



**Committee for the Evaluation of Psychology and Behavioral Sciences
Studies**

**University of Haifa
Department of Psychology
Evaluation Report**

August 2009

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Chapter 1- Background

At its meeting on October 31, 2006 the Council for Higher Education (CHE) decided to evaluate study programs in the field of Psychology and Behavioral Sciences during the academic year 2006-2007.

Following the decision of the CHE, the Minister of Education, who serves ex officio as the Chair of the CHE, appointed a committee for the evaluation of the academic quality of Psychology and Behavioral Sciences studies on April 29, 2008. On October 7, the committee was expanded and it currently comprises the following members¹:

- **Prof. Susan Andersen, Department of Psychology, New York University, U.S.A - Committee Chair**
- **Prof. Victor Azarya, The Department of Sociology and Anthropology, Hebrew University (emeritus), Israel**
- **Prof. Yinon Cohen, Department of Sociology, Columbia University, U.S.A and Departments of Sociology & Anthropology and Labor Studies, Tel Aviv University, Israel**
- **Prof. Susan Goldin-Meadow, Department of Psychology, University of Chicago, U.S.A**
- **Prof. Avishai Henik, Department of Psychology, Ben-Gurion University of the Negev, Israel**
- **Prof. Morris Moscovitch, Department of Psychology, University of Toronto, Canada**
- **Prof. Steven J. Sherman, Department of Psychology, Indiana University, U.S.A**
- **Prof. Varda Shoham, Department of Psychology, University of Arizona, U.S.A**
- **Prof. Seymour Spilerman, Department of Sociology, Columbia University, U.S.A**
- **Prof. Sidney Strauss - Chief Scientist at the Israeli Ministry of Education (previously - Department of Psychology, Tel Aviv University), Israel**
- **Prof. Barbara Tversky, Department of Psychology, Stanford University, U.S.A**

Ms. Alisa Elon - Coordinator of the Committee on behalf of the CHE.

¹ Due to the fact that there were 12 departments undergoing evaluation, committee members divided the visits amongst themselves.

Within the framework of its activity, the Committee was requested to submit the following documents to the CHE:

1. A final report for each of the institutions, which would include an evaluation of Psychology and Behavioral Sciences study programs, the Committee's findings and recommendations.
2.
 - 2.1 A general report regarding the status of the evaluated field of study in Israeli institutions of higher education.
 - 2.2 Recommendations for standards in the evaluated field of study.

The Committee's letter of appointment is attached as **Appendix 1**.

The first stage of the quality assessment process consisted of self-evaluation, including the preparation of a self-evaluation report by the institutions under evaluation. This process was conducted in accordance with the CHE's guidelines as specified in the document entitled "The Self-Evaluation Process: Recommendations and Guidelines" (December 2006).

Chapter 2-Committee Procedures

During May – June 2008 Committee members conducted full-day visits to five of the twelve institutions whose Psychology and Behavioral Science study programs the committee was requested to examine.

The committee visited the remaining seven institutions during December 2008.

During these meetings, the Committee met with the relevant officials at each institution, as well as with faculty members, students and alumni, and also conducted a tour of the campus.

This report deals with the Department of Psychology at the University of Haifa.

The Committee's visit to the University of Haifa took place on December 21, 2008.

The following members of the committee participated in the visit to the University of Haifa:

- **Prof. Susan Andersen - Committee Chair**
- **Prof. Avishai Henik**
- **Prof. Morris Moscovitch**
- **Prof. Steven J. Sherman**
- **Prof. Varda Shoham**
- **Prof. Barbara Tversky**

The schedule of the visit, including the list of participants representing the institution, is attached as **Appendix 2**.

The members of the committee thank the management of the institution and the Department of Psychology for the self-evaluation report and for their hospitality towards the Committee during its visit.

Chapter 3- Evaluation of the Department of Psychology at the University of Haifa

Background

The University of Haifa was established in 1963. In 1972, it gained accreditation from the Council for Higher Education.

The institution's self-evaluation report states that there are 16,292 students at the university, of whom 10,390 are studying for a BA degree, 4,998 for an MA degree and 904 for a Ph.D. degree.

The Department of Psychology was established in 1965.

MA studies were first offered in 1974. The self evaluation report states that there are nine different MA programs in the Department of Psychology: Clinical Psychology, Clinical-Educational Psychology, Clinical-Educational Psychology Program for Arab students, Clinical Neuropsychology, Cognitive Psychology and Human Factors, Developmental Psychology, Social Psychology, Occupational Organizational Psychology and The Psychobiology Program.

According to the institution's self-evaluation report, the first PhD degree was awarded to a psychology graduate in 1984.

The self-evaluation report also states that the number of students in the Department of Psychology at Haifa University during the academic year 2006-7 was as follows: 764 BA students, 254 MA students and 75 doctoral students.

1. Mission, Goals, and Goal Attainment

As the self evaluation document indicates, the Department of Psychology at the University of Haifa is committed to providing high quality teaching and training from the BA to the Ph.D. levels. The department is also committed to conducting research of the highest quality at the forefront of the discipline of psychology.

To achieve these aims, the department offers an undergraduate program in psychology, with two program tracks: a double major (for the majority of students), and a focused single major. Both tracks have the goal of providing the foundations of each of several core areas of psychology and grounding in the main research methods of the field. The department also aims to help students develop critical thinking, be able to evaluate professional material (e.g., journal articles), and take an interest in advanced graduate studies. Because of the high quality of the faculty and the wide variety of courses and learning opportunities it offers, including the opportunity to learn to design a study and to collect, analyze and interpret data, the committee sees the department as largely meeting its goals.

A central goal of the Department of Psychology is to train a new generation of researchers and professional psychologists. The MA programs offer theoretical studies integrated with research experience, practica, and workshops, and research is done under faculty

supervision. The committee applauds the aim but notes that the graduate programs offered in the department are numerous by any standard. Several of the programs are in the clinical area, given that they are intervention oriented, while focus either on adults or children. The remaining areas of the department focus purely on research, and cover a wide swath of areas of the discipline, ranging from the core of psychology (psychobiology, research neuropsychology, cognitive psychology, social psychology, and developmental psychology) to occupational/organizational psychology. Some MA students are currently employed as teaching and research assistants. This is critical for a strong department, as such financial support enables students to focus on their education and also to gain experience teaching, which is an important component of graduate education. On the other hand, maintaining such a large number of programs may lead the department to be spread too thinly to capitalize fully on its strengths at the core of the discipline, suggesting that consolidation of programs and strengthening at the core would be valuable.

Although training at both the MA and Ph.D. levels is generally strong, the committee's view (based both on the self-evaluation report and our meetings) is that training in some areas is quite limited due to the range of faculty expertise. Specifically, there is a lack of faculty expertise in some areas and this results in the department doing less well than it should in adequately capturing the core areas of psychology, for example, through essential topics in cognitive neuroscience, social psychology, and cognitive development. As detailed later in the report, these areas should be strengthened in order to solidify excellence in the department as a whole. Beyond this, there are infrastructure challenges that need to be addressed, as we detail below.

