conferences.

Appointments. A search committee is established consisting the President, VP (also Head of IAC,) another dept. head. The search committee interviews all candidates, and selects the 2-3 leading ones to ascertain their vision. These are recommended to the President, who decides upon the most suitable candidate while consulting with the Head of the SAC.

The term of employment is 4 years, with an option for extension to 8 years or less. Credential required are at least PhD or with an MA and a Prof. in the relevant field; at least 3 years' teaching experience in academic institutions and academic and professional reputation.

5.4.6 List 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?

Departmental Administrative Staff

Departmental Academic Coordinator- Ms. Tali Ron-Zanger is responsible for the administration of the dept. and for the coordination between the dept., the DH, its faculty, students and the institutional academic administration as well as other institutional bodies, making sure that studies are conducted without interruption, and that all the human and technical needs are met.

NBSDE's Administrative Staff

Academic Administration:

Head of Academic Administration – Ms. Renata Padova - is responsible to translate the dept.'s academic program into a structured curriculum. She maintains the semester-long study program, allocating teaching hours and classrooms, as well as the managing of special projects, midterms, crits, exams, and various collaborative projects.

Students Administration Coordinator –- Follows students from their registration to the NBSDE until their graduation updating their status, feeding data where required.

Academic Administration's Secretary - Gives secretarial assistance to the academic administration.

HR:

Head of HR - Ms. Lena Frank – Is responsible for recruiting staff and faculty members and for taking care for the cultivation and wellbeing of the workers.

Marketing Dept.:

Head of Marketing Dept. – Ms. Dana Friedman - in charge of marketing and public relations

A coordinator of student registration and admission

Person in charge of digital advertising

Registration assistant – assisting and consulting candidates.

Finance Dept.

Head of Finance Dept. – Miki Peretz- is responsible for the administration of finance and budget of the NBSDE and of the departments.

Accountant

Payroll Accountant

Technical Staff

Workshops and Fab Lab:

Head of Labs and Workshops –- responsible for the management of the Fab Lab and Workshops. This include giving support for students and faculty using digital and analogical tools and machines in their courses. Has a person in charge working with him.

Technical Dept.:

Chief Technologies Manager -Mr. Ilan Elmaliach - is responsible for managing the technological systems and adapting them to the different teaching methodologies used by the dept. He is also responsible for the purchase and planning of use of software and hardware in the institution.

Technical and Technological Support team - includes one person in change for computation the other for issues related to networks - provides support to lecturers, handles the maintenance of online tools. It is also available also on an ad-hock basis, responding to requests for support and training.

Maintenance Dept.:

Head of Maintenance Dept. - in charge for maintaining the cleaning, maintenance and repairing, security of the institution.

He has a team of 8 workers to help him.

Supporting Documents:

- Tables 7-12 (Excel appendix).

Table 7 - Full Employment					
Education	Age	Weekly Hours - 100%	lecturer- 60%	senior lecturer- 65%	associate professor/ full professor- 75%
With a first degree	Up to 49 50-54 55+	21 19 17	12.60 11.4 10.2	13.65 12.35 11.05	15.75 14.25 12.75
With a first degree studying for a second degree in the first four years teaching in the Institution	Up to 49 50-54 55+	20 18 16	12 10.8 9.6	13 11.7 10.4	15 13.5 12
With a second or third degree	Up to 49 50-54 55+	16 14 12	9.6 8.4 7.2	10.4 9.1 7.8	12 14 9

Table 7 - Full Employment	
Rank	Teaching Hours
lecturer	60%
senior lecturer	65%
associate professor	75%
full professor	75%

5.5 Diversity (max. 1 page)

5.5.1 Specify the institutional and departmental policy and goals regarding diversity of faculty and students (gender and minorities equality)

Faculty. The NBSDE and dept. have always been committed to the principles of equality and equal opportunity in recruiting and promoting faculty. The institution seeks to recruit the most suitable female and male faculty members strictly based on professional and academic ability.

Students. The NBSDE and dept. serve all sectors of society and aim to promote dialogue.

5.5.2 Specify the mechanisms and activities supporting the implementation of the policy

Faculty. A gender balance has been maintained for years. Several women currently serving in senior posts, including VP, two dept. heads (architecture and fashion), Head of Academic Aadministration, Head of HR, Head of Finance, and Dean of Students. In the dept. 17 out of 47 lecturers/instructors are women, and 10 are faculty members. Two lecturers/instructors are Arab. The dept. plans to hire more women and more Arab lecturers/instructors in the future.

Students. There has been a constant decrease in the recent years in the enrolment of mail students. Currently, about 24% of the dept.'s students are men. This imbalance is typical of most architecture depts. in Israel. 25% of the students' body are Arab. Because of the institution's location in Israel's northern socio-geographical periphery, the dept. has always been characterized by students from diverse socioeconomic, cultural, ethnic and religious backgrounds. As explained in Part 5.1 this heterogeneous student body helps the dept. pursue it mission. While they are requested to fulfil all obligations and are measured according to the same criteria as all students, lecturers are helpful and available to assist on any matter.

5.5.3 In summary, what are the points of strength and weakness of the issues specified in this chapter?

Strengths

1. Faculty members who specialize in their respective fields are meticulously recruited.
2. Taking advantage of the NBDSE's relatively small size to foster close relations between the staff and students and maintain an open door policy and informal atmosphere.
3. Despite lower salaries compared to other institutions, the teaching faculty devote many hours beyond their contracted hours in contributing to the success of the institution.

Weaknesses

1. We need to expand efforts to advance the professional training of the faculty.
2. We need to adopt a more proactive policy to improve the proportion of minority lecturers in the dept.

Supporting Documents:

- Tables 13

Table 13 - Gender Equality								
Percentage of faculty members in program/department								
Rank	Percentage of female faculty	Number of female faculty	Percentage of Male faculty	Number of Male faculty		Rank	Percentage of students in the program/department	Number of students in the program/department
Non defined	15%	7	30%	14		Female	77%	182
Lecturer	x	x	x	x		Male	23%	55
Adjunct Lecturer	4%	2	7%	3				
Senior Lecturer	7%	3	2%	1				
Adjunct Senior Lecturer	9%	4	20%	9				
Associate Professor	x	x	x	x				
Adjunct Associate Prof	2%	1	4%	2				
Full Professor	x	x	x	x				
Total	37%	17	63%	29				

- Faculty members in Educational Studies were not considered in this table.

Table 14 (Excel appendix).

Table 14 - Equality of Minorities						
	Percentage of faculty members in program/department					Percentage of students in the program/department
Rank	Non defined	Lecturer	Senior Lecturer	Associate Professor	Full Professor	
Minority A	Arch. Bshara Rezik					24%- 57 Students
Minority B		Des. Rami Tareef				

5.6 Research (max. 15 pages)

5.6.1 Describe how the department's research activities correspond with the institution's overall mission and goals

Until recent years, the NBSDE, and the dept. in particular, was mostly an educational institution. Yet, faculty members have published their research in peer reviewed journals and participated in conferences, both scientific and others. Students guided by PhD faculty members have been regularly conducting research in the form of pro-seminars and seminars.

In recent years, the dept.'s research has been strengthened through the recruitment of faculty with advanced degrees and the integration of research in the overall program.

To line up with the NBSDE's and the dept.'s mission to educate *Relevant-engaged, conceptual-professional and holistic-experimental* architects, research has been geared to the following topics:

1) **Architecture as a reflection and expression of culture**, place, society and time.
2) **Architecture as a multi-disciplinary field connecting theory and design -** the relationships between architecture, history, culture, science, technology, art and architectural making and thinking.
3) **Architecture as holistic design** integrating architecture, urban design and urban planning, landscape design, product, industrial design and manufacturing.
4) **Creativity in architecture**, design thinking and innovation.
5) **Architectural Education.**

5.6.2 Provide an overview of the department's research activities

5.6.2a) Prominent Research Activity

Research field activities link between theory, design and education in the following categories:

1) **Written research** - faculty publications and student seminars and pro-seminars.
2) **Participation in local and global discourse** though conferences and symposia, lecture series, exhibitions, and workshops with students and faculty, open to the architectural milieu and the public, **cooperation with public bodies,** and **participation in competitions.**
3) **Important faculty achievements** in published and exhibited works, built and unbuilt, realized and unrealized projects.

1a) Written Research – Faculty

Starting from 2019, the reorganization of the NBSDE has promoted research through the following:

- **2019: Foundation of the NBSDE's Research Committee** to evaluate and support research proposals of faculty members. In the past year, four researchers of the dept. were awarded research grants by the Committee.
- **2020-2021: Recruitment of new faculty members**, established PhD researchers, already perusing research at the dept.
- **Main research areas and achievements** consist of research in architecture, architecture & urbanism, architectural heritage, design, design thinking, creativity, humanistic architecture, architectural & design culture and architectural education.

  I. Research in Architecture – Faculty members have been publishing their work in peer- reviewed journals and participating in scientific conferences on a regular basis. Their achievements are listed in Tables 15-16 (Excel appendix) and include the following:

  Architecture as an expression of culture, time and place
- Architecture in the 21st century, **Dr. Arch. Udi Belfermann** - Architecture and Anxiety: affinities between mental stats and architectonic spaces.
- Modern architecture, on narratives, ideas and beliefs, **Dr. Arch. Dana Margalith** – past, present and future as expressed in design.
- Israeli architecture and urban design, **Dr. Arch. Hadas Shadar** – architecture, culture politics, and economic conditions.
- Architecture in Palestine during the British Mandate, **Dr. Raquel Rapport** – global trends and locality.
- History, archeology and architecture, **Dr. Samuele Rocca.**
- Architectural preservation and conservation, **Dr. Arch. Anna Lobovikov-Katz**.

  Environment and Sustainability
- Sustainable design, **Dr. Arch. Elias Messinas**
- Urban planning and sociology, **Dr. Landscape Arch. Ziva Kolodney**

  Sociology, Social Design, Material Culture
- Visual literacy, sociology of visual culture, **Dr. Eitan Machter**
- Design, social design, material culture, **Designer Rami Tareef**

  Creativity and Innovation in Architecture and Design
- Architecture, artistic pursuits, and creativity in design, **Dr. Arch. Dana Margalith**
- Architecture and digital theories, **Dr. Yoav Shiber**
- Design thinking; creativity research; cross-cultural studies, **Arch. Ori Ronen**

- Industrial design, design thinking and innovation, **Designer Alon Razgour**

II. Research in Architectural Education

In collaboration with the Weizmann Institute of Science and support by the MoE's MOFET Institute for Curriculum Planning and Teacher Training, NBSDE staff members have initiated research on architecture and architectural education.

