

**The Vice Rector's guidelines for TAU's teaching staff**  
**For the 2024-2025 academic year**

Dear teachers and lecturers,

The 2024-2025 academic year is scheduled to begin on Nov. 3, 2024. The new academic year, like the previous one, will be significantly impacted by the Iron Swords War, waged in response to the atrocities perpetrated by Hamas on Oct. 7, 2023.

We hope for a quick end to the war, the release of all hostages, and the safe return of all members of the TAU community serving in the IDF reserves – students, faculty, and administrative personnel.

This year, as always, I am sending our teachers guidelines regarding various aspects of teaching and studies at TAU. Adhering to these guidelines is critical for preserving TAU's excellence and academic quality, as well as conducting a continual educational routine in these challenging times.

This year we are also issuing a new digital handbook containing these guidelines. Below you will find the guidelines in letter format.

We wish you all a productive and peaceful academic year,

Prof. Eyal Zisser,  
Vice Rector



## **Academic calendar**

### **Number of sessions per semester**

The academic calendar includes 13 sessions per course in each of the two semesters. All lecturers must fulfill this quota of lessons.

[Link to the Academic Calendar](#)

### **Make-up days and preparation for exams**

- When only 12 sessions have been scheduled in the semestrial calendar make-up days are added.
- When 14 sessions have been scheduled in the semestrial calendar, the last session is intended as a general make-up day, to make up for lessons canceled for any reason (such as unforeseen general circumstances, the lecturer's unplanned absence, etc.). Alternately, students can use this day to study for exams. The academic units have been instructed not to schedule exams for this day.
- The first semester of 2024-25 includes 13 sessions, as required. In the second semester (due to various events and holidays occurring on certain days) make-up days will be added as follows:  
Tuesday, April 8, 2025 – make-up for Thursdays  
Monday, June 20, 2025 - make-up for Sundays  
Tuesday, July 1, 2025 - general make-up day

**Official holidays:** The academic calendar includes all the official Jewish, Muslim, Druze and Christian (both Catholic and Orthodox) holidays. For guidelines on special consideration for non-Jewish students on their holidays please read the Equality & Diversity chapter below.

## **Teaching & studies**

### **Studies under the shadow of the Iron Swords War**

- Like the previous academic year, 2024-25 will also be impacted by the Iron Swords War. According to the instructions of Israel's Council for Higher Education undergraduates will be allowed to request certain adaptations such as: assessment instead of a final exam, converting a specific score into a 'pass' grade, or exemption from courses. Students serving in the reserves, students with children whose spouses serve in the reserves, and students who have lost an immediate family member, will be entitled to these adaptations.
- Guidelines about modes of study and additional academic adaptations will be issued just before the beginning of academic year.

## Syllabus

- All lecturers are required to upload/update the syllabuses of all the courses they will teach this year in the [personal info system](#).
- Once posted, a course syllabus is binding. Its purpose is to let students know exactly what to expect from the course.
- A course syllabus must include info about: the contents of the course, lesson structure, academic requirements, grading and components of the final grade, reading list, and course mode (frontal, hybrid, etc.).
- Students prepare for the course according to the syllabus, and therefore, once it is posted, it must not be changed (do not change academic requirements, final assignments, or components of the final grade).
- Requirements or info that do not appear in the syllabus will not be considered mandatory for the students.
- All students in the course must carry out the same assignments regardless of the work's characteristics or scope.
- Timetable for uploading/updating the syllabus:  
The **general syllabus** must be updated **by mid-July** or before the publication of the Course Catalog.  
The **detailed syllabus** must be uploaded no later than a **week before the beginning of the semester** in which the course will be taught.

## Presence of lecturers on campus

- Presence means that the lecturer is physically present on campus, rather than carrying out all or some of their duties through distance teaching, except for courses specifically approved for such teaching modes.
- Alongside teaching duties, lecturers are expected to take an active part in campus life and the activities of their academic units (such as conferences, seminars, meetings, and advising students).
- Lecturers are not permitted to travel abroad during the semesters, apart from exceptional cases. Any trip must be approved by both the Head of the Academic Unit and the Dean of the Faculty, and all steps must be taken to ensure that teaching is not disrupted.