The considerable respect for the department throughout the university was evident in the committee's meetings with people at all levels, from undergraduate students to the rector. This success is noteworthy given space and budget limitations in the department as spelled out in the self-evaluation report. Especially impressive is the forward-looking approach of the department. The committee was impressed with the leadership of the department and of the university. Faculty and students alike seem to take pride at being at Haifa, and seem both productive and engaged in the department. The department was exceptionally responsive to the committee's visit, soliciting the participation of a large number of graduate and undergraduate students, as well as a large group of alumni, and full participation of the faculty. The self-evaluation document itself was highly detailed and informative, and was very useful to the committee.

2. The Program of Study

The Department of Psychology offers a BA in Psychology both as a dual major and as a more intensive individual major. Students pursuing each of these options complete a traditional program of study in psychology that constitutes a solid psychology major that can prepare them either for advanced study in the discipline or for other relevant endeavors. The major provides students with a reasonable grounding in statistics and research methods, while also providing them with exposure to the core areas of the discipline. In the third year, students are required to participate in a small class that is a research seminar in which they gain experience with designing and conducting their own research study, analyzing the data, and writing a seminar paper. Courses of this kind are fundamental to effective BA-level education in psychology, and it is thus of importance that such a course is required in the department. This research seminar is an excellent way for

students to gain hands-on experience with the methods and analyses involved in psychological research. Beyond this, advanced students also have the opportunity to work as research assistants in faculty laboratories and conduct guided research, usually under the supervision of a graduate student. Making sure that such opportunities are available is also of great importance for excellence in undergraduate education in psychology, and the committee's view is that the department must make sure that such experiences are systematized to ensure that the theoretical purposes and procedures of the research that students are doing is understood by them, as is the relation of this work to the research articles they are given to read.

Classes (including the research seminar) are large and students expressed to the committee their concern that they are not learning all they should or would be if given the opportunity to discuss material, integrate it, and have writing assignments. Nonetheless, the committee was encouraged to see that the self-evaluation document indicates that the department has heard these concerns and has taken the proactive step of offering exercise/discussion sections as part of the large undergraduate courses. The committee strongly endorses this decision.

The department offers an MA and Ph.D. in 9 areas of study: (1) Psychobiology, (2) Cognitive Psychology, (3) Social Psychology, (4) Developmental Psychology (applied or research track), (5) Clinical Psychology, (6) Clinical-Neuropsychology, (7) Clinical-Educational Psychology (Jewish sector), (8) Clinical-Educational Psychology (Arab sector), (9) Occupational-Organizational Psychology (all applied, organizational counseling, organizational consulting, or personnel selection track). The first 3 of these programs are geared toward research excellence in each respective field. The 4 clinical programs emphasize both research and applied training in clinical practice and do so with heavy emphasis on evidence-based approaches to clinical science, the state-of-the-science model of clinical training. This evidence-based training model is fully shared and valued by students, regular faculty, and expert and adjunct faculty as well. The 2 remaining programs (developmental and occupational-organizational psychology) focus both on research and on applied training, and each has a pronounced "practice"/intervention component. That is, developmental students learn to treat children with learning disabilities, to apply family systems intervention, and conduct systems assessments of day care programs. Likewise, occupational-organizational students are heavily involved in organizational counseling, organizational consulting, and personality assessment.

The committee's view is that the department is trying to do too much by having so many graduate programs. The committee acknowledges that there is compartmentalization between clinically-related areas and that some of this is due to the different types of license and the differential paths leading to licensure in the State of Israel. However, the quality of the program of study is bound to be compromised by such compartmentalization. Moreover, even though existing faculty are strong, there is little breadth in many core areas of psychology, as noted, suggesting that strengthening these areas by hiring new faculty is needed. In addition, there is far more focus on applied training than is the case in top research universities internationally, and it seems advisable that the department find ways to consolidate its graduate programs and to strengthen the core of the discipline. The existing MA programs offer a variety of courses, seminars, and workshops. Students develop expertise in their particular field of specialization, and the goal is for them to develop the skills necessary to become successful researchers and/or practitioners.

Importantly, research is a key element of MA training, and this is reflected in the fact that all MA students are required to complete an empirical research thesis. The committee strongly supports this approach. Very extensive course requirements, however, especially in the applied areas, make this difficult to fully implement. Adding to this, many students must earn a living and have no financial support. In part for this reason, the department is seriously considering converting some of the programs into Ph.D. programs. Earning an MA degree followed by the Ph.D. can take 8-10 years, instead of 6-7 years it typically takes at North American universities. The committee supports consideration of such a change. However, the implications of making such a change for teaching, size of the student body, etc., will need to be carefully considered.

In terms of the purely research oriented programs, the psychobiology program is a solid program with a strong faculty who are active in research. The program includes major projects in a number of areas from psychopharmacology and developmental psychophysiology to stress and coping, and learning and memory. The partnership with biology is foundational, particularly for students without sufficient background and, in general, for students to be eligible to conduct research with animals. The program prepares students for doing a Ph.D., and as students proceed through the program, they make the choice of whether their research will be primarily psychological or biological.

The cognitive and human factors program is also quite strong in terms of having a faculty of active and productive researchers, augmented by collaborations with and courses in the Technion. The self evaluation document indicates that the program trains students in basic and applied research, and covers a broad range of areas from perception and attention to memory, metacognition, and more. The program seeks to support as many students as possible as research assistants. On the other hand, the program does not currently capture the breadth of the field in part because it lacks cognitive neuroscience, where much of the research at the cutting edge of the discipline is focused. Hiring in this area, which the department indicates it seeks to do, is important. Moreover, the emphasis on brain and behavior has now spread to other areas including social cognition, decision making, and clinical psychology. Hence, students who are able to gain expertise in this approach will be competitive in today's market. This could also be valuable in other programmatic ways in the department as well. For example, there are very few faculty in the clinical neuropsychology program, making a new faculty member in cognitive neuroscience potentially well suited to filling a gap in teaching in clinical neuropsychology. Along similar lines, the name of the program, cognitive psychology and human factors, is not particularly apt for the program as there is no full-time faculty member in the program doing research on human factors. The department's self-evaluation document indicates a need to hire in this area, and the committee sees this as sensible, if the human factors aspect of the training program is to be formally retained. Based on our meeting, the committee understood that graduates of the cognitive program are still commonly placed in jobs in industry and the military even without the human factors training.

The social psychology program trains students in a fairly wide breadth of subareas of the field in terms of its coursework it offers. The program, however, is focused mainly on the subfield of judgment and decision-making, and thus students' scientific training based on working in a faculty laboratory in this area. While it is clear that the faculty specializing in this subfield are strong and productive scientists, a high level program in social psychology requires representation of more of the core of the field as it exists internationally. Social

psychology is also central to the social issues faced by the State of Israel (e.g., stereotyping and prejudice, intergroup behavior, social identity, and conflict and negotiation), not to mention to the discipline of psychology. Hence, the committee believes that this program should be strengthened by increasing its breadth with a hire of an experimental social psychologist whose research would fill the gaps noted above, namely, areas like stereotyping and prejudice, intergroup behavior, and the like.