- Structural education in architecture schools, **Dr. Eng. Rosa Frances**
- Architecture and art education, incl. the development of spatial skills & literacy; heritage education, **Dr. Arch. Anna Lobovikov-Katz**

1b) Written Research - Students

Students' research in the form of seminars and pro-seminars included (for details, see list of seminar topics):

1b-1) Contextual local and global issues in an era of change (Y5- seminars supporting final project)

- **Urban Development in an Era of Constant Change -** The development of urban centers with increased densities in era of limited resources while preserving of cultural heritages and decent living condition.
- **Architecture, Environment and Sustainability -** Environmental conservation and rehabilitation of areas with special geographic and natural properties.
- **Architecture, Society and Economics -** Architecture as expression of and a prediction of socioeconomic conditions and relations.
- **Architecture, Society, Culture and Memory –** Needs, traditions and conduct of special communities
- **Architecture as Place Making Promoting Coexistence and Tolerance –** Places of congregation.
- **See list of Thesis (Seminars) at the end of this chapter.**

1b-2) Architecture, man, culture, ideology and education (Y4), written to support the research studio

- **Home, book and the city, 2014 –** Theoretical aspects of education, their pedagogical implication, and their manifestation in architectural design.
- **Life neighborhood: The neighborhood and the life of the child, 2015 –** Psychological theories of children's' behavior and needs, and their expression in school design.

- Town development: Public space and the new town, 2016 – Historical and ideological aspects in the planning and design of new cities in Israel's peripheries mostly planned, along the theories of the modernists, to accommodate massive immigration.
- Israeli utopia today: Exemplary non-failure: Intervention in ideological settlements, 2017 – The relationship between social, economic and cultural ideologies and design as expressed in different unique forms of settlements in Israel as the kibbutz, moshav, and settlements in the Occupied Territories.
- Architecture and Ideology in the State of Israel, 2018 – Ideologies as expressed in housing, cultural, educational buildings and health facilities.
- "Not a village, not a town": A place representing political geography and planning in the Arab village, 2019 – The architecture of the Arab village as an expression of cultural, social and political relationships.
- The elderly and the city: Towards inclusive planning, 2020 (in cooperation with the Ministry of Construction and Housing) – Cities as places for living and interaction including marginalized sectors.
- Architecture after COVID-19, 2021 – COVID-19's effect on lifestyle – dwelling, work, leisure – and its future imprint on the built and unbuilt environment.
- Architecture and the Ultra-Orthodox Community, 2022 (in cooperation with the Ministry of Construction and Housing) – The expression of behaviors, beliefs and rituals in the design of neighborhoods serving the Ultra-Orthodox Community.

1b-3) Architecture as holistic design – in Zoom out and in Zoom in (Y4)

Contemporary Issues in Urban & Landscape Design, 2021 (Written to support the Urban Design Studio) - Socioeconomic and environmental contexts effecting the planning and design of urban settings.

Architecture, Design and Phenomenology, 2021 (Written to support the Complex Multi-Use Studio) – The poetics of spaces, places, buildings and their architectural syntax as expressing ideas and narratives, effecting sensual, emotional and cognitive human conditions.

2) Participation in Local and Global Discourse

Symposia, conferences, exhibitions, cooperations and competitions touching upon:

- Context-relevant architecture.
- Architecture as linking theory and design, thought and form.
- Architecture as holistic design and creativity and innovation in architecture.

2a) Conferences and Symposia

2010 - Tarbutika – (On) Culture, Ethics and Aesthetics – On changes in the urban public political space resulting from political, social and economic processes (accompanying an exhibition of work by the vertical studio.

2012 - In-Form: From Thought to Form – On modes of transition between abstract thinking and form-giving in design, followed by a workshop on the same theme (Arch. S. Rodriguez (New York), Arch. M. Beracha (Athens), Arch. E. Kimmel (Tel Aviv), Industrial Designer A. Padwa (Tel Aviv).

2012 - Lines in the Landscape – The relationship between infrastructures and landscape~~,~~ accompanied by an exhibition on Art and Infrastructures (Arch. Netanyahu & Korin; Landscape Arch. Greenshtein & Kolodney).

2013 - Re-Place – On architecture, culture and memory, with Profs. L. Lefaivre, A. Tzonis, D. Arieli and more.

2015 - When City Meets Sea – In co-operation with the Council for the Conservation of Heritage Sites in Israel.

2016, 2018, 2020 - Conferences of the Council for the Preservation of the Environment - taking place in the NBSDE every two years.

2021 - Dreaming Cities – Symposium on the relationships between imagination, architecture and art (Sir Arch. Prof. P. Cook & Dr. Arch. Y. Reisner, The Bartlett).

2022 - Variety and Design

2b) Lecture Series

2020-present - Section Talk – Every semester, a meeting where each studio is presented by one student whose project showed special merits. Students and staff become aware of the scope of projects and the relationships between them.

2010-present – Departmental Colloquium – Series of lectures given every two weeks and open to the public including lectures by prominent architects, public figures in planning and design, artists, theoreticians and former dept. graduates.

2014-2015 - In the Shade of a Garden – Series of lectures on historical gardens, in cooperation with the Italian Cultural Institute, Haifa.

2021 - Aspects of Humanism in Architecture – Annual international series, each session consisting of a lecture by a faculty member and a designer/researcher from abroad, followed by an open discussion, open to all students, staff and the pubic.

- Session 1: Architecture & Education – Architecture's Effects on Educational Methodology – Arch. Yoel Dvoryanski
- Session 2: Sustainability, Architecture and Human Behavior – On the Architect's Responsibility – Arch. Jan Jongert (Rotterdam), Arch. Roni Daniel (NBSDE)
- Session 3: Smart Cities – The City as a Place for Human Interaction – Arch. Ariel Noyman (MIT, Boston), Prof. Irit Tsaraf Netanyahu (NBSDE)
- Session 4: Place, Identity and Architecture – Arch. Matheus Seco (Brasilia), Arch. Shmuel Groberman (NBSDE)

2022 - Aspects of Creativity in Architecture – International series, each session consisting of a lecture by a faculty member and by a designer/researcher from abroad, followed by an open discussion, open to all students, staff and the pubic.

2c) Exhibitions

*Every year, the final exhibition presents works by graduates of all depts., branded by students of the Dept. of Graphic Design and including a festive fashion display.

* Every year, and along the entire year the gallery exhibits works of designers and artists. Exhibitions are open to the public.

2010 - Tarbutika – (On) Culture, Ethics and Aesthetics – Exhibition of work by the vertical studio, which dealt with changes in the urban public political space resulting from political, social and economic processes (accompanying the eponymous conference).

2012 - Art and Infrastructures – Accompanying the conference Lines in the Landscape (Archs. Netanyahu & Korin; Landscape Arch. Greenshtein & Landscape Arch. Dr. Kolodney).

2020 onwards - The Mediterranean Biennale – Exhibiting works of designers from all over the world, takes place in the NB School of Design and buildings nearby.

2d) Workshops

City Beach. Each year, Y1 students participate in an open-air workshop in the beach which they shape places and cities in the sand, exploring the topics of place in an accessible way.

Artistic Workshop. Every year, Y2 students participate in an artistic workshop on a special subject led by a designer or artist. The workshops deal with interdisciplinary design and develop creativity and self-expression as a counterbalance to the rigidity resulting from the study of space syntax for the first time.

Design Marathons & Model Workshops are used by tutors of every year to instill in the students the energy and productivity during the semester.

Vertical Studio. Y2-4 students are coached by a prominent guest architect, allowing the study program to remain constantly updated, and allowing the students to cultivate their creativity in design.

2012 - InForm – From Thought to Form. Modes of transition between abstract thinking and form-giving in design.

2015, 2020, 2021 - Combined NBSDE Studios to Fashion Design and Architecture. The Personal Shade studio (2015); Space, Body Action (2021); Urban Festive Environment (for the Purim holiday) for students from all five depts. (2020).

2021 - Dreaming Cities – Imagination, architecture and art with Sir Arch. Prof. Peter Cook & Dr. Arch. Yael Reisner (The Bartlett).

* Given its mission to introduce the public to the appreciation of environment, architecture and design, the NBSDE acts for and within the city and the community, opening many of its events to the public, including crits and presentations conducted in the public square and inviting the public to participate; annual lecture series; and exhibitions taking place in the NBSDE and its atrium gallery.

2c) Cooperation with local institutions – ministries, municipalities, agencies and foreign embassies

Ongoing cooperation with the Haifa Municipality on conservation of cultural heritage sites.

2014-2015 - The Italian Cultural Institute, Haifa (see lecture series)

2015, 2018, 2021 - Council for the Conservation of Heritage Sites in Israel (see conferences and competitions).

2016-2021 - The Green Building Council (see conferences and competitions).

2018 – HU Dept. of Geography and Environmental Studies & Dept. of Natural Resources and Environmental Management (see conferences and competitions).

2017, 2019, 2020 - Ministry of Environmental Protection (see conferences and competitions).

2020 - Shalva School, enrolling students with disabilities (on the design of the interior of schools in the Y2 Interior Design Studio led by Arch. Oren On, Arch. Eyal Nahmias).

2021, 2022 - Ministry of Construction and Housing (see Y4 pro-seminars and Research Studio led by Prof. Arch. Baruch Baruch, Dr. Arch. Hadas Shadar).

2018-2021 - The Ethiopian, Czech, and Slovakian embassies furnished lectures in conjunction with international competitions in the respective countries (see competitions, Y4 Mixed-Use Large-Scale Complexes, led by Prof. Arch. Baruch Baruch, Dr. Arch. Dana Margalith, Arch. Ori Ronen).

2018 - Dept. of Architecture, Czech University, Prague (see competitions, Y4 Mixed-Use Large-Scale Complexes, led by Prof. Arch. Baruch Baruch, Dr. Arch. Dana Margalith, Arch. Ori Ronen).

2021 - Dept. of Architecture, STU, Bratislava (see competitions, Y4 Mixed-Use Large-Scale Complexes, led by Prof. Arch. Baruch Baruch, Dr. Arch. Dana Margalith, Arch. Ori Ronen).

2021 - Kiryat Yam Municipality (part of the Y4 Urban Design Studio, led by Prof. Arch. Baruch Baruch, Dr. Arch Gali Lichtrov, Arch. Michal Baroz).

2021, 2022 - Nirim Village for Teenagers at Risk (part of the design of dwelling and interiors in the Y2 Architectural Design, Interior Design and Technological Research and Design studios).

2022 - Beit Shean Municipality (part the Y4 Urban Design Studio led by Prof. Arch. Baruch Baruch, Prof. Arch. David Guggenheim, Dr. Arch Gali Lichtrov, Arch. Michal Baroz).

2022 - Israel Museum (part of the Y3 Architectural Design: Context Awareness: Design in Historical Surroundings)

2d) Participation in local and global in competitions

To encourage participation in the architectural discourse, Y3-4 students have participated in local and international competitions.