### **Coordinating between lectures and TA sessions**

- The lecturer is responsible for the entire course, including TA sessions. The lecturer must keep in touch with TAs and lab instructors, guide them about the study materials, and make sure that their lessons are of adequate quality.
- It is advisable, as much as possible, for TAs to attend the lectures. Lecturers should attend a TA class at least once in every semester.

### **Student attendance & recording lectures**

#### **Attendance requirements**

- We expect students to attend and take an active part in classes, in the belief that active participation will contribute to both their personal and professional development. At the same time, in many courses, we do not explicitly require student attendance in class, nor do we check it.
- Academic units and lecturers can require student attendance for pedagogical reasons, providing this is justified, as in courses involving active learning methodologies, in which physical presence is clearly advantageous. If attendance is mandatory, this must be noted in the course syllabus.

#### **Audio recordings in class**

- According to TAU policy, courses must be recorded and made accessible to the students. We believe that this contributes significantly to the learning process, and also helps students make up missed classes when needed.
- As noted above, lessons taught on campus are recorded and made accessible to students. To prevent this practice from reducing attendance, lecturers can set certain limits or conditions for access to recordings, for instance by postponing access, or requiring a reasonable level of attendance.

#### **Cancelling lectures**

- If a class is cancelled (for any reason) the academic unit's students office must be notified. It is not enough to notify students in class or through the course's website.
- Cancelling a class due to a trip abroad must be approved by the Dean of the Faculty.
- The lecturer is responsible for scheduling a make-up class, in concurrence with both the academic unit's office and the students. Such make-up lessons must not coincide with any make-up classes scheduled in advance by the university.

- Maximum leniency should be shown with regard to student attendance in these classes.

### Handling students' special requests

- **Completing course requirements:** Students must fulfill course requirements (attendance, papers, exercises, exams, etc.) in accordance with the detailed information provided in the syllabus and the dates set by either the lecturer or the university. All students participating in a particular course must carry out the same assignments regardless of the work's characteristics or scope.
- **Students' special requests** are handled by the students' office or the academic unit's office, not by the lecturers. Students who approach a lecturer with a special request (enrolling in a course despite lack of a prerequisite, joining a course that is already full, late enrollment, special exam dates, oral exams, postponing deadlines, etc.) should be referred to the students' office.
- **Request for exemption from courses:** Only the academic unit's teaching committee is authorized to exempt students from courses. A student asking to be exempted should be referred to the students' office, which will deliver the request to the unit's teaching committee.

## Exams

### Who is entitled to take an exam?

- Undergraduates and Master's students can take exams on any course they have taken during the same academic year, on two exam dates scheduled by the university, regardless of their grade in the first exam. Master's students in programs that follow international regulations can take the exam only on one scheduled date.
- **Please note: the final grade is the grade achieved in the latest exam taken.**

### Guidelines for writing exam forms (preparations before an exam)

- Lecturers should submit exam forms to the office as early as possible, and **no later than 5 days before the exam date**. It is advisable to submit the forms for both exam dates together.
- Lecturers must make sure that the exam formats for both dates are identical, and that the allotted time is suitable to the scope of the exam.

- Lecturers are required to provide students with a sample exam (or a set of questions similar in format to those that will appear in the exam), no more than two weeks before the exam date. It is advisable to provide these samples at the end of the semester.
- The following info must be specified on the exam form: 1. The time allotted for completing the exam; 2. What types of aids may be used, if any (calculator, list of equations, etc.); 3. The weight of each question in the final grade.
- Re exams in Hebrew: On all exam forms in all disciplines on campus instructions will be written in the masculine plural, or another form that addresses all genders.

### During the exam

- The lecturer or someone on their behalf will be available to answer the students' questions throughout the exam, including the extra time given to students who require academic adaptations.
- When the students of a course take the exam in several different classrooms, assistance must be available in all classrooms.
- Please note: If assistance was not available during the exam, students are entitled to another exam date, within thirty days of the original date.
- If extra time is needed, this must be prearranged with the administrator in charge, after all aspects have been considered.