The developmental program offers both a research and an applied track. The latter is geared toward training students in prevention and intervention techniques with children and their families. The basic research faculty in social development are excellent and appear to train their students well – with a particular emphasis on attachment theory and processes. For the developmental program to achieve the excellence to which it aspires, however, the area needs representation in cognitive development, the other side of the field, and ideally, also augmentation of its faculty in social development to extend beyond the area of attachment research. It is also worth noting that the applied track in this program seems to considerably resemble what might otherwise be a child clinical program, and hence, it is worth considering whether or not integrating the program into a child clinical program might make sense. The need to ensure that this program is infused with the scientist-practitioner model also exists.

Aside from this, and as noted, there are 4 explicitly clinical programs in the department, each a distinct entity as the department is currently organized. The main clinical psychology program focuses on adults and is guided by a scientist-practitioner model in which evidence-based practice is valued and taught. At the same time, the program still has a disproportionately strong psychodynamic emphasis, including assessment and intervention methods of questionable scientific validity. Employers have indeed requested training in cognitive-behavioral and family systems interventions as well, as noted in the self-evaluation document, and instituting these courses as requirements with proportionally less emphasis on psychodynamic models is needed to reach the international standard.

Both clinical-educational programs (Jewish and Arab sectors) cover both child clinical psychology and educational psychology as needed for working in schools, and ultimately students completing the program can be licensed in both areas in Israel. This suggests that training in these programs should rise to international standards in the child clinical area, and this might best be ensured if these programs were folded into an expanded clinical program with multiple tracks. Such a program should be fully committed to the scientist-practitioner model.

The clinical-educational psychology for Arab students (and the Arab sector) is especially unique in the country, appears to be valued in the community, and is well-tuned to the special needs of the Arab population in the region. Protecting and enhancing this unique program seems to the committee to be particularly important. Access by these students to courses offered outside of their own program is of considerable interest, and this offers another reason for consolidating the clinical programs and enabling some common core courses.

Finally, the clinical neuropsychology program appears to be strong and includes a neuropsychology research laboratory as part of students' training including ones at Rambam Medical Center and the Loewenstein Hospital. At the same time, these students are reportedly excluded from other clinical courses in the department, which they believe (and we concur) compromises their training. Again, consolidation of clinical programs with some common core could improve this situation.

The clinical program's course requirements are heavier than those of other departmental programs, an imbalance that is due to the program's wise decision to teach cutting-edge courses in addition to those mandated by the Professional Committee (appointed by the Council of Psychologists). Unfortunately, some of these requirements (e.g., four semesters of Personality Assessment, focusing on projective tests) are of questionable scientific validity, they overburden the curriculum with materials unnecessary for students to become competent clinicians, and they take precious training time away from teaching empirically supported assessment and treatment methods, and from students' research training, especially when all this training is condensed into the MA program of studies. On the upside, the clinical programs are part of the department's decision to fully implement a model that may reduce the load on both students and faculty by admitting students directly to a Ph.D. program and by accepting a smaller cohort students, which may improve student/faculty ratios. While clinical students in such a program would still complete an MA thesis, the department would admit to the Ph.D. program only and grant a *terminal* MA only in special cases. While this will not resolve the problem of having a curriculum that includes unnecessary courses of questionable content, curriculum problems and strengths would be spread out over a longer period of time, allowing for higher-quality training experiences to take place alongside the outdated ones.

The committee commends the clinical program for considering such a forward-looking approach, which is also responsive to international developments in clinical science and practice. It also commends the program for seeking to minimize the toll exacted by the requirements of the Council of Psychologists' Professional Committee while maximizing training in evidence-based practice. As specified later, the committee recommends reducing the number of courses that focus on assessment and intervention methods of questionable validity, thus bringing the curriculum to international standards that better fit the department's and the university's mission.

An additional forward-looking approach to which the clinical faculty seek a solution is the untenable internship backlog. Currently students need to complete their MA degree to be eligible to enter the internship selection process, which means that they are in limbo for 1-1.5 years post MA. If students complete their MA theses while in the Ph.D. program, they can apply and begin internship training while they are also working on their dissertations. This model may be optimal given that internship training in Israel is structured as a 4-year, half-time experience. Under this plan, students admitted to a Ph.D. program in clinical psychology would complete MA studies and thesis, be eligible to apply for internship, and complete their Ph.D. while on internship. Faculty seem to be in agreement that this training model would be a substantial improvement over the current model. It will fit better with what is currently required from MA students, and it will allow the clinical students to complete their clinical training while still in school, working on their dissertations. Interns who are still in school will be able to better integrate their internship experience with the science-based training philosophy of the department through clinical seminars focused on

critical thinking and literature updates. No less important, it will allow the department to distribute essential courses over a more reasonable timeframe.

Regarding the Ph.D. program, the committee's meetings with students indicated that some Ph.D. students seek to become researchers and academics, while others aim to apply their knowledge in applied settings. The Ph.D. training requires an independent dissertation project as its keystone, and the training seems to be very successful.

Alumni of the program with whom the committee met were highly satisfied, feel strongly connected to the program, and have become very successful in their fields of endeavor. Their pride and satisfaction was apparent to the committee.

Overall, the committee was impressed with the leadership of the department and of the university. Faculty and students alike seem to take pride at being at Haifa, and seem both productive and engaged in the department.

3. Faculty and Teaching

Faculty

The department's core faculty are active and distinguished scholars and researchers with high visibility nationally and internationally in psychology. They publish their work in top-tier journals along with their graduate students, several have intramural and extramural grants (see further details in the section on Research), and they are strong in awards received and elections or appointments to offices in professional organizations. Researchers in similar content areas, even in different programs, collaborate with each other, although the extent to which resources are shared across programs in the department is not clear.

Although a fairly large department (33 faculty, of which 27 are core, 5 are part-time Experts, and one, a Senior Lecturer, is a part-time adjunct faculty), the faculty are spread thinly among the various MA programs. Most programs have no more than 3 full-time core faculty, and some areas (e.g., clinical-educational psychology) have only 1 or none (clinical-educational psychology, Arab sector). Hence teaching and program administration are augmented in that program by two highly-experienced Experts. There are 3 core psychobiology faculty; 7 core faculty in cognitive psychology (and 1 retired but active), 3 core and 1 part-time adjunct faculty in social psychology; and 2 in developmental (plus one part-time). In terms of clinical psychology, there are 4 core and two Expert faculty, and much of the teaching in the program is also done by adjuncts. In the clinical-educational psychology program for the Arab sector, none of the faculty is full time, i.e., as core faculty. There are 2 core faculty in neuropsychology, and 3 core faculty and 1 part-time Expert faculty member in occupational & industrial psychology.