2009– The David Azrieli Competition for the distinguished final 5th year project between the 5 schools of architecture in Israel – 1st Prize – Acre's Khan as a Place of Assembly Promoting Co-Existence. http://www.archijob.co.il/archijob_news/one_news.asp?IDNews=2112#.YUrJXLgzZPY

Winner: Barak Zait (5th year studio, lead by Arch. Galia Viser and Prof. Arch. Horazio Shwartch)

2011 – The David Azrieli Competition for a the distinguished final 5th year project between the 5 schools of architecture in Israel – 2nd Prize – A Multi-layered Urban Park

Wiinner: Yehoshua Shaashua (5th year studio, lead by Arch. Galia Viser and Prof. Arch. Horazio Shwartch, Arch. Liran Chechic, Arch. Tzivika Koren, Arch. Miki Bodovski

2013 - Solar Decathlon

The design and building of affordable, energy-efficient, and attractive solar-powered, net- zero-energy houses – 4th prize in overall criteria, and 2nd prize for architecture (out of 20 teams worldwide). Students built a real-life scale pavilion and operated its systems for a trial period. The model was dismantled and shipped to China where it was reassembled on site. Ours was the only dept. from Israel which took part.

2014 – The David Azrieli Competition for a the distinguished final 5th year project between the 5 schools of architecture in Israel – 1st Prize – H2O3 – Revealing Haifa's natural water infrastructure and its reuse as a unique urban network that support the existing one, thereby emphasizing Haifa's identity as a mountain city.

Winner: Marian Meirowich (5th year studio, lead by and Prof. Arch. Horazio Shwartch, Arch. Liran Chechic, Arch. Tzivika Koren, Arch. Shachf Zait)

2016 – The David Azrieli Competition for a the distinguished final 5th year project between the 5 schools of architecture in Israel – 2nd Prize – The Quarry in Be'er Sheba. The project shows how the abandoned quarry was converted from a site of conflict between nature and urbanity to an integral part of the urban system, while maintaining its intrinsic landscape values.

Winner: Felix Chabertkin (5th year studio, lead by and Prof. Arch. Irit Tsaraf Netanyahu, Arch. Liran Chechic, Arch. Shachf Zait, Arch Eyal Malca)

2018 – The David Azrieli Competition for a the distinguished final 5th year project between the 5 schools of architecture in Israel – 2nd Prize – The Rabin Square. Proposes a rethinking of urban public space, with specific attention to Rabin Square in Tel Aviv and the future light train station planned there. The project seeks to transform the familiar spatial relations by lowering the municipality uses to the underground space and turning the municipality building overlooking the square into a public urban space. In doing so, it seeks to return the square to the public and plan a truly democratic space.

Winner: Hilla Rachima (5th year studio, lead by and Prof. Arch. Irit Tsaraf Netanyahu, Arch. Shachf Zait, Arch Eyal Malca, Arch. Udi Cassif, Arch. Farah Farah)

2018 - The Green Building Council & the Council for the Conservation of Heritage Sites in Israel: Israel 2048 Competition – 1st Prize (out of 30 proposals from 12 academic institutions in Israel). The competition addressed environmental challenges of Israel in 2048. Our students proposed ways of restoring and rehabilitating the unique ecological corridor of the Jordan River and its historical sites, while suggesting locations for research, cultural and leisure activities to be shared by Israel and Jordan.

Winners: Inbar Machloof, Lotem Hamama, Alex Saituba (Y4 Multi Use Complex Building Design led by Prof. Baruch Baruch, Dr. Arch. Dana Margalith, Arch. Michal Baroz).

Cooperation with HU (Prof. Gustavo Mash, Rector), Dept. of Geography and Environmental Studies (Prof. Shlomit Paz, Head), Dept. of Natural Resources and Environmental Management (Prof. Ofira Ayalon, Head); Green Building Council & Council for the Conservation of Heritage Sites in Israel..

2018 – The Armon Award to support distinguished architecture addressing Israel's Periphery 1st prize.

Our students proposed ways of restoring and rehabilitating the unique ecological corridor of the Jordan River and its historical sites, while suggesting locations for research, cultural and leisure activities to be shared by Israel and Jordan.

Winners: Inbar Machloof, Lotem Hamama, Alex Saituba (Y4 Multi Use Complex Building Design led by Prof. Baruch Baruch, Dr. Arch. Dana Margalith, Arch. Michal Baroz).

2019 - Inspireli Foundation International Competition – four students reached the final stage (out of 281 entries from all over the world). The students submitted proposals for the design of the Embassy of the Czech Republic in Addis Ababa, while considering questions of culture and identity in the globalization era (https://www.inspireli.com/en/awards/real-project) (Y4 Multi Use Complex Building Design led by Prof. Baruch Baruch, Dr. Arch. Dana Margalith, Arch. Michal Baroz).

Cooperation with the Inspireli Foundation, Czech Ministry of Foreign Affairs, Dept. of Architecture of the Czech University in Prague, and the Ethiopian and Czech embassies in Israel, which furnished lectures to students.

2019 – The David Azrieli Competition for a the distinguished final 5th year project between the 5 schools of architecture in Israel – 2nd Prize

Our student suggested to design the area in Beer Sheba surrounding Arch. A. Yasky's brutalist quarter-kilometer building and refurbish the building itself. Her suggestion suggests mean to merge population from different socioeconomic backgrounds in a neighborhood combining various typologies of housing.

Winner: Lotem Hamama (5th year final project lead by Arch. Eyal Malca)

2019 – The Armon Award to support distinguished architecture addressing Israel's Periphery, 1st prize- The Quarter Kilometer (see explanation above).

Winner: Lotem Hamama (5th year final project lead by Arch. Eyal Malca)

2020 – The David Azrieli Competition for the distinguished final 5th year project between the 5 schools of architecture in Israel- 2nd Prize- Inducity

Our student designed the industrial area in Haifa and suggested means to integrate between industry, manufacturing, dwelling and leisure in a sustainable living environment, enhancing vibrant and strong cities based on successful socio-economic models.

Winner - Anastasia Pokalchuk (5th year final project lead by Arch. Farah Farah)

2020 – The David Azrieli Competition for a the distinguished final 5th year project between the 5 schools of Architecture in Israel- Honorable Mention - The New Testament

Our student suggest means to use architecture as a shaper and educator for tolerance and mutual respect. By re-designing the traditional center of Nazareth as places of coexistence and interaction, e suggest to change the city from a traditional tensed conservative city to a place of coexistence and tolerance.

Winner: Elias Mwes (5th year final project lead by Prof. Arch. Irit Tsaraf Netanyahu)

2020– The Armon Award to support distinguished architecture addressing Israel's Periphery, 1st prize – The New Testament (see above)

2021 - Green Building Council & Council for the Conservation of Heritage Sites in Israel. Competition: Carbon-Free Cities (under review). The competition addresses means in which architecture, urban planning and design could contribute to promote cities free of carbon (Y3 Sustainable Architectural Design Studio led by Dr. Arch. Elias Messinas, Arch. Dan Shapira, Arch. Bshara Rezik; and Dynamic Structures Studio led by Arch. Dan Shapira and Designer Alon Razgour).

2021 - The Inspireli Foundation International Competition – 180 projects, 257 participants, 28 countries (under review). Conceptual design of the campus of the STU Innovation Center in Bratislava – transforming the courtyard. Students have been coping with the design of large-scale buildings in a dense, historical layered context (https://www.inspireli.com/en/awards/photogallery?realProject=1)

3 proposals reached the final stage: Lian Asas, Gregory Korshniski, Noga Gezel (Y4 Multi Use Complex Building Design led by Prof. Baruch Baruch, Dr. Arch. Dana Margalith, Arch. Arch. Ori Ronen).

Cooperation with the Inspireli Foundation, Dept. of Architecture of the STU, Slovakian Embassy in Israel which furnished lectures to students.

3) Important Faculty Achievements in Architecture, Product Design and Art

The dept.'s staff has been engaged in important projects, built and published, in the disciplines of urban planning, urban design, architecture, environmental design and landscape, product and industrial design, artistic installations, exhibitions etc. Important contributors to these fields include (for details see respective CVs):

Urban planning and urban design: Prof. Baruch Baruch, Prof. Arch. Irit Tsaraf Netanyahu, Dr. Arch. Gali Lichtrov, Arch. Shmuel Groberman, Prof. Arch. David Goggenheim, Arch. Ami Shinar (recruited 2021-22), Dr. Arch. Dana Margalith.

Environmental design and landscape: Dr. Landscape Architect Ziva Kolodney, Dr. Arch. Elias Messinas.

Public buildings: Arch. Eliezer Hirsch, Arch. Eyal Nahmias, Arch. Amir Shoham, Arch. Yoram Popper, Arch. Bshara Rezik, Arch. Paula Plombo, Arch. Ami Shinar (recruited 2021-22), Dr. Arch. Dana Margalith

Housing: Arch. Ori Ronen, Arch. Brad Pinchuck, Arch. Bshara Rezik, Arch. Dalia Meser Zmora, Arch. Yoram Popper, Arch. Ami Shinar (recruited 2021-22), Arch. Rivka Karmi (recruited 2021-22), Dr. Arch. Dana Margalith.

Interior design: Arch. Oren On, Arch. Eyal Nahmias, Arch. Paula Plombo, Arch. Omer Levine (recruited 2021-22), Arch. Rivka Karmi (recruited 2021-22).

Product/ industrial design: Designer Alon Razgour, Designer Rami Tarif.

Art, design and exhibitions: Artist Belu Simon Fainaru.

5.6.2. b) Past and present research impact and most significant research contributions

Until recent years, faculty research has been carried out under other universities. Following the reorganization of the NBSDE, research has been carried under the NBSDE. For high-impact international research contributors classified according to disciplines, see section 5.6.2. For details of publications, see Tables 15-16.

5.6.2. c) Future plans for development

The merger of the NBSDE with HU and the recruitment of new PhD faculty members will provide new opportunities and support for departmental research aiming to establish research groups, and collaboration on research and design projects.

The Master Program in Environment and Education Design (MEdDes) established at the NBSDE and approved by the CHE in 2021 provides a framework to administrate research through the joint work of students and faculty.

The establishment of additional Master Programs, as well as Doctoral Degrees will focus on two paths: Environment, Urbanism and Landscape and Architecture, Design and Manufacturing.

5.6.2.d) Possible challenges and opportunities

Challenges

- **Creating a research authority** and/or designated section at HU's Research Authority to facilitate NBSDE research by enabling staff to participle in conferences and seminars, apply for research funds, and publish their work.

- Expanding research through the advanced degree programs – Research faculty and students, as research assistants, will collaborate and gear specific advanced degree programs towards challenges in the various fields of research.

Opportunities

The NBSDE's merger with HU – together with the new advanced degree programs, will provide opportunities to expand research through:

- Integrative Research - The merger is highly beneficial to both institutions as well as in terms of collaboration with other institutions in Israel and abroad. The NBSDE will benefit from the opportunity to expand the scope of research through the collaboration with the different faculties of the university, complementing and enhancing the research in architecture, design and education. HU will benefit from the inclusion of a reputable and successful design and educational institution and the possibility to promote applied research in the fields of architecture, design and manufacturing.
- Students' collaboration in research – Through the advanced degree programs, the merger will enable including graduate students from HU in research projects of the NBSDE researchers and vice versa.
- Administration of Research by the HU Research Authority will enable to respond to more calls for research, and help file applications for research and grants and the administration of research funds.

