

Response to Prof. Susan Andersen (Committee Chair) and Prof. Barbara Tversky's Review over the Implementation of the Recommendations Made by the External Evaluation Team of Psychology Departments in Israel (May 2013)

<p>Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)</p>	<p>Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)</p>	<p>Department's (D) / University's (U) Response (July 2013)</p>
<p>A. Programs and Faculty</p>		
<p>(A&T) The committee recommended that the department increase its strength by hiring in three key areas, cognitive neuroscience, traditional social psychology, and cognitive and social development.</p> <p>(CR) 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.</p> <p>(a) Cognitive neuroscience is of great interest in at least two areas of the department and represents the cutting edge of the field.</p> <p>(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.</p> <p>(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.</p> <p>(d) These are high priority areas for hiring, and the</p>	<p>The appointments of nine new faculty members address many of those needs. So many young active researchers should also increase the overall vitality of the department.</p>	<p>Since the submission of our 3-year implementation report last summer, the department has just hired two new faculty members who will be joining the department next year: Dr. Assaf Kron, an emotion researcher who will be joining the Social area, and Dr. Shai Gabay, a cognitive psychologist and neuropsychologist specializing in the area of visual attention.</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
<p>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.</p>		
<p>(A&T) The committee was concerned that the department had too many overlapping and non-uniform MA programs, and urged more coherence and consolidation, suggesting various specific possibilities.</p> <p>(CR) 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.</p> <p>(a) Research neuropsychology is close to cognitive psychology (and cognitive neuroscience), and one program with different tracks thus makes sense.</p> <p>(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.</p> <p>(c) The developmental program (basic, applied)</p>	<p>The department has taken some steps in this direction but not gone far enough. In short, the MA program continues to have the same very large number specializations (i.e., 9 MA programs). The department has integrated the cognitive and neuro areas into a neurocognition track, though a more appropriate name might be chosen given that the new track also includes clinical neuropsychology. The department strongly argued for retaining its organizational/industrial psychology program but is aware that it might not be sustainable in the long term. Planning for a single clinical program leading to a PhD is said to be progressing, but is not complete. As per the committee's recommendations, the department does seem to be moving toward a more evidence-based approach to clinical assessment and practice. The committee recommends further consolidation of the MA programs. Clarity could come from examining the requirements of each program, the numbers of students in each, and the relationships of the programs to occupations. See also C 1, below. These issues should be part of the deliberations of the special committee the department has wisely formed for planning and development for the future. One plan is to become a "school" rather than a department, a move the department believes will bring benefits.</p>	<p>The department is continuing to move full speed ahead with its plans for a major reform of its organizational structure and of its MA and PhD programs, consolidating the department's content areas and programs, and placing a strong emphasis on direct PhD studies.</p> <p>In particular, the Psychology department council has just recently approved the overall plan submitted by the planning and development team, which will substantially reduce the number of content areas (to 5 at most) and create two new direct-PhD programs: one in Experimental Psychology and one in Clinical Psychological Science, each with a common core curriculum supplemented by more specialized courses serving different specializations or tracks. Two task teams – one for each program – are being set up and will work intensively over the summer to iron out the fine details. In parallel, the plan includes maintaining several terminal MA programs in the applied/clinical areas (only), whose students will share many of the same courses with the direct-PhD students, until such a time as the direct-PhD programs become self-sustaining (with sufficient numbers of students and sufficient amounts of student support). Our hope is to be able to finalize the details and get the</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
<p>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).</p> <p>(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.</p> <p>(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.</p>		<p>required approvals at the various administrative levels in time to be able to advertise and begin implementing the new programs in the 2014-2015 academic year.</p>
<p>(CR) 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.</p>	<p>The department is aware of the need for more laboratory space and student support, and is working actively to secure them. Presumably some of the new faculty will be involved in field studies and some will use the web to collect data, alleviating some of the needs for in-house laboratories.</p>	<p>Since the submission of our last report, the department has received a commitment of an additional area of lab space adjacent to the Institute of Information Processing and Decision Making, that has made possible the two new hires for next year. However, future hires will continue to be problematic until a more general solution is found.</p>
<p>(A&T) The committee recommended more appointments to full Professor as well as more transparent promotion procedures.</p> <p>(CR) 4. in terms of faculty promotion, the committee notes that very few faculty have been</p>	<p>Since the committee's recommendations were made, four people have been promoted to full professor. The department has also begun implementing recommendations of a committee formed to improve hiring and retention of new</p>	<p>We are pleased with the recent steps to increase transparency with regard to hiring and promotions procedures as well as other aspects of the departmental activities, and will continue to look for ways to make further improvements.</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
<p>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.</p>	<p>faculty.</p>	
<p>B. The BA Program</p>		