Students in the department report that the faculty are very accessible and supportive, in addition to being role models of high caliber researchers. This is true also of scientists in the clinical area, which is at the cutting edge of the profession. Although much of the clinical training is done by adjuncts, the clinical program seems to have been successful at selecting adjuncts for their commitment to the scientist-practitioner model.

The department's teaching is augmented by a set of Experts, some of whom are highly distinguished practitioners and writers in areas relevant to various departmental teaching needs. Experts' teaching load is twice that of core faculty, and they get half of the sabbatical-leave privileges in comparison to core faculty. Most, however, have other jobs outside the university. The Experts' attitude appears to fit with that of the core faculty in that they support the expansion of clinical training beyond psychodynamic emphasis, and they value the department's increasing emphasis on evidence-based practice. They also expand students' ability to conduct research in clinical settings.

Teaching and clinical training is also augmented by a set of adjunct faculty. The committee met with 8 such faculty, one of whom teaches in the social psychology program while the rest augment teaching in clinical psychology. They reported feeling well integrated into the department, as "part of the team," and they also feel supported in their career trajectory, as they are encouraged in the department to pursue their Ph.D., if they do not have it.

The re-specialization program is designed to provide clinical training to individuals who have an MA in a different area of psychology and want to respecialize in clinical. It is staffed mainly by adjuncts and Expert faculty, who carry the major load of teaching and training in this program. The committee was concerned that it may not be a wise use of departmental resources to maintain this program. It would seem more in the interest of excellence of the department to build at the core of the discipline and not to be distracted by offering such a program.

According to our meetings in the department, faculty expectations and procedures for promotion and tenure are not always transparent, especially in terms of the timing of each stage in the process. Recently, the university administration has taken steps to publicize the procedures in ways that are more accessible to the faculty, and to streamline unnecessary steps such as pre-review review processes. It would be helpful for the department and chair to develop formal procedures for communicating with candidates for promotion at all levels and at all stages of the process.

Beyond this, it seems that about 7 faculty (some very key) are on the verge of retirement. When coupled with the large number of programs in the department and the particularly heavy load of requirements in some, this suggests that the department is in need of engaging in some long and short term strategic planning for what shape the department should take in the future and what faculty to hire.

Teaching

The curriculum at both the BA and MA level appears to be comprehensive and logical.

BA-level. The BA program has two tracks: single major (76 psychology credits) and double major (60 psychology credits). Undergraduate students are required to take certain mandatory courses in the first year (introduction to psychology, statistics, biological bases of behavior, computer literacy) and two mandatory courses in the second year (computerized data analysis, experimental psychology). Students must also take 3 of the 4 annual courses in the personality/abnormal cluster and 3 of the 4 in the cognitive/testing cluster. In general, this is a comprehensive program that provides the student with a solid

basis in psychology, i.e., with the knowledge and training required for graduate studies or for other pursuits.

The number of undergraduate students has increased in recent years, which led to an increase in the size of classes. This situation presents an obstacle to student learning in that they have no opportunity to discuss concepts in class and to learn the material in this active way, curtailing students' apparent willingness to ask questions in large lectures. Part of receiving a solid BA-level education in psychology involves having the opportunity to write about the field and its findings, to discuss, and to make presentations. Having such opportunities enhances learning and is more feasible with exercise sections in large courses. Large courses tend to use multiple choice questions in the examinations, which may reduce to none the writing students are required to do. The committee's view is that exercise/discussion sections (targilim) are critical to effective learning in large courses in psychology. In general, any class larger than 60 students should have discussion groups. We suggest that discussion groups have no more than 20-30 students per group.

Students mentioned that teachers in advanced courses often do not take into account knowledge students previously gained in the Introduction to Psychology course. Courses in the second year and beyond would benefit from being less redundant and advancing over time, even as core courses, and a structure should be instituted to ensure this.

Undergraduates also have the opportunity to participate in research, both as subjects (students volunteer 15 hours of experiments in the first year) and when they engage in hands-on research activities in a research seminar in their third year, a guided research course that is required. In this course, students participate in the research team of a faculty member or graduate student. It seems that the quality of the guided research course varies quite a bit in terms of the quality of the research experience that students have. Based on the committee's meetings with students, it seemed clear that more structure and guidance is needed for these courses by the department curricula committee to upgrade their quality. What is needed is that students gain an understanding of how various research activities are conducted as procedures within a scientific project. Moreover, the syllabus for this course was missing, even though we did receive a syllabus for an alternative course titled, field experience. Some students also have the option of joining the laboratory of a faculty member on a more formal basis as a research assistant, although these opportunities are not commonly available.

MA-level. As described above, the rationale for having so many MA programs with so much apparent overlap between them is unclear. In addition to the lack of conceptual justification for separating programs such as clinical and clinical neuropsychology, or even adult and child clinical, the particular partitioning seems confusing for students and in some programs may impede well-rounded education and training. Moreover, faculty are spread thin and classes are often too large for high-quality teaching, especially in clinical content areas.

The department is considering the possibility of developing an in-house training clinic, and this would further enhance excellence in science-based clinical training in the department. In the committee's view, a clinic would be best accomplished by integrating adjunct teachers within the clinic – to enable a better conceptual fit between the goals of the

program and the adjunct's training orientation, while continuing to fully engage full-time faculty as is currently done.

4. Students

The BA program in psychology is very selective. The number of applicants has increased dramatically, from 678 in 2002 to 1042 in 2006. The number accepted has held steady at around 430, from which approximately 220 enroll. Students are accepted to the program on the basis of a weighted average of the psychometric and matriculation scores, with the psychometric score given double weight, a weight that increases with distance from the matriculation. The approximate scores for admitted students are 675 on the psychometric exam and 10.2 for matriculation. Special consideration is given to underprivileged populations. Selection criteria for the MA program are similarly high. The number applying to the MA program also increased, from 378 in 2002 to 813 in 2006, and those admitted also increased, from 57 to 82, with the number enrolled up from 49 to 78. By contrast, although the department has said it would like to increase the number of students doing a Ph.D. rather than only an MA, the number of Ph.D. students admitted and enrolled has decreased from 16 to 7.

On the whole, the undergraduates seemed proud and happy to be studying at Haifa, and they have an undergraduate student organization that serves them well. They reported that they see their education as comprehensive and thorough. Those in double majors noted their frustration that they did not have more courses in psychology, especially electives. Moreover, despite their overall satisfaction with courses and teaching, they would like more intellectual challenge in their courses and discussion sections, and would like exams that test applications and integration of knowledge rather than memorization. Similarly, they would like more practical experience in laboratories and in the field. They generally indicated feeling that they receive a mass education, and are hungry for more interactions in small groups and for more challenge. They praised the research experience when it was thorough, as it provided them experience in all aspects of research from development of ideas to analysis and interpretation of data.

Satisfaction of the master's students varied from program to program. Many from different programs expressed a need for more courses, more depth in whatever program they were in, and more electives. Those in the clinical programs indicated that they wanted more courses or training in ethics, more on the theoretical foundations of practice, more on evidence-based practice, and more supervised practice. Many students were unhappy that they could not take courses they needed from other programs in the department. Students also indicated that they wanted more feedback on their progress not in the form of grades, but in terms of their overall development as psychologists. Of course, funding is an issue; most students struggle to find funding for their graduate studies. Students also reported that they would like more help finding practica, as it is very difficult. An in-house clinic might help provide students with supervised practical experience as well as serving as a research facility.

