



**Committee for the Evaluation of Business Administration
Study-Programs**

The College of Judea & Samaria

Faculty of Social Science and Humanities

The Department of Economics and Business Administration

Evaluation Report

April 2007

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Chapter 1 - Background

At its meeting on March 8th, 2005 the Council for Higher Education (CHE) decided to evaluate study programs in the fields of Business Administration during the academic year 2005-2006.

Following the decision of the CHE, the Minister of Education, who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- ***Professor Stuart I. Greenbaum*** - Former dean and Bank of America, Emeritus Professor of Managerial Leadership, U.S.A, Committee Chairperson.
- ***Professor Arnoud W.A. Boot*** - Faculty of Economics and Econometrics, University of Amsterdam, the Netherlands.
- ***Professor Arie Goldman*** - KMART Chaired Professor in Marketing, The Jerusalem School of Business Administration, the Hebrew University of Jerusalem.
- ***Professor Dr. Peter Leeflang*** - Frank M. Bass Professor of Marketing, Department of Economics, University of Groningen, the Netherlands.
- ***Professor Thomas Z. Lys*** - Eric L. Kohler Chair in Accounting, Accounting Information and Management, Kellogg School of Management, Northwestern University, USA
- ***Professor Yair E. Orgler*** - Former Chairman of The Tel-Aviv Stock Exchange, and former Vice-Rector, Tel - Aviv University, Committee Deputy Chair.
- ***Professor David A. Walker*** - John A. Largay Professor, McDonough School of Business, Georgetown University, Washington DC, U.S.A.

Ms. Chen Hadad - Coordinator of the committee on behalf of the Council for Higher Education.

Within the framework of its activity, the committee was requested to¹:

1. Examine the self-evaluation reports, submitted by institutions that provide study programs in Business Administration, and to conduct on-site visits at those institutions.

¹The Document with Terms of Reference of the committee is attached as **Appendix 1**

2. Present the CHE with reports for the evaluated academic units and study programs - a separate report for each institution, including the committee's findings and recommendations.
3. Submit to the CHE a separate report regarding the examined field of study within the Israeli system of higher education.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Fields of Business Administration which were compiled by the committee.

Chapter 2 - Committee Procedures

The Committee held its first meeting on January 11, 2006, during which it discussed fundamental issues concerning Business Administration study programs in Israel and the quality assessment activity.

During the months of June-July 2006, the committee members received the self-evaluation reports and in September 2006 they began to hold discussions regarding these reports.

In November-December 2006, the committee members visited the institutions. During the visits, the committee met with officials of each institution as well as faculty and students.

In accordance with the committee's request, each institution publicized in advance the committee's visit and it invited academic staff members, administrative staff and students to meet with the committee in order to express their opinions concerning the Business Administration study programs.

This report deals with the **Department of Economics and Business Administration, the College of Judea & Samaria.**

The committee's visit to the College of Judea & Samaria took place on December 10, 2006. The schedule of the visit, including the list of participants representing the institution, is attached as **Appendix 2.**

The committee members thank the management of the College of Judea & Samaria and the Department of Economics and Business Administration for their self-evaluation report and for their hospitality towards the committee during its visit to the institution.

Chapter 3: Evaluation of the College of Judea & Samaria - the Department of Economics and Business Administration

The evaluation is based on the information and the data provided in the self-evaluation report, the committee's visit to the institution and the general impressions of the committee.

Background

The College of Judea and Samaria (CJS) offers approximately 1,300 students a BA in Economics and Business Administration, its only management degree, through the Department of Economics and Business Administration within the Faculty of Social Sciences. The program, and the College as well, are distinguished by youth, rapid growth and geography. While the College is the only one offering a CHE-endorsed business degree from a location in Judea and Samaria, more than 80 percent of the students come from Israel, narrowly defined.

Whereas the College traces its history to the 1980s, it has been CHE-accredited for only a decade, and its status as a branch of Bar-Ilan University ended less than five years ago. Indeed, 2006 is the first year all of the CJS's programs became independent of Bar-Ilan University.

With more than 6,600 students, CJS is the largest CHE-accredited public college in greater Israel in terms of student population, senior faculty members and variety of programs. The Economics and Business Administration program is the largest among 19 programs offered by CJS. Geography probably explains the Zionist ethos reflected in both the curriculum and the rhetoric of the CJS leadership.

When asked about the rapid growth of student population, we were offered a number of explanations. Housing and living costs are inexpensive in Ariel. In addition, like most other colleges in Israel, CJS is student-centric and its geographic isolation is conducive to studies. On the other hand, commuting to and from Ariel is not easy, and employment opportunities in the area are scarce. Nevertheless, morale of the students is high in apparent response to a caring environment.

Leadership

Professor Meyerstein is an energetic, focused and even effusive leader. Decision making seems centralized despite the plethora of mandated committees and detailed processes in support of collegial decision making. There seems no question as to who is boss and spokesperson in this frontier setting. The rest of the leadership cadre is advanced in years, many have professional rather than academic

backgrounds, and their age and distance from academe shows. While this pattern among faculty is common among the colleges it is especially evident at CJS.

The faculty at CJS are likely to be those with difficulty securing a position at one of the universities or higher paying private colleges. Moreover, due to short employment contracts and job insecurity the faculty tends to passively accept the strong central management and control.

Students

In speaking to faculty at the CJS, there is much talk about the heterogeneity of students and the challenge of teaching to such a diverse audience. CJS has lower entry standards than the universities and most colleges and also targets special audiences such as Ethiopians, new immigrants, elders, learning disabled, physically handicapped and others. These audiences often require special accommodations and concessions and most especially a high order of pedagogy requiring extraordinary faculty engagement.

