



**Committee for the Evaluation of Education and Science Education  
Study Programs**

**University of Haifa**  
Evaluation Report

**March 2015**

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## **Chapter 1: Background**

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Education and Science Education during the academic year of 2013-2014.

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

- **Prof. Sam Wineburg** - Graduate School of Education, Stanford University - California, USA. Committee Chair.
- **Prof. Patricia Alexander** - College of Education, University of Maryland - Maryland, USA.
- **Prof. Yehudit Judy Dori** - Department of Education in Science and Technology, Technion – Israel Institute of Technology – Israel, and Electrical Engineering and Computer Science Department, Massachusetts Institute of Technology – Massachusetts, USA.
- **Prof. Sharon Feiman-Nemser** - Mandel Center for Studies in Jewish Education, Brandeis University - Massachusetts, USA.
- **Prof. Stephen Jacobson** - Graduate School of Education, University at Buffalo - New York, USA.
- **Prof. R. Malatesha Joshi** - College of Education and Human Development, Texas A & M University - Texas, USA.
- **Prof. Jeremy Kilpatrick** - Mathematics Education Program, University of Georgia -Georgia, USA.
- **Prof. Alan Lesgold** - School of Education, University of Pittsburgh – Pennsylvania, USA.
- **Prof. Arie Wilschut** - School of Education, Amsterdam University of Applied Sciences – Netherlands.
- **Prof. Anat Zohar** - School of Education, The Hebrew University in Jerusalem – Israel.

Ms. Maria Levinson-Or served as the Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to:<sup>1</sup>

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in Education and Science Education, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of July 2012).

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<sup>1</sup> The Committee's letter of appointment is attached as **Appendix 1**.

## **Chapter 2: Committee Procedures**

The Committee held its first meeting on March 18, 2014, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Education and Science Education Study programs in Israel.

In March 2014, the Committee held its first round of visits of evaluation, and visited Bar-Ilan University, the Open University and Tel-Aviv University. In June 2014, the committee held its second round of visits of evaluation, and visited Ben-Gurion University and the Hebrew University of Jerusalem. In December 2014, the committee held its third round of visits of evaluation, and visited Weizmann Institute of Science, the Technion, and the University of Haifa. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the Faculty of Education at the University of Haifa. The Committee's visit to the University took place on December 17-18, 2014.

The schedule of the visit is attached as **Appendix 2**.

The Committee thanks the senior management of the University of Haifa and the Faculty of Education for their self-evaluation report, and for the hospitality extended to the committee during its visit at the institution.

## **Chapter 3:**

### **Evaluation of the Faculty of Education at the University of Haifa**

*This Report relates to the situation current at the time of the visit to the institution, and does not take account of any subsequent changes. The Report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.*

#### **1. Executive Summary**

The Faculty of Education at the University of Haifa is worthy of praise. The university has devoted substantial resources and given pride of place to the Faculty of Education.

The prominence of the Faculty of Education allows Haifa University to attract energetic young scholars with international reputations. New faculty feel supported in launching their research programs and feel nurtured by the Faculty's supportive atmosphere. Students choose to study education at Haifa University because of the faculty's reputation for excellence.

The Faculty of Education has grown considerably over the past decade and much has been achieved. The Faculty has been reorganized from its original two departments to six. While addressing some problems, this new arrangement has created others. In some instances, the reorganization has set up barriers between complementary fields and created obstacles to collaboration.

The kinds of research conducted by faculty members span a broad spectrum. Some topics fit squarely within the field of education. Other programs of research could just as easily be conducted at a psychology department or school of medicine. It was unclear to us what was uniquely *educational* about these programs of research or what united the faculty in a common mission.

The Faculty of Education is justifiably proud of its research productivity. However,

the great bulk of this research appears in English-language journals and is available only with a university subscription. A professional school at a research university has a dual purpose: to produce knowledge of the highest quality and rigor, and also to be responsive to the pressing educational needs in its local and national context. At the heart of this responsibility is the obligation to convey research findings to those who would benefit from them most: teachers, principals, supervisors and policy makers, as well parents and the general public. We saw no coordinated attempt to engage in this effort.

We also heard statements that the University of Haifa is not a “university of the North” but aspires to be a “global university.” The committee believes this to be a false distinction. We do not see responsiveness to the local context as something that diminishes the ability to act on the global stage. Indeed, leading faculties of education in Europe and North America are deeply engaged in improving education at the local level. They see this activity as an essential part of fulfilling their responsibility to the society that supports them.

## **2. Mission and Goals**

### Observations and findings

According to the general mission statement, the Faculty of Education “aims to advance theory, research and practice in a wide variety of fields of education.” These general aspirations do not capture the special role and responsibility of the education faculty at a research university, nor do they provide a unifying focus for the faculty.