### Home exams

The time allotted for a home exam is determined by the lecturer and can be anywhere between 3 hours and 3 days from the posting of the exam questionnaire. When the home test is more than 12 hours long, extra time adaptations are not available.

### Grades

#### Posting grades

- Exam grades will be handed in to the office **no later than two weeks after the exam** (unless otherwise approved by the faculty).
- Home exams that replace in-class exams are considered regular exams, and grades must be submitted **no later than two weeks after the answers have been posted**. In all cases, this is the maximum time allowed.

- The grades of multiple-choice exams must be submitted **within one week of the exam**.

### Guidelines for grading

- Considerations for final course grades must be uniform for all students enrolled in the course, and the grade's components will be as specified in the syllabus.
- Grades must be given in numbers, not as assessments (pass/fail).
- Exam graders must write their comments with a pen, and not at the edge of the page, to allow the optical reader to see the comments.
- The correct answers to multiple-choice exams should be posted immediately after the exam. Past experience has shown that this reduces the number of appeals later submitted by students.
- Grades must be submitted to the office on an Excel sheet which includes only the students' IDs and final grades. All course participants must be listed, including those who did not take the exam (indicated by the number 260).
- Please note: the office will upload the grades to the students' personal info pages. The grades must not be posted by the lecturer on the course website (Moodle).

### Anonymity in exams

- According to TAU's bylaws, exams are taken anonymously. Therefore, the stub on which the student's name appears is detached from the exam notebook, and the grader receives notebooks identified only by IDs and serial numbers.
- Exam notebooks in which the student's name appears must not be graded.

### Exam appeals

- Once the grade or scanned exam notebook are posted (the later of the two), students may appeal the grade within 5 days. Students must review the scanned exam or paper before submitting an appeal.
- All grade appeals must be reviewed by the lecturer and answered no more than 10 days after the scan or grade were posted (the later of the two). Whether the lecturer accepts or rejects the appeal, they must explain the reasons for their decision.
- Students' anonymity will be preserved when they appeal a grade.
- Students who do not receive an answer to their appeal within the allotted time are entitled to an additional exam.

### **Review of exam notebooks by students**

- In accordance with the Students' Rights Law, students may review their exam and receive a copy of their exam notebook before appealing the grade. The scanned graded notebooks will appear in the students' personal info page (students will be allowed to review them only if their tuition payments are in order).
- When the exam questionnaire is confidential (in special cases approved by the relevant Faculty), students can review their exams in the following manner: The lecturer will hold one meeting with the students soon after the exam, or right after the grades are posted, to allow students enough time for appealing or retaking the exam on the second scheduled date, should they choose to do so. In this meeting all the exam's questions and answers will be presented. The correct answer will be indicated, followed by a brief explanation. Discussions about the exam can be conducted in groups or individually, as the lecturer sees fit.
- Lecturers should avoid defining exam questionnaires as confidential, which means that the students may not see the questionnaire after taking the exam, for instance in the case of a multiple-choice exam.
- When students are required to write verbal answers on the exam form itself, the exam cannot be considered confidential. The lecturer must indicate on the exam form that the exam is confidential, and each Faculty will set its own rules about where and when students may review the exam.

[Link to the full Exam Regulations doc](#)

### **Papers & exercises**

#### **Handing in papers and submitting grades**

##### **Handing in papers**

- Papers should be submitted through the course's Moodle website or the department's office (not directly to the lecturer).
- Lecturers may permit group assignments, in which case group members will also be assessed individually. This is not applicable to seminar papers or oral reports, which must be carried out by individual students.
- Any change in the deadline must be approved by the Unit's Head and Teaching Committee. Deadlines cannot be postponed without approval and the unit's office must be notified.