5. Research

Research in the department compares favorably with that in other solid departments around the world. Two of the faculty members of the department are Israel Prize winners

and members of the Israel Academy. Others have also received awards in recognition of their achievements. Each research group includes very strong researchers, both at the senior level and more importantly among the recently-hired junior faculty, helping to ensure long-term excellence in research in the department. There are, however, some improvements and changes that would benefit the department and help keep its world class status. Total grant funding awarded over the last five years was \$6,050,000. There are also 32 grants, totaling \$3,500,000, that were awarded before 2003 but were still active for at least a portion of the last five years. The number of publications was nearly 350, many in the best, specialized journals of the field. What impressed us was not only the research productivity indicated by these numbers, but also that in all areas, a good deal of the research being done is at the leading edge of the field. Collaboration within some of the units is also very significant, and this benefits research productivity as well as graduate training. There is also national and international collaboration, especially in the cognitive group.

As noted, the committee applauds the policy that all graduate students are required to conduct research and submit a research thesis. It is consistent with the department's philosophy that research training is essential not only in its own right, but also for informing work in applied fields, ensuring that as students and ultimately as practitioners they can evaluate assessment and treatment in accordance with evidence-based practice standards. To help ease the heavy burden this places on students who must complete courses and practica related to their applied field, as well as a research thesis, the department has proposed moving to a direct-entry Ph.D. program, rather than a separate MA program, allowing more time for research, while students complete course work and practica, and reducing the overall length of time needed to the doctorate (from the start of graduate school) as well. On the other hand, funding for graduate students is woefully inadequate. Students simply cannot be maximally productive if they must spend considerable time working outside the university.

BA-level students obtain a solid grounding in research methods and statistics in their program, as well as being given hands-on research experience, often under the mentorship of graduate students as part of a required course in the department. At the same time, based on the committee's meetings, it is important that some guidelines and procedures be established so that all students have a high quality learning experience in the process. More opportunity to take part in research in faculty laboratories is also needed.

6. Infrastructure

Office space. The Department of Psychology is located on the 7th floor of the Rabin Building on campus. Each full-time faculty member has his or her own office, computer, and printer. Although it is not clear to the committee how office space is allocated, it appears to depend on factors such as the research group to which one belongs and seniority. A small proportion of graduate students have offices on campus, and many occupy laboratory space when it is not in use for experiments, although the majority of the students work entirely from home, limiting the interaction that students can have with each other and with faculty (and undergraduates).

Research space and equipment. The space available for doing research and for equipment seems less than needed, and it is unevenly distributed across faculty and possibly misallocated. Some units in the department have little space, while others have ample space. Researchers have made excellent, efficient use of its existing space and equipment by sharing equitably among faculty and graduate students, effectively stretching available space and equipment, with each unit having between about 60-80 people using the space. The IIPDM is described by faculty as like a research kibbutz, although it is unclear whether such sharing crosses unit lines. On the other hand, the neuropsychology unit has only three small rooms shared among three young faculty and their 36 undergraduate and graduate students, which is greatly inadequate by any standard. In its meetings, the committee learned that plans are underway to develop lab space commensurate with the needs of these faculty, which is critical. Especially the young faculty suffer from lack of lab space which is crucial at this point in their careers. From the self study document, it appears that a total of about 200 square meters of lab space is divided among the remaining 10 faculty not part of the units already mentioned. The amount of space allocated to these faculty is small and seems insufficient by any standard.

Faculty and students wanting to conduct neuroimaging research have good access to scanners at Ichilov Hospital. Plans are also afoot to develop scanning facilities at Rambam Hospital in a consortium between the hospital, Haifa University, and the Technion.

Classrooms and related space and equipment. Classroom space, computer equipment, and facilities are good. No student or faculty had complaints in this regard.

Library. Holdings at the library and its facilities, including psychological testing material, and access to the material, including up-to-date journals, is very good. The committee heard no complaints about problems in accessing up-to-date e-journals and we thus assume that the access is good.

7. Recommendations and Suggestions

The faculty and students at Haifa are strong, as is the program, and hence the committee was quite impressed with the department. The aim of this report, then, is to contribute to maintaining excellence in the department by encouraging the department to continue with current efforts and also to make some additional changes, particularly involving the organization of the graduate programs. Some improvements recommended have already been identified by the department (through the self-evaluation process) as areas for improvement and change, while others have not. The committee's recommendations and suggestions are below in an approximate order of priority within each section, although some are equally important. In general, we tend to suggest a 12 to 24 month window for making the enhancements that are recommended, possibly with a follow up at 36 months.

A. Programs and Faculty

1. To sustain excellence in the department, new hiring is needed that will solidify the faculty and programs in the department. The committee's view is that this should be done by building at the core of the discipline to strengthen three core areas of the field in which the department is short on faculty and most needs

strengthening: cognitive neuroscience, experimental social psychology, and normal cognitive development.

(a) Cognitive neuroscience is of great interest in at least two areas of the department and represents the cutting edge of the field.

(b) Social psychology well-represents judgment/decision making, but it lacks the core areas of the field, e.g., stereotyping and prejudice, attitudes and persuasion, intergroup behavior, emotion, the self and identity; hence, hiring an experimental social psychologist in one of these core areas is needed to solidify and strengthen this research program.

(c) Finally, the developmental area is strong in the domain of attachment processes, but includes no normal cognitive development and lacks other areas of social development as well.

(d) These are high priority areas for hiring, and the committee recommends that a strategic plan be developed in the first year for securing funding for these targeted recruitments. The committee further recommends that the targeted hires be made in the second and third years.

2. Just as crucial, the committee is concerned that the department is trying to do too much in a way that is not sustainable. The number of programs that faculty administer and in which they teach (nine) is too large for the size of the faculty. The committee thus sees it as critical that the department consolidate highly similar programs into a single program with a common curriculum but differing tracks reflecting content areas. Overlapping courses and shared teaching should become more feasible and natural in the department with such a structure, which should also enable a more focused department that offers students some access to courses in other tracks.

(a) Research neuropsychology is close to cognitive psychology (and cognitive neuroscience), and one program with different tracks thus makes sense.

(b) Likewise, clinical psychology, clinical neuropsychology, and child clinical-educational psychology (Jewish, Arab) should be combined into a single clinical program with an adult and a child track, differentiated by content area or sector.

(c) The developmental program (basic, applied) can stand on its own, ideally with some shared course requirements (e.g., with the cognitive track and with the child-clinical track within a combined clinical program).

(d) The committee recommends that the department consider relocating the occupational-organizational psychology program within the university or re-visiting how these faculty might be situated within other programs of the department. Top universities in North America do not offer occupational or organizational psychology programs, because the latter have migrated to a

more suitable home in business schools and the former is too tangential to basic research in the core of the discipline.