<p>(CR) 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.</p> <p>(A&T) The committee had recommended making courses more challenging. One way to do this is to increase the number of exercise/discussion sections.</p> <p>(CR) (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).</p> <p>(CR) (b) A strategic plan should be formulated in</p>	<p>Overall, the BA program is solid.</p> <p>The department has attempted to implement this, but has a limited budget for doing so. Given that, perhaps the department can institute other means of increasing challenge, for example, by adding advanced readings and by forming student groups to work on advanced projects.</p>	<p>Despite the budget restrictions on exercise/discussion sections, the department does believe that the major reform of its BA program beginning in 2009-2010 (after the committee's site visit), which added such sections to all of the required courses, has substantially improved the opportunity for discussion and interaction in many of the courses.</p> <p>In addition, we are continuing to try to think of ways to provide opportunities for student and student-teacher or student-researcher interaction, particular for the most capable students. <u>See next section.</u></p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
the first year to enable this that is then implemented in the second and third years.		
<p>(A&T) The committee recommended increasing opportunities for undergraduates to participate in research and practice.</p> <p>(CR) 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.</p> <p>(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.</p>	<p>The department has taken positive steps to involve students in research, but less to provide experiences in the field. The planned honors program should also be applauded.</p>	<p>The department is continuing to do what it can in this regard:</p> <p>First, with regard to field experience, the department continues to offer a very attractive and highly requested "field experience" course, in which students are assigned an actual treatment case (at one of the participating field institutions) and are supervised in small groups by experienced graduate students. This is also a very expensive course (in terms of salaries for the supervisors), but we agree that it is essential to provide our undergraduate students with the opportunity for clinical field experience as well as research experience.</p> <p>With regard to the latter, as mentioned in the last report, the department will begin implementing an honors program for a small number of outstanding students, who will be selected in the Fall semester of their second year. These students will attend special group meetings and will develop and conduct independent research projects mentored by faculty members during the next 3 semesters.</p> <p>In addition, a very successful bi-weekly inter-area seminar for faculty and graduate students called "SNAC" (social-neuro-affective-cognitive seminar), will be opened up as an elective course for undergraduate students. On the "off" weeks, undergraduates taking this course will attend</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
		<p>additional lectures and discussions given by department members and prepare several written assignments based on the research and ideas that they are exposed to.</p> <p>Finally, the second-year required course in Experimental Psychology (research methods) has been revamped, and now includes independent research projects conducted in pairs during the second semester (approximately 100 such projects), supervised by a staff of 6 graduate teaching assistants. At the end of the year, the results of these projects are presented by the students during the exercise sessions, and the best of these are selected for an end-of-year poster session that is attended by the students as well as most of the department faculty. This has been a very successful new idea, testified to by the excitement of the students and their audience at the final poster session.</p>
C. The MA Programs		
<p>(A&T) Multitude of MA programs. As noted above, the committee recommended reducing the number of MA programs and standardizing their formats.</p> <p>(CR) 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</p>	<p>As noted above, there has been some consolidation, but there are too many programs remaining. Because the structure of the MA was not provided for all the programs, it isn't known if they have been made more uniform and the course content of weaker programs made more comprehensive and rigorous. There are several possible ways to do this. One possibility would be to separate programs aimed at practice from those aimed at research, with common core courses in each strand as well as more specialized courses in specific concentrations. The department noted that</p>	<p>As described earlier in section A (Programs and Faculty), the planning and development team relied heavily on the external committee's recommendations in this regard (and we again thank them for their excellent ideas), so that once the proposed restructuring is implemented, it should completely conform to those recommendations. As mentioned earlier, task teams are now being set up to iron out the details of the curricula for the new (integrated) programs, both in the clinical and experimental areas.</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
<p>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.</p> <p>(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.</p> <p>(b) The plan formulated should be implemented in the second or third years.</p>	<p>this is the plan for the clinical program, and that strategy seems appropriate to the remaining MA programs. As noted in A 2 above, the committee recommends that the planning committee of the department pay special attention to simplifying the MA programs.</p>	
<p>(A&T) Clinical Programs. The committee recommended that the department work to consolidate clinically oriented programs and upgrade these programs. In particular, the recommendation was that the clinical programs be brought up to international standards by several means, including reducing the number of courses in each of the main areas (psychopathology,</p>	<p>As recommended, the department is taking steps to consolidate the clinical programs and to take an evidence-based approach in course work and training, both commendable, as is the increased emphasis on neuroscience. Students also receive training not only in psychodynamic treatment, but in CBT, and family systems as well. The committee encourages the planned post-graduate program in</p>	<p>The department sees eye to eye with the committee on these issues, and appreciates the committee's encouragement.</p>