### Submitting grades and returning papers:

- Lecturers must submit the grades of the course's final papers to the department's office **within three weeks of the deadline for submitting the papers (in case of a seminar – within two months)**.
- Solutions to exercises must be posted **within a week of the deadline for handing them in** (enabling students to learn from the exercises).
- Papers and exercises will be returned to students during lessons or through the department's office, according to each unit's regulations.
- Papers and exercises that have not been returned to students will be kept by the lecturer or the office (as customary in each department) until the end of the semester that follows the posting of the grade.
- **Appealing assignment grades:** students may appeal grades on papers (with the exception of seminar papers and final essays), providing they have had the opportunity to review the paper before appealing. Appeals can be submitted within 5 days of the grade's posting, and lecturers must respond no more than 10 days after the appeal is submitted.

### Seminar papers

#### Submitting seminar papers:

- TAU has set uniform deadlines for **submitting all seminar papers**:  
**First semester: Monday, May 5, 2025**  
**Second semester and year-long courses: Monday, Oct. 20, 2025**  
**Summer semester: Tuesday, December 23, 2025**
- Lecturers will not accept or grade papers written by students whose names do not appear in the course lists.

### Submitting grades

- Grades on seminar papers will be submitted **within two months** of the paper's submission or earlier, based on the relevant Faculty's decision.
- Graded papers will be kept in accordance with the academic unit's regulations.
- Lecturers and TAs may not place seminar papers or final essays in mailboxes.

### Extensions

- Only the unit's teaching committee is authorized to extend the deadline of a seminar paper, and only under special circumstances.
- Postponing the deadline to the following academic year may entail additional tuition.

### Artificial intelligence

- TAU encourages both lecturers and students to use AI text generators such as ChatGPT, which are easily accessible and can save time when writing texts that do not require integration or high thinking abilities.
- Students must be informed (through the syllabus) if and in what ways they can use such software in their assignments.
- Students should be told that these tools do not always provide full and reliable information and should therefore be used with discretion, and that responsibility for validating the data lies with the user.
- In the absence of any other guidelines from the lecturer, partial or full use of texts generated by ChatGPT, or any other AI tool, is permitted. This is subject to receiving the lecturer's approval in advance and specifying the mode of use and exactly where AI was used in the paper.

### The Originality system

- Originality is a digital system for assessing the originality of papers.
- The system compares the submitted assignment with assignments scanned previously by Originality (at both TAU and other academic institutions that use this system), as well as contents on the internet (checked through Google).
- The system does not compare texts with unscanned papers or internet sources requiring a license or username.
- The system can only compare the text with typed texts (not with handwritten papers, pictures, equations, or charts).
- The inspection can only be performed in texts written in Hebrew, English, or Arabic, and does not support any other languages.
- The system produces an originality ranking report which includes an originality grade, alongside specific passages found to be identical with texts scanned in other papers. Lecturers can see this report on Moodle, under Assignment Checking.
- When entering an assignment in which Originality has been activated, students will be asked to accept a notice stating that their paper will be inspected by the system.
- To activate Originality in a certain assignment the lecturer must mark the right square when creating the assignment on Moodle. Click this [link](#) for detailed instructions on using the system.

[Link to Paper Submission Regulations](#)

## **Equality & Diversity**

TAU's Equality, Diversity, and Community Commission advances policies, programs, and activities on equality and diversity throughout the campus, and works to enhance the sense of belonging of all groups and populations.

Following are several guidelines relevant to this issue:

### **Non-Jewish students and holidays**

The following guidelines apply to non-Jewish students when their holidays coincide with schooldays or exams:

- **Attendance:** any holiday defined as a day of rest for non-Jewish employees is also recognized as a day of rest for non-Jewish students. These students are allowed to be absent from classes on these holidays and will not be marked as absent.
- **Exams:** Exams will not be scheduled for the first two days of the Eid al-Fitr, Eid al-Adha, and Christmas holidays. If an exam has been scheduled for one of these dates, absent students will be entitled to a special exam date as customary at TAU.
- **Paper deadlines:** Deadlines for handing in assignments will not be set for the first two days of the Eid al-Fitr, Eid al-Adha, and Christmas holidays. If a deadline has been scheduled for one of these dates, students of the relevant faith will be allowed to submit the assignment immediately after the holiday, on a special alternative deadline set by the unit's office.