5.6.3 Specify the journal ranking the department relates to when evaluating faculty publications. If the department or institution has its own scale (not international) or another method for evaluating (e.g. peer review), provide a brief description and the ranking list

The journal ranking is based on international peer reviewed articles in diverse categories, including journal ranking architecture, design (in its various disciplines), and design education. There is no internal scale for the institution. Peer reviewed systems are considered appropriate.

5.6.4 Specify the intellectual property policy of the institution in relation to the department

The institution complies with the intellectual property policy. With regard to lecturers teaching on an hourly contact (external teachers), work carried out in the NBSDE belongs to it. With regard to students, work pursued during their studies in the NBSDE is considered mutual work of their own, the lecturer and the NBSDE. The intellectual property therefore belongs to the institution. Students interested in using their work for commercial purposes should ask the institution for approval. For detailed explanations intellectual property see - https://www.wizodzn.ac.il/files, p. 53.

5.6.5 Describe the commercialization unit of the institution, its function, number of patents registered, and where have they been registered.

A technological committee was founded in 2021, supported by the D. Freedman Foundation, to encourage technological developments and patent writing, and enable the translation of theoretical ideas into practical applications through manufacturing of products, while protecting NBSDE and individual rights. Applications are open to faculty and students.

5.6.6 In summary, what are the points of strength and weakness of the issues specified in this chapter?

Weaknesses

The NBSDE and the dept. are at the very beginning of their establishment as research entities. Presently, our research funds are limited, and not sufficient for large collaborative research projects. Yet, the NBSDE has undergone impressive reorganization in the past two years, providing a solid basis for future research development of the NBSDE and the dept., to be intensified through the merger HU through:

Strengths

- The Master Degree Program will help the dept.'s research development, and pave the way for the new Master and Doctoral Degrees.
- Research Committee established at the NBSDE in 2019.
- Grants. Four of the five research grants that were awarded by the Committee marked successful research proposals of researchers from the dept.
- New faculty positions and new faculty members recruited in 2020-2021, many of them established researchers, who have already started conducting their research at the dept.
- The essentially multi- and interdisciplinary character of architecture provides a wide range of research areas for the dept.' staff and students.
- The merger with HU will strengthen research development of the NBSDE and the dept. in both theoretical and creative disciplines of architecture and design.

Supporting Documents:

- Tables 15-16 (Excel appendix).

Table 15 - Research Resources				
name and rank (Full/associate Prof; Senior Lecturer; Lecturer)	Main Research Area	research funds raised in the past 3 years	Grant Source	Duration of the grant
Dr. Arch. Dana Margalith Adjunct Senior Lecture	Artistic creation channeling creative meaningful design- Arch. Louis. I. Kahn	20,0000 ILS	The David Azrilei Foundation	3 year 2015-2018
Dr. Arch. Dana Margalith Adjunct Senior Lecture	Artistic creation channeling creative meaningful design- Arch. Louis. I. Kahn	15,000 ILS	The Dan David Foundation	1 year 2018-2019
Dr. Arch. Anna Lobovikov-Katz, Senior Lecturer	Heritage Education		The European Regional Development Fund (ERDF)	4 years
Dr. Arch. Anna Lobovikov-Katz, Senior Lecturer	Architectural Education, Spatial Skills	6,000 ILS	The NB School of Design, Haifa	
Dr. Arch. Anna Lobovikov-Katz, Senior Lecturer	Preservation of Cultural Heritage ; Heritage Education; Architectural education	5,700$	Technion - Israel Institute of Technology - International research cooperation grants	2017-2019
Dr. Arch. Anna Lobovikov-Katz, Senior Lecturer	Innovation in the intelligent management of heritage buildings	19,631 EUR	COST Association (Cooperation in Science and Technology) Research cooperation (research meetings; teaching at the COST training school; scientific missions)	2015-2019
Dr. Hadas Shadar,	Arad – an	4,000 ILS	The NB School of Design,	

Senior Lecturer	experimental Town		Haifa	
Dr. Elia Etkin, Dr. Hila Shalem Baharad, Prof. Avi Bareli, Dr. Maya Mark, Dr. Hadas Shadar (senior lecturer)	Research Housing Workshop: Research Housing Workshop: Theoretical and Historical Aspects	11,416$	Academia Scientiarum Israelitica: The Humanities and Social Sciences Found.	
Dr. Eitan Machter, Senior Lecturer	Visual literacy	4,000 ILS	The NB School of Design, Haifa	
Dr. Arch. Elias Messinas	Sustainable Design publication grant	2,000 Euro	Galenica SA	1 year (2021-2022)
Dr. Arch. Elias Messinas	Sustainable Design workshops	15,000 Euro	Hellenic Ministry of Culture	1 year (2020-2021)
Dr. Eng. Rosa Frances, Senior Lecturer	Structural Education in Architecture Schools	4,000 ILS	The NB School of Design, Haifa	

Table 16 - Research Activities								
Name of Faculty Member, Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	Other (special positions, honors, prizes, etc)	Number of Research Students		Name of Publication: (שם מאמר מלא)	Published In: (name of journal / publishing house)
Academic Research								
Dr. Arch. Dana Margalith Adjunct Senior Lecturer		History & Theory of Architecture: From the 18th to the 21st Century Creativity & Design Phenomenology	**Review, Routledge, Tailor & Francis Group** (review of the book: Rome and the Legacy of Louis I. Kahn, By Elisabetta Barriza & Marco Falsetti, Published by: Routledge, 2018) **Evaluator and reviewer of academic papers submitted to DAKAM**- A peer reviewed journal of the research academic center on the topics of environment, culture, architecture, urban planning - https://www.dakam.org/ Reviewer of the article: ANALYZING THE STAGES OF URBAN REGENERATION IN KARŞIYAKA THROUGH	**Honorary Advisory Professor** INJE UNIVERSITY, DEPARTMENT OF ARCHITECTURE Gimhae, REPUBLIC OF KOREA From June 2021 to May 2026. **Jurors, The Inspireli International Foundation** For International competitions between architectural students worldwide **Member, The Academic Committee** The NBDSE		1	Memory allowing Dwelling: Memory and Amnesia in Kahn's Salk Institute	The Journal of Architecture, August 2019
						2	Book: Tradition as Mediation: Louis I. Kahn: The Dominican Motherhouse & the Hurva Synagogue	Routledge- Taylor & Francis Group,2018
						3	Ar(t)chitecture – Conference Proceeding	The Technion- Israel Institute of Technology - The Faculty of Architecture & Town Planning, 2018
						4	Shaping an Identity in a New Country: From Drawing to Building - Dov Karmi's Architecture (corrections required)	The Journal of Architecture, 2020
						5	The Poetic Architectural Image as a Reconstruction of Embodied Experiences: Bruno Zevi and Louis I. Kahn (corrections required)	The Journal of the Society of Architectural Historians, 2020

			FAMILY PHOTOGRAPHS **Member, International Research Scientific committee DAKAM-Eastern Mediterranean Academic Research Center** – Located in Istanbul, Turkey. Member of the responsible for the organization of international conferences, and the evaluation of academic papers. **Team member preparing research proposals** The Institute for Study & Research of Architecture; Environment, Culture and Community, Tel -Aviv University.	**Team member of the academic committee** The David Azrieli School of Architecture Tel-Aviv University, nominated to evaluate and improve the study program. In change for the history and theory studies. **Jury member** in the International Competition award of the Inspireli Foundation		6	From Drawing to Building: The Rough Sen Karmi's Mediterranean Israeli Brutalism (corrections required)	The Journal of the Society of Architectural Historians, 2020
Dr. Arch. Anna Lobovikov -Katz, Senior Lecturer	Google Scholar h-index 6	Architectural & Arts Education, incl. the Development of Spatial Skills & Literacy; Heritage Education; Conservation of Cultural (Built) Heritage	**Member, Commission for Research**, The NB School of Design, Haifa **Member, International Scientific Committee**, The 2nd International Conference on "Transdisciplinary Multispectral Modeling and Cooperation for the Preservation of Cultural Heritage (TMM_CH)",	**Jury Member, The American Alliance of Museums**, (AAM) MUSE Awards (Digital Heritage), 2021 **Jury Member, The American Alliance of Museums**, (AAM) MUSE Awards (Digital Heritage), 2020		1	Cazzani, A., Zerbi, C.M., Brumana, R., Lobovikov-Katz, A. (2020). Raising awareness of the cultural, architectural, and perceptive values of historic gardens and related landscapes: panoramic cones and multi-temporal data, https://doi.org/10.1007/s12518-020-00330-7 https://rdcu.be/cbthn	Applied Geomatics Journal, Springer

			Athens, October 2021 **Member, Core Group**; and **Member, Management Committee**; and **Co-Leader, WG3**, **COST Action TD1406: i2MHB - Innovation in the intelligent management of heritage buildings** 2015-2019 **Member, Scientific Committee**. The 4th International Congress Science and Technology for the Conservation of Cultural Heritage, Seville, 2019 **Member, Scientific Committee**. The 1st International Conference on "Transdisciplinary Multispectral Modeling and Cooperation for the Preservation of Cultural Heritage (TMM_CH)", Athens, 2018 Member, Scientific Committee. The 10th International Symposium on	**Member, the Europeana Network Association** (Education; Digital Heritage) (2021-present)		2	Lobovikov-Katz, A. (2019). Methodology for Spatial-Visual Literacy (MSVL) in (Heritage) Education: Application to Teacher Training and Interdisciplinary Perspectives. in Ibañez-Etxeberria A. et al (Eds.) Heritage and Education (PATRIMONIO Y EDUCACIÓN) 22(1), 41-51 http://dx.doi.org/10.6018/reifop.22.1.358671	Interuniversity Electronic Journal of Teacher Training (REIFOP)
						3	Lobovikov-Katz, A. (2019). 3D Object Reconstruction in a Pre-Digital Era: Case Study in the History of Restoration, In: R. Brumana, V. Pracchi, F. Rinaudo, A. Grimoldi, M. Scaioni, M. Previtali & L. Cantini (Eds.), ISPRS International Archives of Photogrammetry, Remote Sensing and Spatial Information Sciences, XLII-2/W11, 735–739, https://doi.org/10.5194/isprs-archives-XLII-2-W11-735-2019, 2019	ISPRS International Archives of Photogrammetry, Remote Sensing and Spatial Information Sciences

			the Conservation of Monuments in the Mediterranean Basin, Greece, 2017			4	Degrigny, C., Lobovikov-Katz, A., Lu, S-L., Tavares, A. (2019). Integration of heritage buildings and sites within their surroundings. In. J. Martins (Ed.), Innovation in Intelligent Management of Heritage Buildings, (pp. 56-67) International Research Center for Late Antiquity and the Middle Ages, Motovun, University of Zagreb, Croatia ISBN 978-953-8250-04-0	International Research Center for Late Antiquity and the Middle Ages, Motovun, University of Zagreb, Croatia
						5	Degrigny, C., Borgarino, P., Cefai, S., Hortal Muñoz, J.E., Irbe, I., Leus, M., Lu, S-L., Lobovikov-Katz, A., Marinkovic, M., Martins, J., Migliorati, L., Migliorini, M., Patias, P., Shendova, V., Sylaiou, S., Turkalj Podmanicki, M., Tavares, A., Walliser Martin M-L (2019). Integration of heritage buildings and sites in their surroundings, Public report. 64 pages	NOVA FCT Editorial