<p>Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)</p>	<p>Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)</p>	<p>Department's (D) / University's (U) Response (July 2013)</p>
<p>assessment, and intervention), emphasizing clinical science and evidence-based practice in course content, requiring at least one course in cognitive-behavioral therapy (CBT), making an effort to ensure that adjuncts hired reflect the mission of the program, and doing whatever is possible to arrange that students have the option of doing their practicum at a site offering evidence-based practice training (e.g., CBT).</p> <p>(CR) 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.</p> <p>(a) In particular, the committee recommends that the faculty develop a revised curriculum that provides students in all tracks of the newly</p>	<p>cognitive behavior therapy. The committee also encourages the department to continue to pursue an in-house clinic for both training and research and to continue to investigate emphasizing the PhD as the appropriate degree for clinicians. It is likely that further improvements can be made in the clinical programs once the new rules are issued by the Ministry of Health (based on its extensive discussions with faculty in the universities and the CHE). In addition, the re-specialization program training post-PhD students to be clinicians will soon offer both psychoanalytic training and training in CBT.</p>	

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
<p>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.</p> <p>(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.</p> <p>(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.</p> <p>(d) In addition, the committee recommends that the number of 1-semester courses on psychopathology be reduced, in this case to 2 (i.e.,</p>		

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
<p>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.</p> <p>(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).</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>		
<p>(CR) 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</p>	<p>Another commendable step has been to fold the former clinical program dedicated to training Arabs into the regular clinical program with special support for three Arab students.</p>	<p>Because of continued requests by the administration to make significant budget cuts, the department will only be able to fold two Arab students into the regular clinical-educational MA program next year (adding even one more student would require adding two new clinical and educational practice supervision groups).</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
<p>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.</p> <p>(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.</p> <p>(b) The plan should be implemented in the second and third years.</p>		<p>However, we hope that this reduction will be temporary.</p>
<p>(CR) 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.</p> <p>(a) This plan should be formulated in the first year and implemented in the second and third years.</p>	<p>The department has taken steps to strengthen the role of the MA thesis in MA training without undue burden to the faculty.</p>	<p>A major motivation for our plan to revamp and expand our direct-PhD studies in the clinical areas is the opportunity to spread and interleave the course work, clinical training, and research training more effectively over a longer period of time, while producing clinicians who have achieved their PhD in a much shorter time period than those who must first complete an MA program and only then move on to the PhD. An additional advantage is that the research conducted for a PhD dissertation is generally a much more significant research project than the research that can be conducted in the context of an MA thesis. Thus, although the time investment may increase, the gain on this investment becomes much more worthwhile – both</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
		for the students and for their faculty supervisors, increasing the amount and quality of research produced within the department.
D. The Ph.D. Program		
<p>(A&T) The committee noted that the PhD program takes too long to complete.</p> <p>(CR) 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.</p>	<p>The department did not respond to that issue. The committee also recommended considering moving to primarily PhD admissions. The department noted that an MA is regarded in Israel as a professional degree. Presumably the implication is that unless the situation in Israel changes, the PhD degree should be primarily for researchers and academicians rather than practitioners. Increasingly, the PhD degree is needed for clinical practice in the US, and that might predict similar changes for Israel.</p>	<p>We apologize for not responding earlier to the committee's comment that the PhD program takes too long to complete. However, we are not sure exactly what the committee had in mind when making this comment. Our post-MA PhD program (i.e., admitted students must have completed their MA studies in Psychology with a research thesis) includes a very minimal amount of course requirements (16 credit points), and beyond that, the time to complete depends primarily on the time taken by the student and supervisor to plan and execute the dissertation project. Perhaps what the committee had in mind is that the amount of time that passes between completion of undergraduate studies and completion of the PhD degree is overly long, a problem that appeared in their report regarding the general situation in Israel. Our intended solution to this problem (also suggested in the committee's general report) is the move to direct-PhD studies, which of course take longer than post-MA PhD studies, but should generally reduce the interval between the BA and PhD degrees to about 5 years. As discussed earlier, the move to primarily direct-PhD studies is a major department objective which we hope to succeed in implementing over the next few years. We realize that an essential requirement for such a program in the clinical areas is that the students are able to obtain an MA degree along the way so that they</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
		are eligible for internship and licensure, and this will certainly be true of the direct-PhD program that we plan to implement.
E. Infrastructure and Research		
1. Space		
<p>(A&T) The committee noted that there was insufficient lab space and that the lab space was inequitably distributed.</p> <p>(CR) 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.</p> <p>(CR) 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.</p> <p>(CR) 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</p>	<p>The department conducted a survey of lab needs that supported the committee's judgment. The department has been working with the University to increase lab space, but with little success so far. The committee supports the department in this direction. The department has taken advantage of lab space vacated by retirees to redistribute and reorganize the lab space, and in particular, to create shared facilities. It has hired separate administrators for animal and human laboratory facilities to coordinate lab activities. The department is to be commended for creatively reorganizing the minimal facilities that they have.</p> <p>The reallocation of lab space also allowed addressing another concern of the committee, the lack of space to work in or near the labs for graduate students.</p> <p>The reorganization of the lab space has also provided lab space to faculty not involved in collaborative units.</p>	<p>As mentioned earlier, a small amount of additional space has been found for Psychology lab facilities, though this space will only become available in mid or late 2014. We will continue to work with the administration in trying to find solutions for specific needs, until a more general solution can be found (probably through new building which is waiting for funding).</p>