### **Jewish and Muslim students on days of fasting**

Fasting Jewish or Muslim students will be entitled to a special exam date providing the original exam took place on the day of fasting after 2:00 p.m.

### **Extra time on exams for students who encounter difficulties with the Hebrew language**

Students who are not fully proficient in Hebrew will receive 25% extra time for every hour in exams conducted in Hebrew. This applies to the following populations:

- Undergraduates from the Arab Israeli sector
- Students from Haredi society in their first year of academic studies
- New immigrants who had lived in Israel no more than seven years before beginning their studies at TAU

### **Pregnancy, pregnancy complications (inactivity prescribed to prevent miscarriage), childbirth, and adoption**

A student who has given birth, must remain inactive to protect her pregnancy, is undergoing fertility treatments, or has adopted a child, is entitled to adaptations regarding attendance, exams, submitting assignments, and more, as follows:

- **Attendance:** The student is allowed to be absent from classes for 6 weeks or up to 30% of all lessons in each course. An additional absence from 10% of all lessons is permitted for taking care of an infant under the age of one year.
- **Handing in assignments:** The student is given the same amount of time as other students to complete assignments and papers assigned during the semester in which she had her child. Her deadline will be no more than 7 weeks after the end of her permitted absence.
- **Exams:** A student who has been absent from an exam due to one of the events noted above (related to pregnancy, childbirth, fertility treatments, adoption or getting custody of a child) is entitled to an alternative exam date.

A student who has given birth, adopted a child, or received custody of a child, who was absent from an exam up to 14 weeks after the event, is entitled to an alternative exam date.

### **Prevention of sexual harassment**

- TAU strives to be a safe and inspiring environment for study and research, and to this end implements a comprehensive policy for preventing and addressing sexual harassment and abuse in both physical and virtual spaces.
- As part of this policy, we have established the Commission for the Prevention of Sexual Harassment, which conducts instruction programs, implements steps for prevention and enforcement, and handles complaints about sexual harassment and abuse in TAU's various environments.
- TAU sees great importance in instruction about the prevention of sexual harassment and raising awareness of the importance of a safe campus. To this end, all personnel and students are annually required to learn about these issues through our special educational software – [Instructions for the prevention of sexual harassment](#).
- The Commission invites all TAU personnel to ask for advice or report any question, doubt, or complaint.

[wesayno@tauex.tau.ac.il](mailto:wesayno@tauex.tau.ac.il)

WhatsApp 055-9686319

## **Accessibility for students with special needs**

Lecturers should be aware that some students in their class may have special needs, such as sensory impairments, physical or psychiatric disabilities, chronic illnesses or learning disorders. These students might find it difficult to follow the contents of lectures and TA sessions and must make extra efforts to succeed in their academic studies.

We must adhere to the principle of equal opportunity while protecting the privacy of these students. Relevant professionals or the Faculty's office will contact you if students with special needs who require certain adaptations are enrolled in your class.

Following are some recommendations and general instructions for teaching these students and responding to their needs:

### **Accessibility and adaptations in class**

- Posting presentations and study materials in advance enables students with special needs to prepare for lessons and follow them in class.
- Students who need this assistance should be allowed to record lectures and TA sessions in a personal audio device.

### **Students with visual impairments**

- Teachers should read aloud everything they write on the whiteboard, write in large, clear letters, and use dark markers (black or purple rather than green or red).
- When using PowerPoint presentations, teachers should make sure that the print and graphs are as large as possible and presented in a dark color against a light background. Graphics should be accompanied by a verbal description.

### **Students with hearing loss**

- Teachers should directly face their audience when speaking and try not to cover their mouth.
- Teachers should repeat questions or comments made by others in class to help these students follow the discussion.
- Some students with hearing loss use a personal FM device, consisting of a microphone that transmits the lecturer's voice directly to their hearing aid or receiver, to reduce the negative effect of background noise. Teachers should cooperate with them and wear the microphone if requested.