						6	Lobovikov-Katz, A., Martins, J., Ioannides, M., Sojref, D, Degrigny, C. (2018). Interdisciplinarity of cultural heritage conservation making and makers: through diversity towards compatibility of approaches. In: Ioannides M. et al. (Eds.), Digital Heritage. Progress in Cultural Heritage: Documentation, Preservation, and Protection, Lecture Notes in Computer Science, Vol 11196. (pp. 623-638) Springer, Cham. https://doi.org/10.1007/978-3-030-01762-0_55	Lecture Notes in Computer Science, Springer
						7	Hazan, S., Lobovikov-Katz, A. (2017). The Willing Suspension of Disbelief: The Tangible and the Intangible of Heritage Education. in E-learning and Virtual Museums, In M. Ioannides, N. Magnenat-Thalmann & G. Papagiannakis (Eds.), Mixed Reality and Gamification for Cultural Heritage (pp. 549-566) Springer, Cham. https://doi.org/10.1007/978-3-319-49607-8_22	Springer

						8	Lobovikov-Katz, A., (2017). Basic Visual Disciplines in Heritage Conservation: Outline of Selected Perspectives in Teaching and Learning, ISPRS International Archives of Photogrammetry, Remote Sensing and Spatial Information Sciences XLII-2/W5, 459–465, https://doi.org/10.5194/isprs-archives-XLII-2-W5-459-2017	ISPRS International Archives of Photogrammetry, Remote Sensing and Spatial Information Sciences
Dr. Arch. Hadas Shadar, Senior Lecturer	Google Scholar h-index 7	Israeli Architecture: the history of public housing in Israel and the Brutalist Architecture in Israel				1	Shadar Hadas 2021, "Crisis, Urban Fabrics, and the Public Interest: The Israeli Experience", Urban Planning (ISSN: 2183-7635), 6 (4)	Urban Planning (accepted for publication
						2	Shadar Hadas, Eli Maslovski (2021). Pre-war design, post-war sovereignty: four plans for one city in Israel/Palestine	The Journal of Architecture
						3	Shadar Hadas, Orr Zvika, 2018, "Professions in Periods of Social Change: The Case of Architectural Discourse and Design", International Review of Sociology. DOI: 10.1080/03906701.2017.1366047	International Review of Sociology
						4	Shadar Hadas, 2018, "Brutalist Architecture between the Negev Capital and Jerusalem, the State Capital" Horizons in Geography; 94:57-73 (in Hebrew)	Horizons in Geography (in Hebrew)

Dr. Samuele Rocca	Google Scholar h-index 2	Ancient history, archeology and ancient architecture				1	Foreigners at Home : The Historical Geography and Demography of the Jews of Ancient Rome (2019)	L'Erma di Bretschneider
						2	IN THE SHADOW OF THE PATRIARCH (2017)	La Rassegna Mensile di Israel
Dr. Eitan Machter, Senior Lecturer		Visual Literacy; Sociology of Visual Culture				1	The Image: A discussion following Nietzvsche, Baudrillard and Debord (2018) book; (in Hebrew)	Resling, Tel Aviv
						2	Nietzsche and the Aesthetic (2017) book; (in Hebrew)	Resling, Tel Aviv
Arch. Ori Ronen		Design Thinking; Creativity Research; Cross Cultural Studies				1	O Ronen, G Goldschmidt, M Erez, Worktime and Creativity – the Mediating Role of Problem Structuring (2018)	Bath University (proceedings of ICDC2018), Bath, UK
						2	Sorry We're Late: Rigid and Flexible Time Orientation in a Cross-Cultural Context (2018)	Journal of Organizational Behavior
Designer Rami Tareef, Adjunct Lecturer		Design, Social Design, Material Culture				1	Y. Sterman, E. Tarazi, O. Berman, Y. Gur, H. Parnas, R. Tareef, S. Arwas. (2021) Safety on demand: A case study for the design and manufacturing-on-demand of personal protective equipment for healthcare workers during the COVID-19 pandemic	Safety Science
Dr.Arch. Raquel Rapaport Senior Lecturer	Google Scholar h-index 2	History of Modern Architecture; History of Israeli Architecture; Architecture in Palestine during the British Mandate; Architectural Education		DOCOMOMO ISRAEL		1	רחל רפפורט (2018) "ראסקין היהודי": חובו של בוריס שץ להוגה האנגלי"	כנס בינלאומי: בוריס שץ: מסופיה לירושלים ומעבר. מאה שנה לרומן האוטופי "ירושלם הבנויה." מוזיאון ישראל ירושלים
						2	רחל רפפורט (2019) "יְפֵה נוֹף, מְשׂוֹשׂ תֵּבֵל, קִרְיָה לְמֶלֶךְ רָב: 1919. צ'רלס רוברט אשבי ופארק חומות ירושלים"	עיצוב נופי התנועה המודרנית, כנס דוקומומו ישראל, הפקולטה לארכיטקטורה ובינוי ערים הטכניון, חיפה

Dr. Landscape Arch. Ziva Kolodney		Urban Planning; Urban Sociology				1	Kolodney, Z., (2019) Other People's Houses: Wadi Salib	Megamot 54(1) 231-260 (Hebrew)
Designer Alon Razgour, Adjunct Senior Lecturer		Idustrial Desig, Technology, Design Thinking		Workshop Manager, DRS learn design 2019, METU - Middle East Technical University, Ankara, Turkey, 2019 Conference Organized: Repositioning: Old Objects, New Artworks, The museum for Islamic art, Jerusalem, Israel, 2017		1	Razgour, A. (2017). Repositioning: Old Objects, New Artworks	Israel: published by L. A. Mayer – Museum for Islamic Art Publishing (Exhibition Book)
Dr. Arch Ehud Belferman		1)Affinities between architectural spaces and mental states- anxiety and arch.Psychoanalysis theories and the appearance of psychological and emotional phenomena in arch. 2)The beautiful in architecture. 3) Archit. and Education (School design, arch. educating/learning). Arch. as a learning and educational tool				1	Belferman.E with Shefy.S,(2021) The Architectural Studio as a Potential Space Book Chapter, Participatory Practice in Space, Place and Service Design - questions of access, engagement and creative experience	In Process, to be published in 2021 by Vernon Press, Delaware, United States. (About to be published soon)
						2	Belferman.E, Beimel.S, and Shefy.S, (2020) "Between Playing and Reality, The Architectural Studio as a Potential Space", (conference Proceeding)	AMPS with publishers including Routledge, 20New York, USA
						3	Belferman.E, Aravot I, Nuttman – Shwartz O, Architecture and Anxiety – Elementary School Community's Mental Life.	International Journal of Emotional Education (IJEE)(2021), Special Issues Under peer review process.
						4	Beimel.S, Belferman. E, “Setting Tre Oci of Venice” Book Chapter, "CRASH" Peter Eisenman.1986-87 Universita’ IUAV Di Venezia.	Letteravenditidue.com. Siracuza Italy (on Process, to be published in 2022)

Dr. Arch. Elias Messinas		Architecture &Design; Sustainable Design and Green Buildings; Historic Preservation; Urban Planning; Public Participation		Jury Member,2021 Landscape Awards Greece. Invited Jury member 2020 Interior Design Prize 2020 for the renovation of the extension of the Jewish Museum of Thessaloniki, Greece Jury Member, Green Awards Greece. Invited jury member.		1		

- List: cooperation activities by dept. members both in Israel and abroad (last 5 years)
- (mentioned in section 5.6)
- List: research infrastructure of the faculty: research laboratories, research centers, specialized equipment and budget for maintenance (level and sources of funding See table 15

WIZO HAIFA ACADEMY OF DESIGN AND EDUCATION

Department of Architecture

Final Project Theses – Seminars - by Themes (2018-2021)

Planning the Contemporary City	עצוב ותכנון עירוני
Menashe Ela: Connectivity and Separation in Urban Planning (Haifa's Southern Approaches), 2018	מנשה אלה: קישוריות והפרדה בתכנון העירוני (המבואות הדרומיים של חיפה), 2018
Gome Matat: Conurbation: Urban Connections and Disconnections (Holon-Bat-Yam), 2018	גומא מתת: אגד ערים: חיבור ונתקים עירוניים (חולון-בת ים), 2018
Daniel Kolanterov: Urban Threshold Construction (Or Yehuda), 2018	דניאל קולנטרוב: בניית סף עירונית (אור יהודה), 2018
Yofa Simhon Zlil: Traffic Network-Oriented Urban Renewal: How Do Urban (and) Interurban Traffic Networks Contribute to Urban Renewal? The Case of Hadera, 2018	יופה שמחון צליל: התחדשות עירונית מוטת רשתות תנועה: כיצד רשתות תנועה עירוניות (ו)בין עירוניות תורמות ליצירת התחדשות עירונית? המקרה של חדרה, 2018
Neta Hovel: Urban Renewal around Major City Traffic Routes, with Reference to Significant Green Areas in the Urban Fabric (Nordau Neighborhood, Netanya), 2018	נטע חובל: התחדשות עירונית סביב דרכים ראשיות בעיר תוך התייחסות לשטחים ירוקים משמעותיים במרקם העירוני (נתניה, שכונת נורדאו), 2018
Amit Nimrod Graf: Rural Settlement in an Era of Dense Construction, 2018	עמית נמרוד גרף: ההתיישבות הכפרית בעידן של ציפוף, 2018
Uri Rapoport: Hyper-Park – A Surreal Island in Urban Space: The Public Energy Space (Redding Complex), 2018	אורי רפופורט: היפר פארק - אי סוראליסטי במרחב האורבני: מרחב אנרגיה ציבורית (מתחם רידינג), 2018
Or Almog: Urban Kibbutz – The Montefiore Neighborhood in Tel Aviv, Cooperative Association in Urban Space, 2018	אור אלמוג: קיבוץ עירוני – שכונת מונטיפיורי בת"א, אגודה שיתופית במרחב העירוני, 2018