In many cases it seemed that the various parts of the Faculty were pulling in different directions. It was not clear to the committee how the disparate parts of the Faculty of Education come together in a united mission.

We heard many ideas for new directions and programs in the Faculty of Education. We also learned that nearly a third of the faculty are planning to retire in the near future. Turnover of this magnitude is an opportunity for serious strategic planning. At present, however, the faculty lacks an overall strategic plan that would help it set priorities and guide decisions about which directions to pursue, which areas to strengthen, which specializations to add, and which programs to consolidate or eliminate. A clear strategic plan would address these issues in a purposeful and systematic way.

In articulating an overarching mission, the Faculty of Education at a research university has a dual mission—to produce rigorous knowledge of the highest quality and rigor while serving the broader society of which it is a part. The Faculty of Education is rightly proud of its research productivity, but the great bulk of this research appears in English-language journals and is available only with a university subscription. We learned that individual faculty members seek to convey some of their findings in Hebrew and Arabic publications but found no coordinated plan to support these individual efforts and to disseminate research to those who would benefit from them most: teachers, principals, supervisors and policy makers, and also parents and the general public

Furthermore, the Self-Evaluation report spoke of a commitment to serve local and national educational needs, and during our visit, we heard about some promising examples (such as the project in Nahariya). But the Nahariya project has ended. We learned of no current cross-faculty efforts at collaboration in field-based projects of educational improvement.

We saw ample evidence that faculty members are committed to producing cutting-edge research, although we had questions about the relative emphasis on basic and applied research. We heard the claim that “educational research should be *educational*,” which we took to mean that it should address core issues of educational policy and practice. However, in multiple cases we encountered

research that could have as easily found a home in a psychology department or a medical school as in a faculty of education. We did not find a set of unifying goals and priorities for the faculty as a whole.

We sensed a tension between the goal of becoming a global university and of serving local and national needs. We heard the phrase “We are not a university of the North” said in the same breath as the aspiration to be a world-class research university. We believe this tension represents a false dichotomy, especially for a leading faculty of education. The production of state-of-the-art research and the improvement of educational practice should be mutually reinforcing. Indeed, leading faculties of education around the world understand that the local community can serve as a laboratory for cutting-edge research. Furthermore, the question of how research may influence local and national policy and practice is itself a worthy focus of applied research for a faculty of education.

#### Recommendations:

##### **Essential:**

- a. Within one year, the Faculty of Education must develop a strategic plan that clarifies priorities, identifies key areas of growth, and justifies decisions by connecting them to a vision for where the field of education is headed, the unique role played by a faculty of education within a research university, and the most pressing educational needs facing Israeli society. This plan would also take into consideration the consolidation or possible elimination of programs that no longer serve vital educational needs.
- b. The Faculty of Education must develop a new faculty-level apparatus for bringing together and communicating research findings to various education stakeholders—teachers, principals, policy makers and parents. Such an initiative might include new websites, podcasts, email blasts, online seminars, and forms of translational research in Hebrew and Arabic.

Such efforts would increase the visibility and impact of the research conducted by the Faculty of Education.<sup>2</sup>

### **3. Organizational Structure**

#### Observations and findings

In 2008, The Faculty of Education grew from two departments to six. This reform brought some benefits. For example, it allowed individual departments to develop their separate identities while still maintaining a commitment, at least in principle, to collaboration and interdisciplinary work.

The reorganization, however, also created problems. It led to a proliferation of programs and created unnecessary overlap. The Committee was especially perplexed by the existence of separate departments in Special Education and Learning Disabilities. In most leading universities, these units would be part of the same department. We were not persuaded by the faculty's justification for maintaining a separation between them.

In some cases, we learned that the reorganization increased faculty workload and put up barriers between departments that could inhibit collaboration and interdisciplinary work. We learned, for example, that a new program called "Problems and Learning Disabilities in Arithmetic and Mathematics" never got off the ground for lack of students. While this initiative may represent an instance of collaboration across departments, it also points to inadequate strategic planning between them.

#### Recommendations:

##### **Essential:**

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<sup>2</sup> Such efforts have been already taken up by the Technologies in Education division (see <http://www.edtech.haifa.ac.il/about>), and serve as a model for this kind of outreach.

A small committee including the dean of the faculty must be convened to study whether the continued separation of special education and learning disabilities is in the long-term interest of the faculty and its students.