- In lecture halls where assistive hearing systems have been installed and connected to the hall's amplifier system, lecturers must use the hall's microphone and amplifier (signs indicating this can be found at the entrance).

#### **Students with a mental disability or chronic illness**

- The needs of these students tend to change and fluctuate. If you encounter students whose behavior or emotions fluctuate, you can consult with or refer them to the Student Advancement Department and/or the Psychological Service at the Dean of Students Services.

#### **Exams**

- Students with special needs are permitted to take exams under specifically adapted conditions.
- If there is a student with hearing loss enrolled in the course, make sure they notice when the teacher enters the classroom.
- During an exam the teacher should write any changes or clarifications re the exam or time on the whiteboard.
- When a student with hearing loss asks a question, the teacher should write the answer down rather than whisper.

#### **Counselors assigned by the Dean of Students**

- The Dean of Students assigns a dedicated educational counselor to most Faculties. These counselors support students throughout their studies, free of charge, and help them cope with personal and academic difficulties.
- Assistance is provided through individual counseling, academic tutoring, or referral to the Dean of Students' various support resources.
- Lecturers identifying students' difficulties are invited to contact or refer the students to the educational counselor in their Faculty.

## Contacts

Following are contact persons at the Dean of Students' Success Center and the Commission for Equality, Diversity, and Community:

**Ziva Brosh** (at the Success Center) – for students with sensory or physical disabilities or chronic illnesses.

03-6406531 [zivabrosh@tauex.tau.ac.il](mailto:zivabrosh@tauex.tau.ac.il)

**The Psychological Service** (at the Success Center) – for students with mental disabilities or Autism Spectrum Disorder.

03-6408505 [clinic@tauex.tau.ac.il](mailto:clinic@tauex.tau.ac.il)

**Learning counselors** – for students with learning disabilities.

03-6409692 [yeutz@tauex.tau.ac.il](mailto:yeutz@tauex.tau.ac.il)

**Anat Koren-Dror** – Accessibility Coordinator at the Safety Unit

03-640728 [kanat@tauex.tau.ac.il](mailto:kanat@tauex.tau.ac.il)

**Michal Boneh-Mizrahi** – in charge of gender equity and people with disabilities at the Commission for Equality, Diversity & Community

03-6406122 [bonehmizrahi@tauex.tau.ac.il](mailto:bonehmizrahi@tauex.tau.ac.il)

## Center for Innovation in Learning and Teaching

### The Center's activities

- The pedagogic team at the Center for Innovation in Learning and Teaching advises TAU's academic faculty and study programs on course development, optimal teaching practices, and the introduction of active, innovative, and digital learning methodologies.

Guidance is provided regarding the following aspects: planning the learning process in a course, building exams and assignments, the Moodle platform, incorporating digital tools into teaching practices, developing online and hybrid courses, developing students' occupational skills as part of the course, developing AI literacy among faculty and students, and generally coping with dilemmas that arise during teaching.

- On the [Center's website](#), you will find information on effective teaching, tools for planning and managing courses, examples of innovative teaching methods and courses on campus, advice for coping with disruptions, and other services.
- Email: [innovtl@tauex.tau.ac.il](mailto:innovtl@tauex.tau.ac.il)
- To schedule a meeting with the Center's advisors, click [here](#).

### Technical support for course websites on Moodle

- To update website contents, enter the course on **Moodle**. Here you will find an [online guide](#) with instructions for managing the website.
- For questions, please contact the team at **Virtual Tau**:  
03-6405527 or [Virtualt@tauex.tau.ac.il](mailto:Virtualt@tauex.tau.ac.il)

### Student satisfaction surveys

- The Center for Innovation in Learning and Teaching sends out online **student satisfaction surveys** at the end of every semester. The results are posted in the lecturers' personal info pages, following the posting of grades for the first exam date.
- The TAU Management attaches a great deal of importance to the surveys' results. Therefore, toward the end of the semester, students should be encouraged to fill out the questionnaires.
- In the coming academic year, a new dashboard will be launched, posting survey results for each lecturer. Further information will be posted at a later date.