Youssef Makhoul: In-Between: The Underground as a New Urban Space, 2018	יוסף מח'ול: In-Between: התת קרקע כמרחב עירוני חדש, 2019
Adi Bracha: New Urban Space – Nesher, Technion, Neve Sha'anan, 2018	עדי ברכה: מרחב עירוני חדש – נשר, טכניון, נווה שאנן, 2019
Naomi Klein: Preparing for Tel Aviv 2050, 2019	נעמי קליין: היערכות לעיר תל אביב בשנת 2050, 2019
Rotem Or Frumin: Integrating Functions Off-Limits to the Public in Public Space. Test Case: The Yitzhak Rabin Military Complex, HaKirya, Tel Aviv, 2019	רותם אור פרומין: שילוב פונקציות סגורות לציבור במרחב הציבורי. מקרה בוחן: מחנה יצחק רבין הקריה, תל אביב, 2019
Ido Reif: The Train Station as an Urban Gateway, 2020	עידו רייף: תחנת הרכבת כשער כניסה עירוני, 2020
Chen Mualem: Renewal of the Arad City Center, 2020	חן מועלם: התחדשות מרכז העיר ערד, 2020
Sausan Ghara: Railway East of Hadera, 2021	סאוסן גרה: מסילה מזרחית לחדרה, 2021
Shahar Shaposhnick: Urban Renewal at the Outskirts of Raanana, 2021	שחר שפושניק: התחדשות עירונית בשולי ברעננה, 2021
Rita Bechinski: Beit Shean – Urban Renewal, 2021	ריטה בצ'ינסקי: בית שאן - התחדשות עירונית, 2021
Yuval Feiglin: MATAM Haifa as an Urban Center, 2021	יובל פייגלין: מת"ם בחיפה כמרכז עירוני, 2021
Yoav Langer: New Center for Beit Shean	יואב לנגר: מרכז חדש לבית שאן, 2021
Dana Ekstein: Underground Space in Tel Aviv, 2021	דנה אקשטיין: מרחב תת קרקעי בתל אביב, 2021
Dana Yakobson: The Old City of Beersheba, 2021	דנה יעקובסון: באר שבע – העיר העתיקה, 2021
Noam Rotem: Negev Center, Beersheba, 2021	נועם רותם: מרכז הנגב בבאר שבע, 2021

Shaked Philosoph: Linear City, 2021	שקד פילוסוף: Linear City, 2021
Hadas Shitrit: City Square Sea – The Case of Atarim Square in Tel Aviv-Jaffa, 2021	הדס שיטרית: עיר כיכר ים – המקרה של כיכר אתרים בתל אביב יפו, 2021
Shani Galinski: How Can a Marginal Neighborhood be Renewed and Its Fabric Preserved through a Broad Urban Context? 2021	שני גלינסקי: כיצד ניתן באמצעות הקשר אורבני רחב, למנף שכונת שוליים ולשמר את מרקמה? 2021
Yael Stern: How to Plan in a Space of Uncertainty | The Reality of Living under Threat | Case Study: Sderot, 2021	יעל שטרן: כיצד לתכנן במרחב של אי וודאות | מציאות החיים בצל איום | מקרה בוחן: העיר שדרות, 2021
Architecture and Environment – Sustainable Planning	**אדריכלות וסביבה - תכנון בר קיימא**
Yigor Adamovich: Nature, Humanity and City: Neighborly Relations (Wadi Lotem, Haifa), 2018	ייגור אדמוביץ': טבע אדם ועיר: יחסי שכנות (ואדי לוטם, חיפה), 2018
Ofri Matak: Education as Environmental Rehabilitation: The Bilingual Education Complex “Integration”, Misgav Quarry Rehabilitation, 2018	עופרי מטק: חינוך כשיקום סביבתי: קריית חינוך דו-לשונית "השתלבות" במחצבה השיקומית משגב, 2018
Einat Leibowitz: Marine Urbanity, 2018	עינת ליבוביץ': אורבניות ימית, 2018
Guy Maoz: Combining Landscape, Infrastructure and Environment, 2019	גיא מעוז: חיבור בין נוף, תשתית וסביבה, 2019
Alon Eshkol: The Boundary between Sandy and Built Areas in Literature and Construction, 2018	אלון אשקול: גבול בין אזורים חוליים לאזורים מבונים הן בספרות והן בבינוי, 2019
Niv Mizrahi: Renewal of Polluting Industrial Complexes and Connecting Them to the City. Case Study: The Kiryat Yam Tank Farm, 2019	ניב מזרחי: שיקום מתחמי תעשייה מזוהמים וחיבורם לעיר. מקרה מבחן: חוות המכליות מסוף קריית חיים, 2019
Almog Har: Connecting the City to the Sea – the Kiryat Yam Case Study, 2019	אלמוג הר: חיבור בין עיר לים – מקרה בוחן קריית ים, 2019
Nofar Uzan: The Symbolism of the Sea of Galilee.	נופר אוזן: הסימבוליקה של הכינרת. אתר מבחן –

Test Site – Sapir, 2019	אתר ספיר, 2019
Aya Ilser: The Netanya Cliffs, 2020	איה אילסר: מצוקי נתניה, 2020
Tanya Proskorova: Planning a Dense Environment Given Extreme Climate Change, 2020	טניה פרוסקורובה: תכנון סביבה צפופה במציאות של שינויי אקלים קיצוני, 2020
Dunya Hamad: The Mountain Front: Preserving the Edges of the Arab Village, 2020	דוניא חמאד: חזית ההר: שמירה על שולי הכפר הערבי, 2020
Yaron Steiner: Connecting Nature and the City around Naaman River, 2020	ירון שטיינר – חיבור בטבע לעיר סביב נחל הנעמן, 2020
Doriya Rousseau: Walkability along the Coastline – The Tel Aviv Case, 2020	דוריה רוסו: הליכתיות בקו החוף – המקרה של תל אביב, 2020
Shuly Janah: The Eitanit Factory in Nahariya, 2020	שולי ג'נח: מפעל איתנית בנהריה, 2020
Chen Westreich: Renewal of the Kishon River, 2021	חן וסטרייך: שיקום הקישון, 2021
Stav Blum: Mitzpe Ramon: Building on the Edge of the Crater, 2021	סתיו בלום: מצפה רמון: בנייה על שפת המכתש, 2021
Elad Mor: Acricultural Urbanism at HaShikma Park, 2021	אלעד מור: אורבניזם חקלאי בפארק השיקמה, 2021
Saar Klapaok: An Urban Center up to the Yarkon Riverbank, 2021	סער קלאפאוק: מרכז עירוני עד גדות הירקון, 2021
Lior Gilo: The Alroy Fuel Tank Farm, 2021	ליאור גילה: חוות מכלי הדלק אלרועי, 2021
Yuval Ferguson: Research Center on the Israel-Jordan Border, 2021	יובל פרגוסון: מכון מחקר על גבול ישראל-ירדן, 2021
Architecture and the Economy - Housing	**אדריכלות וכלכלה- מגורים ומשבר הדיור**
Arie Chayoun: The Y Generation on the Z Axis: Building Short-Term Lease Units to Counterbalance the High Land Costs, 2018	חיון אריה: דור ה-Y על ציר ה-Z בניית יחידות להשכרה זמנית לנטרול העלויות הגבוהות של הקרקע, 2018

Bracha Inbal: Sharinghood: Sustainable Urbanity through Sharing (Shapira Neighborhood, Tel Aviv), 2018	ברכה ענבל: Sharinghood: עירוניות מקיימת באמצעות שיתוף (שכונת שפירא), 2018
Lotem Hamama: Brutalist Buildings in the Old Neighborhoods of Beersheba as an Engine of Urban Renewal from within, 2019	לוטם חממה: מבנים ברוטליסטיים בשכונות הוותיקות בבאר שבע כמנוע להתחדשות עירונית מבפנים, 2019
Nofar Haberman: Public Housing in Tel Aviv, 2020	נופר הברמן: דיור למען הציבור בתל אביב, 2020
Yahel Berkowitz: Converting Office to Housing Space in Atidim, 2020	יהל ברקוביץ': הסבת תעסוקה למגורים בעתידים, 2020
Memory, Society and Culture	**זיכרון, חברה ותרבות**
Tamer Hattib: Developing Public Spaces in an Arab Village (Mazra'a), 2018	תאמר חטיב: פיתוח מרחבים ציבוריים בכפר ערבי (מזרעה), 2018
Matan Halouta: Preservign Memory and Narrative – The Holy Basin and Maimila: Approaches and Narratives in the Planning, Preservation and Reconstruction of Historical and Holy Sites, 2018	מתן חלוטה: שימור זיכרון ונרטיב - האגן הקדוש וממילא: גישות ונרטיבים בתכנון, שימור ושחזור אתרי היסטוריה וקודש, 2018
Zach Bashi: Living and Aging in an Urban Environment, 2018	צח באשי: חיים והזדקנות בסביבה אורבנית, 2018
Tamar Kaplan: The Unrecognized Villages (Al-Fur'a), 2018	תמר קפלן: הכפרים הלא מוכרים (אל פורעה), 2018
Ofek Vaaknin Basudo: Split City – The Case of Acre, 2019	אופק וקנין בסודו: עיר חצויה - המקרה של עכו, 2019
Atar Kabha: The Separation Wall between Baqa al-Gharbiyya and Baqa al-Sharqiyya, 2020	אתאר כבהא: גדר ההפרדה בין באקה אל גרביה לבאקה אל שרקייה, 2020
Yihya Abu Omar: Checkpoints / Border Crossings, 2020	יחיא אבו עומר: מחסומים / מעברי גבול, 2020

Shimon Cohen: Employment Park for Women and Children in Bnei Brak, 2020	שמעון כהן: פארק תעסוקה לנשים וילדים בבני ברק, 2020
Ali Zidiani: Zikrayat Beirut, 2021	עלי זידיאני: זכריאת ביירות, 2021
Noga Chrystal: The Influence of Culture, Tradition and Environment on Architectural Planning – Bedouin Society as Case Study, 2021	נגה קריסטל: השפעת תרבות, מסורת וסביבה על תכנון אדריכלי – החברה הבדואית כמקרה בוחן, 2021
Hila Zelvich: Integrating the Disabled as Part of the Environment: How Does Contact with the Environment Affect the Rehabilitation Process? Case Study – Ein HaTchelet Neighborhood, Netanya, 2021	הילה צלביץ: שילוב נכים כחלק מהסביבה: כיצד הקשר עם הסביבה משפיע על הליך השיקום? מקרה בוחן - שכונת עין התכלת, נתניה, 2021
Dani Guinness: The Autonomous Space – The Life of a Unique Community, 2021	דני גינס: המרחב האוטונומי – חייה של קהילה ייחודית, 2021
Dor David: Between Sacred and Profane – Tiberias, 2021	דור דוד: בין קודש לחול – העיר טבריה, 2021
Ghuanna Shams: Movement in Space, Movement in Time with the Hijazi Railway, 2021	גואנה שאמס: תנועה במרחב, תנועה בזמן דרך רכבת החיג'אזית, 2021
Suheir Kabha: Urban Renewal and the Revival of a Historical Space Using Community Cultural and Art Spaces, 2021	סוהיר כבהא: התחדשות עירונית והחייאת מרחב היסטורי באמצעות מרחבי תרבות ואומנות קהילתיים, 2021
Social and Democratic Architecture	**אדריכלות חברתית ודמוקרטית**
Hilla Rahima: Multidimensional civic squares and spaces – The Case of Rabin Square, 2018	הילה רחימה: כיכרות ומרחבים אזרחיים רב ממדיים - המקרה של כיכר רבין, 2018
Chen Shimoni: Ruined Cities – Destruction and Construction Purposes | Apocalypse and Healing – The Case of Aleppo, 2019	חן שמעוני: ערים הרוסות – תהליכי חורבן ובנייה | אפוקליפסה והחלמה – המקרה של חלב, 2019