(e) The committee recommends that a strategic plan be developed in the first year for exactly how to implement such a consolidation, including careful consideration of the implications for the existing program in occupational-organizational.

3. For overall excellence in the department to be maintained and enhanced, it is important that the leadership of the university remain mindful of the fact that psychology is a laboratory science like the life sciences, and therefore must be treated as such – in terms of laboratory space requirement, student support, and the like.

4. Finally, in terms of faculty promotion, the committee notes that very few faculty have been promoted to full professor. The committee thus suggests that the department develop more systematic procedures for communicating with faculty (including communications from the chair) at all faculty levels, aimed to increase communication and transparency about the process of promotion in the department.

B. The BA Program

1. As noted, although students on the whole are proud and happy to be at Haifa, they find their courses insufficiently challenging intellectually and the exams without opportunity to apply material or integrate knowledge. Likewise, students are offered little or no opportunity to discuss material, ask questions, write, or present.

(a) Hence, the committee recommends that the university leadership and department find a way to add exercise/discussion sections (targilim) to all of its large undergraduate classes (e.g., of 60 or more).

(b) A strategic plan should be formulated in the first year to enable this that is then implemented in the second and third years.

2. In a similar vein, students want more opportunities to gain practical experience, research in faculty laboratories or research or practical experiences in the field, and the committee recommends that the department develop a systematic procedure for ensuring that such opportunities are more available. If these experiences are supervised by graduate students (which is generally a good idea), the department must then ensure that this is a high-quality experience for the undergraduates in which they come to clearly understand the purposes and procedures of the research.

(a) A strategic plan should be formulated in the first year for a means of fostering more such opportunities and ensuring their quality, and the plan should be implemented in the second and third years.

C. The MA Programs

1. Beyond the reorganization of the department and its MA programs indicated in above (in A.2), it is worth noting that the existing MA programs vary considerably in requirements, resources and course offerings, affecting educational quality, student satisfaction, and morale. Course offerings in some programs are often insufficient in breadth and depth. Areas that need amplification include biological bases of behavior in the neuropsychology and cognitive psychology program, as well as ethics, evidence-based practice, and supervised practical experience in each clinical track. Restructuring the department and the MA programs, especially the clinical/practical components, should be done with an eye toward reducing inequalities and ensuring that students in each area receive the comprehensive courses that all students need in addition to the depth they need for their specialization. The department is already considering how best to do this. These efforts that should be accelerated and folded into the departmental reorganization described above.

(a) The committee recommends that the department develop a strategic plan within the first or second year for transforming the graduate curriculum within the consolidated programs to ensure that the curriculum for each program is comprehensive and coherent. In addition, there should be some shared core courses across tracks within a program, as well as specialized coursework and supervision in each track.

(b) The plan formulated should be implemented in the second or third years.

2. In terms of the clinical program, the recommended consolidation of programs within the department has the most extensive implications for this program and the many intervention-oriented programs in the department. The committee thus recommends as the department undertakes the strategic planning for consolidating programs (recommended in A.2 above), that it is done with special attention to curriculum changes in the clinical program that are needed, because these will also be needed in the tracks that we recommend be folded into the clinical program. The committee is aware that some of its recommendations for curricular changes are at odds with requirements imposed on academic programs by the regulations issued by the Council of Psychologists' Professional Committee, and by the Committee's interpretation of the Israeli Law. The committee is nonetheless following its charge to evaluate program quality and enhance the fit with international standards of training.

(a) In particular, the committee recommends that the faculty develop a revised curriculum that provides students in all tracks of the newly combined clinical program with a broad basis in evidence-based training in psychopathology, assessment, and intervention; reflecting the best scientific information available and bringing the training to international standards. This requires economizing the number of courses and reducing inefficient use of student time in each area, which will then increase the time students have available to conduct research.

(b) The committee also recommends that the revised curriculum ensures that students are no longer required to train in assessment tools (and intervention models) of questionable validity, including those that add no incremental validity to more accessible tests. The literature that students read (based on their syllabi) should include the best science available, and their practicum experiences should be integrated into the rest of their education in group discussions that allow the scientific literature to be integrated with their clinical work.

(c) More precisely, the committee recommends that the number of semester-long courses devoted to psychodiagnostic tests be reduced to 3 (i.e., 1.5 annual courses) and that the focus of these courses be on valid assessment tools. If the program wishes to cover diagnostic instruments of questionable validity then this should be restricted to one course where questions of validity are discussed.

(d) In addition, the committee recommends that the number of 1-semester courses on psychopathology be reduced, in this case to 2 (i.e., 1 annual course), with not more than one these covering historical and psychodynamic approaches to psychopathology, while the other focuses on advances in the clinical science of psychopathology.

(e) In terms of intervention courses, the committee recommends that these be reduced to 3 single-semester courses (1.5 annual courses) on evidence-based treatments, with at least one on Cognitive-Behavioral Therapies (CBT).

(f) Beyond the above changes, the committee suggests that the department give further attention to developing an in-house clinic serving the community that would both train clinicians and serve as a research facility that generates state of the science contributions to knowledge while modeling evidence-based practice.

(g) Finally, the committee suggests that the department dispense with the re-specialization program, staffed mainly by adjuncts and Expert faculty, in order to focus on the core of the discipline.

(h) A strategic plan should be developed in the first year for addressing each "recommendation" above (with flexibility for the "suggestion"), and this plan should be implemented in years two and three.

3. The committee sees the MA program for Arab students as especially commendable, and believes that it should be protected and enhanced and that it should also serve as an example to other departments and fields in higher education. The consolidation of the MA programs in the department must ensure that the course offerings in this program are equivalent to those in the related MA programs and wherever possible ensure that these students share courses with the other MA students. Where possible, Arab students should also be provided with

advanced training for serving clinical as well as school populations. Funding for this program is currently uncertain from year to year, and it is critical that this be ameliorated.

(a) The committee thus recommends that in the first year the department develop a strategic plan for protecting and enhancing this program (as a track within the clinical program), for enabling its educational equivalence with allied tracks, and for ensuring a steady revenue stream that is at least parallel to that of other programs and tracks.

(b) The plan should be implemented in the second and third years.

4. In addition, the committee recommends that the university leadership and department protect the existing requirement of a research-based MA thesis and that a systematic procedure be instituted to ensure that graduate students receive more feedback on their progress within the program including on any of the teaching that they do.

(a) This plan should be formulated in the first year and implemented in the second and third years.

D. The Ph.D. Program

Given the strengths of faculty research programs, training of Ph.D. students at Haifa is quite strong, and will be further strengthened by the new hires recommended. At the same time, the existing Ph.D. programs take too long to complete, which is in part why the faculty are considering a move to primarily Ph.D. admissions. The implications of such a move are complex, and the committee encourages the department to carefully consider all the consequences of such a move. Considerations for students in the clinical program with all its tracks should include the necessity, in the committee's view, of ensuring that all students are required to qualify for and obtain an MA en route to the Ph.D. so that they will be eligible for internship and licensure.