**Advisable:**

Before new programs are proposed, a process of due diligence should be undertaken. Such a process would include a needs assessment to determine whether the program truly has an audience, what kind of supports are needed to ensure that it will attract students (e.g., scholarships and other incentives), and a plan for staffing and sustaining the program over time.

#### **4. Study Programs**

##### General Observations and Findings

The Faculty of Education offers a large number of study programs at the BA, MA, and PhD levels as well as a host of teacher certification programs. We begin with a general observation and recommendation, and then focus on each of the individual programs.

Students whose first language is not Hebrew face particular challenges with academic writing but the resources to support their academic writing skills in Hebrew and English are not adequate.

##### Recommendation:

**Essential:** The Faculty of Education must develop a mechanism to better support students' acquisition of academic writing skills in both Hebrew and English. Course offerings must be increased in those areas.

##### **BA Programs**

Four departments confer BA degrees: Educational Leadership and Policy, Learning, Instruction and Teacher Education, Special Education, and Counseling and Human Development. We question the utility of BA programs that do not

lead directly to an MA degree or to professional certification. The BA in Educational Leadership lacks a compelling rationale. The new effort to prepare “informal educators” is not a sufficiently compelling reason for continuing the program. Similarly, the BA in Counseling and Human Development also lacks a strong *raison d’être* and does not lead to students enrolling in an MA program. We noted a general tendency to keep programs on life support rather than merging them or shutting them down entirely—even when such action seems appropriate.

We commend tenure track faculty for teaching general education courses. We also learned that students value the discussion sections in these courses, but there are not enough teaching assistants to staff these sections and there is no systematic preparation for those who do.

According to the Self-Evaluation report, the goal of general BA courses is to “promote multidisciplinary understanding of educational phenomena.” Students take required courses such as “Introduction to Philosophy,” “Introduction to Sociology,” and “Introduction to Educational Psychology.” Leading faculties of education are abandoning the model of large discipline-based introductory courses (i.e., Sociology of Education, Philosophy of Education, Psychology of Education). We read in the Self-Evaluation report about three new thematic general education courses, but did not learn about their status or how they address issues of breadth, depth and relevance.

We found that there are no systematic accommodations for those students with double majors that would help them avoid overlapping content. The problem of repetitive course content is especially acute for students who major in Human Development and Counseling in the Faculty of Education, and in Psychology. There is not a formal process for handling such matters; they seem to be dealt with on an ad hoc basis.

The Committee learned that many students are unable to preview syllabi in advance of registration.

### MA programs

The Committee heard about several excellent programs, including high praise for programs in Mathematics Education, Educational Technology, and Learning Disabilities, and the ways these programs support students to integrate theory and practice.

### Recommendations: BA and MA Programs

#### **Advisable:**

- a. The Faculty should review courses and programs to avoid overlap in course content. This applies particularly to BA/MA sequences.
- b. The Faculty should create a formal mechanism to exempt students when the overlap between courses in education and other departments is above fifty percent.
- c. The Faculty should undertake a review of those BA programs that do not lead to professional certification and look for opportunities to consolidate and/or discontinue these programs.
- d. The number of TAs should be increased for the large courses of the BA program.

### Observations and findings: PhD programs

The committee learned that doctoral students receive ample support from their advisors, who give generously of their time and help students to present and publish their work. We also learned about low levels of financial support for doctoral students, which preclude many from participating in international conferences. Students expressed a desire for more cross-program forums where they can present their research and engage as a community of scholars. We learned, as well, of a need for advanced courses in research methodologies.

PhD students need more instruction in how to connect their research to the field. Students who are capable of writing their dissertations in English should be encouraged to do so.

#### Recommendations for PhD. programs

##### **Advisable:**

- a. The Faculty should create a physical or virtual space where PhD students from different programs can share their work and become part of a community of scholars.
- b. PhD students should prepare short summaries of their research in Hebrew and Arabic, which should be posted on a website available to the public. This strategy should be part of an overall plan to publicize and disseminate research to a broader public.
- c. The Faculty should undertake efforts to increase the number of fellowships for PhD students by aggressively seeking outside funds for this purpose.
- d. Additional courses at an advanced level should be offered in quantitative and qualitative research methods.

#### Observations and findings: Teacher Certificate Programs

Four departments presently offer teacher certification programs: Learning, Instruction and Teacher Education; Mathematics Education; Counseling; and Special Education. We learned of no overarching conception of teacher education that informs these various teacher certificate programs.

We heard about two practicum models: the Professional Development School (PDS) model used by the Department of Learning, Instruction and Teacher Education and the “traditional model.” While the PDS model meets the guidelines set out in the Ariav Report, it offers students little opportunity to take responsibility for teaching and learning. They spend only five hours a week in schools and many of these are spent observing, meeting with the principal, and pursuing individual work rather than actually teaching. In many cases, we heard of a mismatch between the practices students learn in their teacher certification

coursework and what they see practiced in the schools. In the “traditional” practicum model, where students seek out their own placements, with help from a university staff member, we heard of similar problems with this model.