Another notable problem at the CJS, emphasized in the self-evaluation report, is that of student integrity. Most Israeli students are part-timers, employed out of economic necessity, and this adds stress and may induce circumventions. Term papers and assignments in English seem to be a special difficulty. While the CJS was the only school to mention this problem, anecdotal evidence suggests the problem is more pervasive than the self-examination reports would suggest. CJS is experiencing an increasing dropout rate. This could reflect a laudable increase in standards, but it could also reflect a failure to motivate learning. Nevertheless, the students we spoke to believe the quality of instruction surpasses that at the more prestigious Israeli universities to which they typically could not gain entry. How do they know this? They compare notes with contemporaries who attend the universities. The high morale of students together with a worrisome level of attendance presents a decidedly mixed picture of the CJS learning environment.

Curriculum

The BA curriculum at CJS is patterned on that of Hebrew University and has undergone little change in the last 12 years. Whereas the Hebrew University model may have been the gold standard 12 years ago, it has evolved substantially. Certainly the curricula at better business schools abroad have undergone considerable change over the last decade. For example, courses in corporate governance (values) and

entrepreneurship and globalization and supply chain management have gained currency along with integrative and experiential learning. In addition, most undergraduate programs, in both public and private institutions, offer a variegated menu of study-abroad opportunities. Such innovations prompt a skepticism about the fixity of the curriculum at CJS, and one wonders if this doesn't tie back to the faculty deficiencies mentioned earlier.

The CJS has applications pending to offer both an undergraduate accounting degree and an MBA. Should CJS undertake to offer an MBA, it is likely to subtly alter the school's thrust and priority, if only to dilute the commitment to the BA program. This could well prove to be regrettable for both CJS and the system.

Evaluation and Recommendations

The CJS is a young college with a palpable vitality, but an uncertain future by virtue of both its growth rate and mission. Regarding the latter, it offers a BA in economics and business administration but wishes to offer an MBA and an accounting degree, and in the longer run is probably desirous of achieving parity in some respects with extant universities. It wishes to promote faculty research, but has effective teaching loads that exceed the universities' by 50 to 100 percent. Even if the faculty were otherwise motivated, the teaching loads of 12 to 16 hours with large classes and demanding students plus non-trivial governance chores creates a disconnect with serious research aspirations.

This brings us to our first and foremost imperative: the CJS must have a coherent, credible and broadly accepted mission, one clearly understood by the school's leadership and stakeholders and supported by the CHE. This is currently lacking. Even if the mission, vision and values are understood by the CJS leadership, these have not been effectively communicated with stakeholders. When asked, school leadership offered the undifferentiated "excellent teaching, exemplary research and outstanding community service". These are clichés. Take mission for example: who is served, by whom, what is served and how is the service to be provided? The ambiguity gives rise to confusion, lack of focus and accountability and ultimately to waste of precious resources. These statements of vision, mission and values should clarify the commonalities among management education programs, but also highlight the uniqueness of each. They should concisely express the purpose, intent and methods of implementation for the school and its programs. This will have a direct

bearing on admission requirements and, in turn, on the quality and size of the student body.

A second imperative is to improve the research environment and hire at least several faculty members who can serve as academic leaders and mentors of younger faculty members. Although a long professional career and many years of teaching experience have their advantages, they are unlikely to provide the needed academic leadership. Those able to provide the academic leadership should be offered longer contracts and greater freedom in shaping the curriculum, offering new courses and hiring junior faculty members and adjuncts. In addition, scheduling and assigning faculty to courses should be done by the program head and not by CJS leadership.

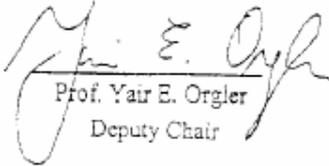
A third imperative relates to the curriculum where there are three issues: English fluency, values and entrepreneurial studies. Let's consider each in turn. Israel is a tiny country with a language that separates it from the globalized world of commerce and finance. Yet, its prosperity depends critically on the ability to export goods and services. Its business leaders will increasingly be called upon to communicate in the global language of business, English. The CJS must insist that all business administration graduates are fluent in English. The faculty we have spoken with are by and large aware of this need and most assign at least some readings in English. However, students circumvent and faculty often acquiesce. Truth be told, too many faculty lack the English fluency making it more difficult to insist upon student mastery.

The importance of teaching values in the business curriculum is overarching. Every syllabus for every course should have identifiable material exploring related moral issues. Moreover, every curriculum should offer a course on corporate governance, arguably the most effective way of addressing ethical issues in business.

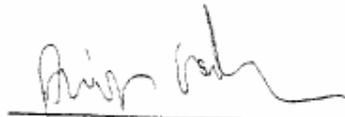
Finally, because Israel is a hotbed of innovation, often advanced through new and smaller businesses, it is important that the business curriculum features entrepreneurial studies. This means more than simply offering a course in entrepreneurship. The program should offer workshops where business plans are developed and practitioners and venture capitalists are engaged on a regular basis. Such programs are common in U.S. business schools and some Israeli institutions as the Technion and IDC Herzliya have such programs.

Signed by:

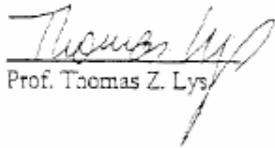

Prof. Stuart I. Greenbaum
Chairperson

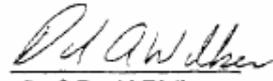

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