E. Infrastructure and Research

Space

1. Given that faculty laboratory space is not distributed equitably across the department, the committee recommends an evaluation of existing laboratory space be undertaken and a more equitable plan distribution plan be formulated in year one on and implemented in the second and third years.

2. Shared office space for graduate students is also greatly needed (especially in neuropsychology) to facilitate progress through each program. The committee thus recommends that a strategic plan be formulated to designate such space in the department within one year that is implemented in the second and third years.

3. Because faculty not in a collaborative unit in the department also lack office space to facilitate their research, the committee recommends that they be allocated departmental space using a model comparable to that employed for those faculty in

the major units. A plan for undertaking such space re-allocations should be formulated within one year and implemented in the second and third.

Equipment

4. To facilitate continuing improvements in research excellence in the department, the committee also recommends that various resources, including equipment in particular, be shared across units as well as within them. A plan for such equipment sharing should be formulated within one year and implemented in the second and third.

Funding

5. Funding for graduate students is poor, and this interferes with research training and productivity at the graduate level. The committee thus recommends that a strategic plan be formulated at the administrative and departmental levels to tackle this pressing problem. The committee recommends that funding of graduate students be improved to at least a minimal subsistence level (perhaps, e.g., 36,000 shekels per year). This way, graduate students can better focus their attention on their education rather than on their outside jobs that interfere with it. This strategic plan should be formulated in the first year and implemented in the second and third.

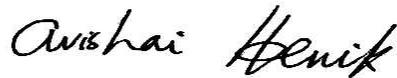
F. Alumni

The alumni survey that the department did was fruitful in gaining knowledge of the department's effectiveness for students and students' career trajectories and interests. The committee recommends that the practice continue of reaching out to and surveying alumni. Beyond the evaluation function for the department, alumni can serve as a resource to the departments and to the university. In particular, alumni associations can have numerous benefits, ranging from tracking the results of students' education to fostering loyalty to the program, and sometimes fund-raising. Communication is relatively easy by email, and face-to-face meetings combining social activities with intellectual ones, e. g., state-of-the-science lectures by faculty, can be considered. Hence the committee suggests that the department form an alumni association.

Signed By:



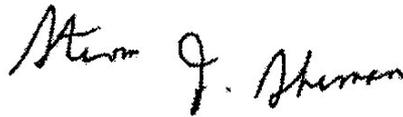
**Prof. Susan Andersen
Committee Chair**



Prof. Avishai Henik



Prof. Morris Moscovitch



Prof. Steven J. Sherman



Prof. Varda Shoham



Prof. Barbara Tversky

APPENDIX 1



18/11/2008
14612824

Professor Susan M. Andersen
Professor of Psychology
Director, Doctoral Program in Social Psychology
Department of Psychology
New York University
USA

Dear Professor Andersen,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel; and to ensure the continued integration of the Israeli system of higher education in the international academic arena. Involvement of world-renowned academicians in this process is essential, particularly as our nation reaches maturity in its 60th year.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21st century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial endeavor. It is with great pleasure that I hereby appoint you to serve as the Chair of the Council for Higher Education's Committee for the Evaluation of Psychology and Behavioral Sciences Studies.

The composition of the Committee will be as follows: Prof. Susan Andersen - Chair, Prof. Victor Azarya, Prof. Yinon Cohen, Prof. Susan Goldin-Meadow, Prof. Avishai Henik, Prof. Morris Moscovitch, Prof. Steven J. Sherman, Prof. Varda Shoham, Prof. Seymour Spilerman, Prof. Sidney Strauss and Prof. Barbara Tversky.

Ms. Alisa Elon will coordinate the Committee's activities.



In your capacity as a member of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

I wish you much success in your role as a member of this most important committee.

Sincerely,

Professor YuK-Tamir
Minister of Education

and Chairperson of the Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Riki Mendelzvaig, Secretary of the Council for Higher Education
Ms. Michal Neumann, Head of the Quality Assessment Unit
Ms. Alisa Elon, Committee Coordinator

Appendix to the Letter of Appointment for Evaluation Committees (Study Programs)

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated every six years and institutions every eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The main objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of quality evaluation and to develop internal self-evaluation mechanisms on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment processes. The evaluation committee should refrain from formal comparisons.

2. The Work of the Evaluation Committee

- 2.1 The committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 2.2 The committee shall visit the institution and the academic unit being evaluated – if possible - within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-evaluation report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit, the committee will meet with the heads of the institution, faculty members, students, the administrative staff, and any other persons it considers necessary.
- 2.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the heads of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end

of the visit, the committee will summarize its findings, and formulate its recommendations.

- 2.4 The duration of the visits (at least one full day) will be coordinated with the chairperson of the committee.
- 2.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response.
- 2.6 In the event that a member of the committee is also a faculty member in an institution being evaluated, he will not take part in discussions regarding that institution.

3. The Individual Reports

- 3.1 The final reports of the evaluation committee shall address every institution separately.
- 3.2 The final reports shall include recommendations on topics listed in the guidelines for self-evaluation, such as:
 - The goals and aims of the evaluated academic unit and study programs.
 - The study program.
 - The academic staff.
 - The students.
 - The organizational structure.
 - The broader organizational structure (school/faculty) in which the academic unit and study program operate.
 - The infrastructure (both physical and administrative) available to the study program.
 - Internal mechanisms for quality assessment.
 - Other topics to be decided upon by the evaluation committee.

4. The structure of the reports

4.1 Part A – *General background and an executive summary:*

- 4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
- 4.1.2 An executive summary that will include a description of the strengths and weaknesses of the academic unit and program being evaluated.

4.2 Part B – *In-depth description of subjects examined:*

- 4.2.1 This part will be composed according to the topics examined by the evaluation committee, and based on the self-evaluation report submitted by the institution.
- 4.2.2 For each topic examined the report will present a summary of the findings, the relevant information and analysis.

4.3 Part C – *Recommendations:*

- 4.3.1 Comprehensive conclusions and recommendations regarding the evaluated academic unit and the study program according to the topics in part B.
- 4.3.2 Recommendations may be classified according to the following categories:
 - ***Congratulatory remarks and minimal changes recommended, if any.***

- ***Desirable changes recommended*** at the institution's convenience and follow-up in the next cycle of evaluations.
- ***Important/needed changes requested for ensuring appropriate academic quality*** within a reasonable time, in coordination with the institution (1-3 years)
- ***Essential and urgent changes required, on which continued authorization will be contingent*** (immediately or up to one year).
- ***A combination of any of the above.***

4.4 Part D - Appendices:

The appendices shall contain the committee's letter of appointment and the schedule of the on-site visit.

5. The General report

In addition to the individual reports concerning each study program, the committee shall submit to the CHE the following documents:

- 5.1 A general report regarding the status of the evaluated field of study within the Israeli institutions of higher education.
- 5.2 Recommendations for standards in the evaluated field of study.