Elias Moys: The Nazareth City Center – From Tension to Tolerance and Containment, 2020	אליאס מויס: מרכז העיר נצרת – ממתח לסובלנות והכלה, 2020
Noy Vinnik: Democratic Space in Haifa, 2021	נוי ויניק: מרחב דמוקרטי בחיפה, 2021
Shiran Ashtamkar: From Boarding House to Community, 2021	שירן אשתמקר: מפנימיה לקהילה, 2021
Shahar Zafrir: Good City Planning for Wo-Men – A Good Place for Wo-Men | Urban Planning for a Personal Sense of Security in Public and Private Space and in-between through a Woman's Perspective, 2021	שחר צפריר: תכנון עיר טובה לא-נשים – מקום טוב לא-נשים | תכנון עירוני המתחשב בתחושת הביטחון האישי במרחב הציבורי והפרטי והתווך ביניהם באמצעות נקודת מבטה של אישה, 2021
Aviv Ben Shimol: The Formal Education Space in the City – Proposal for an Alternative Model of a Municipal Elementary School Based on Constant Interaction with the City, 2021	אביב בן שימול: מרחב החינוך הפורמלי בעיר -- הצעה למודל חלופי לבית ספר יסודי עירוני המתבסס על אינטראקציה מתמדת עם העיר, 2021

5.7 Infrastructure (max. 5 pages)

List the campuses on which the study program is taught. If the study program is offered on more than one campus, is the study program identical on all campuses? What measures are taken to ensure this?

Studies are conducted in a single campus on 21 HaGanim St., Haifa. The building has six floors on a total area of 6,000m^2.

5.7.2 Specify the department's physical location in the institution (building/s). List any other departments that share the building/s

The main building serves all NBSDE depts. The offices and classes of the Architecture Dept. are located on the fourth floor. Other depts. on the building include Visual Communication, Fashion Design, Photography and Screen Arts and Business Administration. Dept. students also study in rooms located on the second and third floors.

5.7.3 List the physical infrastructure that serves the department. Refer to classrooms,. computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the department to operate according to the defined aims and goals?

The NBSDE's location in downtown Haifa serves as a fruitful stage for intervention, instilling the feeling of belonging and involvement in a unique multi-layered social and environmental context.

Workshops – The NBSDE offers and a rich variety of both face-to-face and online workshops, offering students a wide range of media and material to work with, encouraging creativity and interdisciplinary work.

Many of the workshops have been recently refurbished. Workshops' careful planning facilitates their adaptation to a wide range of specialized purposes throughout the year. The equipment in those workshops is constantly being upgraded.

Workshops include the "Makers" – for work with different materials, photography & sewing workshops, and the Fabrication Lab (including 3D printing, Laser cutting, 3D scanning, CNC (computer numerical control router, and Vacuum forming and computers - 40 laptops, 26 desktop computers,12 laptops fixed on podium stands- with installed needed software) all functioning as experimental training centers.

24/7 project. Dept. students receive a free advanced and updated software package in the design field, to be used for the duration of their studies. to allow them to work at any time, inside or outside the institution, using cutting edge design software.

Studio rooms. The academic center has 20 studios. Some studios and classes have been re-designed to promote an atmosphere encouraging creative learning suiting the 21st century.

The NBSDE's Atrium - Gallery - on the ground floor of the building holds ongoing exhibitions of the arts and design and works by students and faculty.

The NBSDE's library is an immediate resource enriching students' study program.

5.7.4 List the laboratories that serve the department (users, equipment, and number of seats).

Type of room	Purpose	Capacity
FabLab Workshop	Model building, training and experimentation	25
Makers Workshop	Model building	25
Open Workshop	Guest computers to work independently	30
Mechatronics Workshop	Work in electronics and Arduino design	12
Photography Workshop	Black and white room, printing services	24
Sewing Room	Sewing and working with cloth	12
Studio	Spaces for studios and workshop led by instructors	10 /25

SILK SCREEN WORKSHOP

Equipment	Quantity (units)
Vacuum table	1
Rinsing machine	2
Rinsing baths	2
Printing wipers	6
Screens (70 x 50, 80 x 60, 100 x 80) and a silk work-table	20
Fan heater	2
Press for printing	2
Water suction	1
Mini tripod	1
Floodlight	20
Sand cleaning closet	1

MAKERS, FIXED EQUIPMENT

Equipment	Quantity (units)
Plastic sheet bender	1
Bench grinder	1
Circular pendular saw	1
Bandsaw	1
Bench drill	1
Sheet metal cutter	1
Anvil	1
Air compressor	1
Bench vice	4

PORTABLE EQUIPMENT – (*SEE AT THE END OF THIS SECTION)

FABLAB

Equipment	Quantity (units)
3D printers	10
3D scanners	2
Laser cutting machine	1
Vacuum forming machine	1
CNC router	1
Wacom tablet	5

5.7.5 List special equipment and other relevant materials to this section

The digital print center provides services including wide format color printing, printing of architectural plans, gluing and finishing services for a range of materials, signage, computerized etching, and picture framing in a range of styles.

5.7.6 Describe the library including computerized databases which serve the students, and teaching staff of the study program

Services offered by the Library include:

- Book lending services - Lending out books and periodicals.
- Advisory services - Finding material on specific topics as well as specific books.

- Training in the library is provided to all students as part of the academic writing course. Personal tutoring is also available.
- Inter-library lending.

The library has a number of multidisciplinary databases that can be searched through Primo Search online. Such as books, journals, and student submissions. Other databases include:

A media database that includes presentations, films and 20,000 scanned slides. The media database is searchable using the Portfolio software that allows for advanced and varied searching options.

HU's index of Hebrew periodicals contains some 850,000 articles; 1,300 periodicals, of which 540 are contemporary periodicals; more than 400 files; articles from the daily press

Ebsco - A multi-disciplinary database for academic institutions in English and other languages. This database includes articles from 6,600 periodicals.

Ebsco - Art & architecture source: Full-text resource for art and architecture information in English and other languages, covering topics ranging from fine, decorative and commercial art, architecture and architectural design. The database includes more than 770 full-text periodicals, 220 full-text books; and a collection of more than 63,000 pictures.

WGSN: This database is focused on forecasting consumer and design trends.

Other professional resources Every year, the center acquires new books and updated issues of professional resources: • Architectural research quarterly • Architectural review • El croquis de arquitectura • Detail Zeitschrift • Domus Italy • Domus Israel • Technology architecture + design • Topos • Frame – Netherlands • Packaging and Design • Dfusgraph- the magazine of print, graphics and publishing • Credit - the magazine of Israeli designers and graphic artists • 100 classic graphic design journals • Art & Design • Baseline: International typographics magazine • Communication Arts • Creative Review • Dot dot dot: Graphic design visual culture magazine • Fonn: Zeitschrift fur Gestaltung • Graphis: the international journal of design and communication • Idea: International graphic art • Lurzer's international archive: Lurzer's archive • Novum: World of graphic design • Print • Idea international advertising art • Textile view magazine • Aperture • Elephant magazine • Communication arts.

5.7.7. 1.Is there a need for facilities that can serve the evaluated field on a national level, such as unique labs, research centers, libraries etc.? If so, specify the need and the added value for their development on a national level N/A

5.7.7.2. Operating national infrastructures: how accessible are the services (prices, enrolment, usage, etc.)? N/A

5.7.8. In summary, what are the points of strength and weakness of the issues specified in this chapter?

Weaknesses

The campus is too small, and faces a constant strain on physical and logistical demands for space. This issue will remain critical until the planned construction of the new building that will include study spaces, workshops, and more.

Strengths

- The NBSDE's location in downtown Haifa allows the students to engage directly with everything a thriving city has to offer them, instills creativity and promotes awareness of and involvement in the layered local context.
- Wide range of workshops that provide a comprehensive professional response to the need of experiencing, studying and creating projects monitored by professional tutors. 3. Print center and equipment store that meet all course requirements up to graduating project presentation, all at very low costs.
- Availability. The workshops are open after class hours for students to work on their projects.

MAKERS' PORTABLE EQUIPMENT

Equipment	Quantity (units)	Equipment	Quantity (units)	Equipment	Quantity (units)	Equipment	Quantity (units)
Jigsaw	5	Ear Muff	20	Hacksaw	14	Wrench	24
Orbit Sander	1	Hacksaw	14	Saw	12	Plier	3
Sheet sander	2	Saw	12	Speed square	15	Cutting plier	18
Belt sander	1	Speed square	15	Compass	8	Clamps	30
Screwdriver / drill	8	Compass	8	Jewelry hammer	6	Silicon glue gun	2
Angle grinder	1	Jewelry hammer	6	Steel hammer	35	Scraper	5
Lamello/ Biscuit Jointer	2	Steel hammer	35	Wood hammer	15	Plier	3
Nibbler	1	Wood hammer	15	Gummy Hammer	5	Graduated cylinder	2
Shears	1	Gummy Hammer	5	Jewelry tools kit	7	Drill jig	6
Router	2	Jewelry tools kit	7	Glass grinder	3	Level	2
Fan	1	Glass grinder	3	Hand plane	4	Ruler	16
Glue gun	12	Hand plane	4	Screwdriver	17	Copper tube bending tool	4
Dremel	6	Screwdriver	17	Scissors	9	Wrench	24
Hand riveter	2	Scissors	9	Center punch	5	Plier	3
Pneumatic nail gun	2	Center punch	5	Oil can	2	Cutting plier	18
Pneumatic pistol	1	Oil can	2	Scraper	5	Clamps	30
Pneumatic screwdriver	1	Graduated cylinder	2	Plier	3	Silicon glue gun	2
Chisel	44	Drill jig	6	File	81	Level	2

Goggles	38	Ruler	16	Ear Muff	20	Copper tube bending tool	4

5.8 The Effect of COVID-19 (8 pages max) .

All tables show data also in relation to 2020-2021, in addition to data required for 2019-2020 and years before. These provide evidence for the conclusions below.

5.8.1 General

The NBSDE was the first academic institution in Israel to adapt to the new conditions under the pandemic. This required adjusting

1) Teaching methodologies
2) Schedule and curriculum
3) Student and staff support
4) Examination procedures
5) Infrastructures

All changes were monitored by the President, VP, Dean of Students, the dept. heads, technological teams and administrative staff. The administrative reorganization required included:

- Cooperation between administrative and academic staff, monitored through frequent weekly strategic meetings;
- Nominating dedicated committees related each to the five abovementioned adjustments; and
- New media platforms (WhatsApp, text messages, etc.) to inform students regularly about changes and adjustments.