We learned of considerable variation across teacher certification programs in terms of the actual number of teaching hours, the quality and quantity of supervision and mentoring future teachers receive. We were not clear about the full range of subject areas in which teacher certificate programs are offered. Except for Mathematics Education (a program that seems to have a strong relationship with the Math Department) we did not observe close relationships between the Faculty of Education and the academic departments within the University.

We commend the Department of Learning, Instruction and Teacher Education for citing the need to strengthen its teacher certification programs as part of planning for the future, including paying greater attention to subject matter pedagogies and forging stronger links between academic staff and instructors in the Practicum. We were heartened to learn that there are tenure-track faculty who teach in teacher certification programs and do research on teaching and learning.

### Recommendations for Teacher Certification Programs

#### **Advisable:**

- a. Faculty should continue refining and studying the PDS model and sharing it with colleagues.
- b. Better efforts should be made to locate schools in which teacher certification students can see and experience the kind of teaching they encounter in their coursework.
- c. Faculty should review program requirements to eliminate overlap in content, especially for students who double major in special education and counseling.



## **5. Human Resources / Faculty**

### Observations and findings

The Faculty of Education is to be congratulated for an iCORE award as a Center of Research Excellence.

The high regard Education enjoys in the university has enabled the Faculty to recruit many talented junior faculty members. Despite heavy teaching loads, members of the faculty manage to be productive. There is a strong sense of collegiality and collaboration among the faculty and students.

While we commend the Faculty for its proactive approach to pending retirements, we believe future decisions about recruitment should be guided by a strategic plan. We understand the desire to fill the gaps created by retiring faculty, but continuity should not be the sole principle guiding such decisions. We learned of a variety of instances in which struggling programs were allowed to continue, but we heard no serious discussion about consolidating or eliminating programs, even though such a decision would free up resources and pave the way for innovative and creative thinking about the future.

### Recommendations

See Essential Recommendation #1 under *Mission and Goals*.

## **6. Students**

### Observation and findings

The committee was impressed by the high caliber of students at all levels and with the faculty's sense of responsibility to serve students in the North of Israel. While students who are not native Hebrew speakers receive support at the university level, they also need more support at the Faculty level (including help with writing in Hebrew and English).

The dropout rate from the BA program is high. Although individual faculty offered their own interpretation of the dropout problem, we learned of no systematic effort to study it. We also learned that there are no systematic arrangements made to accommodate special circumstances in students' lives, such as pregnancy and reserve duty.

Recommendations:

**Advisable:**

- a. The Faculty should gather systematic data on alumni and dropouts to inform future planning.
- b. The Faculty should develop more accommodations for students for whom Hebrew is not their first language. More courses on writing in Hebrew and English should be offered at the Faculty level.
- c. The Faculty should consider making accommodations for students who face special demands such as pregnancy or reserve duty.

## **7. Teaching and Learning Outcomes**

Observations and findings

We learned that syllabi are not regularly available to students in advance of course registration. We also heard about a heavy reliance on multiple-choice tests, especially at the BA level.

Recommendations:

**Essential:**

Faculty must post syllabi prior to course registration so that students can plan their programs and identify areas of overlap.

**Advisable:**

The Faculty should experiment with alternative assessments, since in leading faculties of education, multiple-choice examinations do not reflect best practice

## **8. Research**

### Observations and findings

The Faculty of Education includes many productive, internationally recognized researchers who work in diverse areas and publish their research in prestigious journals. Members of the faculty engage in research on a wide range of topics including teaching and learning and school administration; there is also research whose connections to educational practice seems tenuous at best. This contrast raises basic questions: What kinds of research belong in a faculty of education? What is an appropriate balance between basic and applied research? What are the practical implications for basic research and should it be conducted by a faculty of education rather than in academic departments or in a faculty of medicine? Answers to these questions have a direct bearing on the Faculty's overall mission and strategic priorities.

Junior faculty feel well supported in launching their research programs. We learned that faculty members agree that what counts for promotion and tenure are the quantity and impact factor of their publications. Publishing in Hebrew and attending conferences in Israel are treated as "service" rather than an essential part of the duties of a professor in a faculty of education. We believe that such policies are detrimental to the goal of informing and improving education, both locally and nationally, and do not reflect best practice at the world's leading faculties of education.