We urge the committee to clearly list its specific recommendations for each one of the topics (both in the individual reports and in the general report) and to prioritize these recommendations, in order to ease the eventual monitoring of their implementation.

APPENDIX 2

University of Haifa
Suggestion for site-visit schedule

Time	Subject	Participants	Location
10:00-10:30	Opening session: The heads of the institution	Prof. Yossi Ben-Artzi , Rector Prof. David Faragli , Vice Rector Head of Quality Assessment System Prof. Avner Halevy , Head of the Department of Statistics, Chair of MA Program in Quality Studies Ms. Ruchama Elad-Yarum , Assistant to the Vice-Rector Ms. Michal Daloya , Office of the Rector Prof. Sammy Smooha , Dean of Faculty of Social Sciences	Room 7079, Entrance Floor, Rabin Bld.
10:30-11:00	Meeting with academic leadership of faculty		Room 7079, Entrance Floor, Rabin Bld.

11:00-11:45	Meeting with the Department's academic leadership	<p>Prof. David Oppenheim, Head of the Department of Psychology</p> <p>Prof. Ruth Kimchi, Former Head of the Department of Psychology and former head of the Cognitive Program</p> <p>Dr. Jenny Kurman, Head of the BA committee and co-Head of the Clinical/Educational program</p> <p>Dr. Michael Katz, Head of the MA Committee</p> <p>Prof. Abraham (Avi) Sagi-Schwartz, Head of the PhD committee and the Center for the Study of Child Development, co-Head of the Developmental Program</p> <p>Prof. Asher Koriat, Head of the Institute of Information Processing and Decision Making</p> <p>Prof. Gal Richter Levin, Head of the Brain and Behavior Research Center and former head of Psychobiology Program</p> <p>Prof. Raanan Lipshitz, Head of the Occupational/Organizational program</p> <p>Dr. Danny Koren, Head of the Clinical Program</p> <p>Dr. Ilan Fischer, Head of the Social Psychology Track</p> <p>Dr. Asaf Gilboa, Co-Head of the Clinical Neuropsychology Program</p> <p>Prof. Yohanan Eshel, Head of the Clinical/Educational Program for Arab Students</p>	Room 7079, Entrance Floor, Rabin Bld.
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11:45-12:30	Meeting with full time senior faculty and committee representatives	<p>Dr. Moshé Almagor, PhD Committee, Clinical Program</p> <p>Prof. Benjamin Beit-Hallahmi, Ethics Committee</p> <p>Dr. Zohar Eviatar, BA and Ethics Committees, Cognitive and Neuropsychology Programs</p> <p>Dr. Morris Goldsmith, PhD Committee, Cognitive Program</p> <p>Prof. Micah Leshem, Ethics and MA Committee, Psychobiology Program</p> <p>Prof. Baruch Nevo, Occupational/Organizational Program (tentative)</p> <p>Dr. Ainat Pansky, BA Committee, Cognitive Program</p> <p>Dr. Simone Shamay-Tsoory, BA Committee, Clinical Neuropsychology Program</p> <p>Prof. Ruth Sharabany, PhD Committee, Clinical and Clinical/Educational Programs</p> <p>Dr. Yafa Yeshurun, MA Committee, Psychobiology Program</p> <p>Dr. Rachel Tomer, BA Committee, Clinical Neuropsychology Program</p> <p>Dr. Irit Akitrav, Psychobiology program, Departmental Seminar coordinator</p> <p>Dr. Amit Bernstein, Clinical Program</p> <p>Prof. Ramzi Suleiman, Social Program (tentative)</p>	Room 7079, Entrance Floor, Rabin Bld.
12:30-13:00	Meeting with Expert Track Faculty	<p>Prof. Emanuel Berman, Clinical Program</p> <p>Prof. Judith Harel, Clinical/Educational Program</p> <p>Dr. Tirtsa Joels, Developmental Program</p> <p>Prof. Ofra Nevo, Occupational/Organizational Program (tentative)</p> <p>Prof. Shimschon Rubin, Clinical Program</p>	Room 7079, Entrance Floor, Rabin Bld.
13:00-13:30	Closed lunch of committee members		Room 7079, Entrance Floor, Rabin Bld.

13:30-14:00	Meeting with Adjunct Faculty	<p>Dr. Gabriela Avron, Clinical/Educational Program</p> <p>Ms. Zafira Dgani, Clinical program</p> <p>Dr. Orrie Dan, Clinical/Educational Program</p> <p>Dr. Smadar Doley, Developmental Program</p> <p>Ms. Hend Esmael, Clinical/Educational Program for the Arab Sector</p> <p>Dr. Lee Gaber Bennett, Clinical program</p> <p>Ms. Sharon Haviv-Palgi, Clinical Neuropsychology Program and Counseling/organizational Program</p> <p>Ms. Hayuta Kaplan, Clinical program</p> <p>Dr. Amir Rosenmann, Social Program</p>	Room 7079, Entrance Floor, Rabin Bld.
14:00-14:30	Meeting with part-time junior faculty	<p>Ms. Vered Galon, Computerized Data Analysis</p> <p>Ms. Hadas Gilboa, Methodology</p> <p>Ms. Rachelli Levi, Clinical Psychology</p> <p>Ms. Lior Inbar, Introduction to Psychology</p> <p>Ms. Nili Ofir, Statistics for Psychologists</p> <p>Ms. Nogah Adler, Experimental Psychology</p> <p>Ms. Shira Yuval-Adler, Development Psychology</p>	Room 7079, Entrance Floor, Rabin Bld.
14:30-15:15	Meeting with undergraduate students	To be determined	Room 7079, Entrance Floor, Rabin Bld.
15:15-16:00	Meeting with graduate students	To be determined	Room 7079, Entrance Floor, Rabin Bld.
16:00-16:30	Meeting with alumni	To be determined	Room 7079, Entrance Floor, Rabin Bld.
16:30-17:00	Tour of the institution	<p>Prof. Abraham Sagi-Schwartz, Developmental Lab</p> <p>Dr. Asaf Gilboa, Neuropsychology Lab</p> <p>Prof. Gal Richter-Levin, Psychobiology Lab</p>	Departmental Laboratories, floor 5 and 6, Rabin Bldg.
17:00-17:30	Closed meeting of the Committee		Room 7079, Entrance Floor, Rabin Bld.

17:30-18:00	Summation meeting with heads of the Institution	<p>Prof. Yossi Ben-Artzi, Rector</p> <p>Prof. David Faraggi, Vice Rector, Head of Quality Assessment System,</p> <p>Prof. Sammy Smoocha, Dean of Faculty of Social Sciences</p> <p>Prof. David Oppenheim, Head of the Department of Psychology</p> <p>Prof. Avner Halevy, Head of the Department of Statistics, Chair of MA Program in Quality Studies</p> <p>Ms. Ora Vogachi, Head of Administration, Faculty of Social Sciences</p> <p>Ms. Ruchama Elad-Yarum, Assistant to the Vice-Rector</p> <p>Ms. Michal Daloya, Office of the Rector</p>
		Room 7079, Entrance Floor, Rabin Bid.