5.8.2. Study Program & Learning Methodology

The core content of studies has not changed, except for two new studios addressing the effects of COVID-19 effects on behavior, lifestyle, work, and leisure and their potential articulation in architectural designs.

1) Online, campus, and hybrid courses

Prior to COVID-19, all courses were taught on campus. Since then, courses were divided into online courses (synchronous, asynchronous, hybrid-synchronous, and asynchronous courses), campus and hybrid courses. *Theoretical courses* were taught mostly online. *Design courses and workshops* were taught either on campus or as hybrid courses (requiring changes to their teaching methodology, as explained below, when regulations enabled to do so (see Table 3 for details of online, campus and hybrid courses).

Online theoretical courses

Synchronous courses. Both students and lecturers were online during all sessions and during the entire period of class. In these courses, lecturers tried to emphasize cooperative assignments,

requiring students to pursue some work alone or in groups to take a break from screen time and to interact. This was designed to preserve the learning environment and maintain students' concentration.

Asynchronous courses were recorded by lecturers ahead of time, allowing students to listen to them according to their own schedule. Permission from a special academic committee including Head of Education Studies Dr. Erez Porat was given to only to few lecturers, while tutoring the lecturer and monitoring contents taught to make sure academic requirements were met (an example for an asynchronous course: Sustainability and Ingenuity in Architecture, given to Y4 students).

Hybrid courses were courses in which some of the sessions were recorded in advance and others were given on real time online, or included a recorded portion and a portion of synchronous learning online. This method was implemented mostly in sciences, technology and software, where, according to students and lecturers' feedback, it was found more effective for learning, enabling students to grasp the material taught in their own pace.

In all theoretical courses, lecturers were advised to upload the recordings of their lectures to the online Moodle system, to allow students to review the material in case of physical / mental health or technical issues, and to ensure they kept track of the courses taught. Most lecturers erased recordings after a week.

Design courses and workshops

Design courses were taught on campus. To enable frontal teaching on campus, courses usually taught in studios of 20-30 students by 2-3 instructors were divided into small groups of 10 students, each assigned an instructor, to comply with the guidelines of the Ministry of Health and MoE. To enable interaction and exchange of ideas, the two groups were reunited in studio classes that took place outdoors (in the NBSDE public square or in open areas in the Haifa). In the case of workshops, groups were split in two separate rooms, with video and sound connection. To allow students to use workshops and labs, opening hours were extended, and students could come and work at the NBSDE after making an appointment.

2) NBSDE's curriculum and schedule

Learning spaces. To study on campus, while meeting the Ministry of Health and MoE guidelines regrading to the total number of students allowed in the building as well as in each space, classes were moved from their initially scheduled days and times. When capacity was limited, the priority was given to workshops, to design courses using laboratories and to introductory over advanced studies.

Structured routine. To allow students to maintain a structured routine, days were devoted to either campus or online courses. This allowed students to avoid commuting during the day. This also allowed them to stay only on some of the days in Haifa while being more flexible on other days, helping them both emotionally and financially.

5.8.3 Students

The special needs of the following student groups received attention as follows:

Students with learning difficulties were monitored closely by the lecturers, Students' Dean, and administrative and academic staff.

Students with financial difficulties were assisted through reduction of tuition fees, loans were given to students and tuition installments were offered. Some were offered work on campus and in extreme cases, they were allowed to postpone some of the courses to next year, freeing time for them to work. Given that during the pandemic most students were unable to work in restaurants or similar outdoor work, design instructors aimed to limit expenses, permitting and encouraging the use of available resources, for example courses in product design used cardboard instead of wood. Similarly, students who did not have the hardware or software needed for remote studies could borrow it from the NBSDE, or work in its labs and workshops (after making an advance appointment).

Students at health risk. that were not able to participate in classes on Campus were permitted to connect virtually to both theoretical and design courses, with lecturers making an effort to provide the guidance needed both in class and virtually. When required the NBSDE paid extra salaries to enable teaching people in remote as well as students on campus.

Students with psychological problems. Dept. heads, academic coordinators and faculty carefully monitored students' presence in classes. The Students' Dean and VP did their best to help the students. The NBSDE's psychologist was alert to and available to help students as much as possible. In addition, a 24-our hotline was made available to ensure immediate attention to students in need.

Students who are parents. During lockdowns, when educational facilities were closed, these students were exempted from lessons on campus and online, and were allowed to listen to recorded lectures. They also received tutoring from lectures beyond regular hours.

All students were supported by the Dean of Students to ensure their needs are addressed – her office was available 24/7. In addition, a student-student hotline was created, to enable students to help their peers in their studies. Every morning, the students received text messages updating them on the changes relevant to the coming day, in order to provide them with a sense of

stability during these uncertain times (the messages were written by the Dean of Students and the Academic Administration).

5.8.4 Admissions

Students' admissions to the dept. nearly doubled – from 107 in 2019-20 to 230 in 2020-21. The dept. maintained an admission ratio of 1:2 (see Table 5 for number of students). The rise in applicants is attributable to the following three factors:

- *Inability to travel.* Cancellation of travel plans probably resulted in more willing to peruse academic studies.
- *Cancelling the psychometric exam.* In 2020-21, candidates were not required to provide a psychometric score since the MoE ceased conducting the exams during the pandemic. This might have enabled more candidates to register. On the other hand, as explained in 5.3, students who did not pass the psychometric exams were required to meet higher matriculation standards. Moreover, in 2021-2022 the dept. reaffirmed the requirement for a psychometric score – 180 candidates registered for the program, 80 were admitted, and 60 will enroll in the in October 2022. Thus, the raise in number of applicants increases regardless of the psychometric exam and is most likely due to the changes introduce to the admissions process (see chapter 5.3)
- *Changes in admission procedures* due to COVID-19 as well as the willingness to increase the number of students. The following actions were taken. *First,* exams and interviews usually taking place on two different days now held on a single day, streamlining the procedure. *Second*, to ensure the purity of exams, exams previously held on one or two occasions a year were now offered on 5-6 different occasions. This also resulted in increased registration. *Third*, candidates were examined and interviewed earlier in the year (and not after receiving their psychometric score), strengthening their motivation to study in the NBSDE and potentially having a positive effect on their commitment to study at the NBSDE and in the dept. in particular. In 2021-22, candidates could be examined on different dates and required to submit their psychometric score until July.

  Changes in exams. Exams and interviews that used to take place on campus were conducted online. Exams were taken via Zoom under administrative supervision. An identification procedure also took place to assure reliability (see Section 5.3 for detailed explanations regarding the entrance exam and interview).

5.8.5 Staff

1) Retirement and Recruitment

Existing staff. All staff members continued teaching during COVID-19. Special adaptations were required in case of faculty at health risk (as explained in 5.8.3). Retirement of staff members is related to other factors: age, internal actions taken by the NBSDE and dept. to increase staff members' teaching hours and promote them to tenure track positions as well as recruiting new staff members with advanced degrees / exceptional reputation to strengthen the dept.'s faculty (see Table 11).

New recruitments. As explained above, due to COVID-19 and other internal policies, the number of students increased by 150% in 2020-21. This required the recruiting of new faculty members (see Table 11).

2) Staff at Health Risk. Staff at health risk, teaching design courses were permitted to teach remotely, while students were required to come to campus. Lecturers screened their lecture in class via Zoom or used a robot to simulate their physical presence in class. This was helpful for elderly instructors.

3) Teaching Methodology and Online Assistance. Staff members mastered digital tools such as Moodle, Zoom, and Orbit. Some found benefits in these tools and asked to keep using them from now on. A technological team was appointed to help lecturers in their teaching.

4) Workload. The COVID-19 pandemic led to teaching overload. Staff worked beyond conventional hours on changing teaching methodologies, acquiring technological skills, and helping students at need.

5) Research Activities and Publications. Due to their workload, staff were less available for research. COVID-19 restrictions also led to the suspension of some research activities, including conferences and research travels

5.8.6. Exams

Location. Exams that used to take place on campus were conducted online.

Purity of exams. Much thought was given to this issue and a dedicated institutional committee was created. Exams were held under administrative supervision via Zoom with candidates connecting their computers and phone cameras on. An identification procedure at the beginning of the exam ensured reliability, and students stated their commitment to integrity. In addition, students who finished the exam early, or late, or achieved very high grades were randomly approached by their lectures after the exam and asked to answer some of the questions verbally, to ensure they did not copy.

Content. The content and scope of the exams were not changed much.

Methods. Staff members were challenged to acquire new tools. With the supervision of Dr. Yaron Gillay, who supplied faculty with distance learning support, staff members developed many methods of examination, including open-ended and multiple-choice questions, and quizzes. Using technology, it was possible to create a large variation of exams in the same filed.

Grades remained within the normal distribution.

Design work became more challenging. During lockdowns teaching online was complicated. Yet, some students and instructors found online teaching helpful for students' concentration, productivity, and acquisition of digital skills. Others found it problematic in the sense of the ability to grasp scale, mainly in detailed design, noting that many students used less models and developed their projects in a more detached manner.

Crits and presentations were either broken to small groups or conducted online. Some lecturers invited small groups to present their work on campus while others joined the presentation via Zoom. Still others asked students to bring their models and printed work to campus in addition to the virtual presentation so they could observe their work. Most staff and students found the traditional presentation more effective, both in terms of conveying the information and in terms of being able to receive criticism and worm in an atmosphere of collegiality.

5.8.7. Infrastructure .

Both the NBSDE and dept.'s infrastructure and its use have improved as a result of COVID-19. Technological tools and methods were used to a greater extent by both faulty and students. The use of the Moodle system was expanded, lecturers were allocated Zoom accounts, New software was introduced (Miro, Enscape, etc.) and even teaching using a robot proved effective. The NBSDE purchased accounts and improved its technological assonance and tools. However, the use of space has become a complicated issue, as COVID-19 required us to restructure and reschedule the curriculum carefully, leaving little room for flexibility to students and staff.

5.8.8. Summary

COVID-19 has challenged our lives. It has required developing new attitudes and methods of study by both faculty and students. It has also inspired much creativity, serving as an opportunity to rethink traditional means of teaching and learning. We still do not fully understand the advantages and disadvantages of COVID-19. What is the quality of studying /teaching? Are the ILOs achieved? We intend to review those issues in the coming year. In the mean time, our institution has decided to continue using the new teaching methods, believing that the pandemic is not over and that some methods will remain useful even under ordinary conditions.

We intend to take advantage of the situation to analyze what has been achieved until now in relation to online teaching as an opportunity for cooperation with other universities in Israel and abroad through:

1) Mutual design and research projects
2) Mutual courses
3) Elective courses.

The dept. is eager to take advantage of these opportunities in the near future and hopes for a calmer academic routine in the years to come.

THANK YOU FOR READING THIS REPORT.