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
and third.		
Equipment		
<p>(A&T) The committee recommended shared laboratory facilities.</p> <p>(CR) 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.</p>	The department has implemented that.	The benefits of increased sharing of both space and equipment by department members who are not part of collaborative units are quite clear, and this principle is being increasingly implemented in recent lab arrangements and equipment purchases.
Funding		
<p>(A&T) The committee recommended increased and reliable support of PhD students.</p> <p>(CR) 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.</p>	The department has been working with the university to that end, with slow progress. Additional funding for graduate students has come from faculty grants. The department knows that graduate funding is insufficient and is continuing to make efforts to increase it. Similarly, the department is trying to convince the University of the importance of shifting from primarily MA training to primarily PhD training.	The successful implementation of the planned restructuring and shifted emphasis to direct-PhD studies depends critically on the ability to obtain or produce funds for direct-PhD fellowships. Part of the solution may involve the shifting of funds from post-MA PhD fellowships to direct-PhD fellowships, and the department will also look for ways in which we might produce revenues for student support. However, in light of the distinctive benefits to the department's and university's stature and research output that should ensue from this move, we hope that the university administration will also be able to find and allocate additional funding for direct-PhD fellowships in the new program.
F. Alumni		
(CR) The alumni survey that the department did was fruitful in gaining knowledge of the department's effectiveness for students and	Although the department had surveyed their alumni, they have not yet attempted to create an alumni organization. The committee had urged this for	We again thank the committee for making this suggestion, and hope eventually to implement it.

Summary of the Self-Evaluation Committee's Original Recommendation by Prof. Andersen Prof. Tversky (A&T; May 2013) + Committee's Recommendation (CR; August, 2009)	Prof. Andersen's and Prof. Tversky's Opinion Regarding Implementation of the Recommendation (May 2013)	Department's (D) / University's (U) Response (July 2013)
<p>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.</p>	<p>many reasons, to track their graduates as a way to evaluate their program, to foster loyalty to the department, to encourage contributions to the intellectual and professional atmosphere in the department, to provide a source for donations. The department has yet to implement this.</p>	
<p>G. Additional Note: A General-Report Recommendation</p>		
<p>(A&T) Although the committee's report for this department did not specify it, it is worth noting that the general report evaluating the discipline of psychology at universities in Israel recommended that psychology at universities be treated as a life science--in terms of teaching loads, undergraduate and graduate support, laboratory space and facilities, and the like. (CR) pp. 9-10 in the General-Report.</p>	<p>Given that funding and related challenges are noted in the department's implementation report, this recommendation seems worth highlighting here.</p>	<p>The department greatly appreciates the committee's emphasis of this point, which is very helpful in our efforts to communicate to the administration the incredible changes that have occurred and are continuing to occur in Psychological Science, and the implications of these changes in terms of required resources and other needs.</p>