### Recommendations

**Advisable:**

- a. Research that reaches practitioners and directly relates to improving policy and practice should be rewarded in the promotion process. Such scholarship should be valued in a structured and transparent manner and be given greater weight in promotion decisions.
- b. In future hires, consideration should be given whether research supports the pressing educational problems facing Israel, such as educational access, the integration of the Haredi community, and the growing demographic shifts in the country among both Haredi and Arab populations.

**9. Infrastructure**

Observation and findings

The facilities we visited seemed well used and adequate.

**10. Self-Evaluation Process**

Observation and findings

The overlapping elements in the Self-Evaluation report, particularly the separate mission statements for each department, pointed to a lack of coherence in the collective mission of the Faculty of Education.

## **Chapter 4: Summary of Recommendations**

### **Essential:**

1. Within one year, the Faculty of Education must develop a strategic plan that clarifies priorities, identifies key areas of growth, and justifies decisions by connecting them to a vision of where the field of education is headed, the unique role played by a faculty of education within a research university, and the most pressing educational needs facing Israeli society. This plan would also take into consideration the consolidation or elimination of programs that no longer serve vital educational needs.
2. The Faculty of Education must develop a new faculty-level apparatus for bringing together and communicating research findings to various education stakeholders—teachers, principals, policy makers and parents. Such an initiative might include new websites, podcasts, email blasts, online seminars, and forms of translational research in Hebrew and Arabic. Such efforts would increase the visibility and impact of the research conducted at the Faculty of Education.
3. A small committee including the dean of the faculty must be convened to study whether the continued separation of special education and learning disabilities is in the long-term interest of the faculty and its students.
4. The Faculty of Education must develop a mechanism to better support students' acquisition of academic writing skills in both Hebrew and English. Course offerings must be increased in these areas.
5. Faculty must post syllabi before course registration so that students can plan their programs and identify areas of overlap.

### **Advisable:**

1. Before new programs are proposed, a process of due diligence should be undertaken. Such a process would include a needs assessment to determine whether the program truly has an audience, what kind of supports are needed to

ensure that it will attract students (e.g., scholarships and other incentives), and a plan for staffing and sustaining the program over time.

2. The Faculty should review courses and programs to avoid overlap in course content. This applies particularly to BA/MA sequences.
3. The Faculty should create a formal mechanism to exempt students when the overlap between courses in education and other departments is above fifty percent.
4. The Faculty should undertake a review of BA programs that do not lead to professional certification and look for opportunities to consolidate and/or discontinue these programs.
5. The number of TAs should be increased in the large courses of the BA program.
6. The Faculty should create a physical or virtual space where PhD students from different programs can share their work and become part of a community of scholars.
7. PhD students should prepare short summaries of their research in Hebrew and Arabic, which should be posted on a website available to the public. This strategy should be part of an overall plan to publicize and disseminate research to a broader public.
8. The Faculty should undertake efforts to increase the number of fellowships for PhD students by aggressively seeking outside funds for this purpose.
9. Additional courses at an advanced level should be offered in quantitative and qualitative research methods.
10. Faculty should continue refining and studying the PDS model and sharing it with colleagues.
11. Better efforts should be made to locate schools in which teacher certification students can see and experience the kind of teaching that they learn about in coursework.
12. Faculty should review program requirements to eliminate overlap in content, especially for students who double major in special education and counseling.
13. The Faculty should gather systematic data on alumni and dropouts to inform future planning.

14. The Faculty should develop more accommodations for students for whom Hebrew is not their first language. More courses on writing in Hebrew and English should be offered at the Faculty level.
15. The Faculty should consider accommodations for students who face special demands such as pregnancy and reserve duty.
16. The Faculty should experiment with alternative assessments, as multiple-choice examinations do not reflect best practice in leading faculties of education.
17. Research that reaches practitioners and directly relates to improving policy and practice should be rewarded in the promotion process. Such scholarship should be valued in a structured and transparent manner and be given greater weight in promotion decisions.
18. In future hires, consideration should be given to the extent to which research supports the pressing educational problems facing Israel, such as educational access, the integration of the Haredi community, and the growing demographic shifts in the country among both Haredi and Arab populations.

**Signed by:**



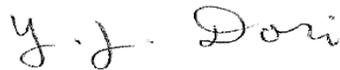
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Prof. Sam Wineburg  
Committee Chair



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Prof. Patricia Alexander



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Prof. Yehudit Judy Dori



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Prof. Sharon Feiman-Nemser



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Prof. Stephen Jacobson



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Prof. R. Malatesha Joshi



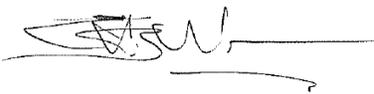
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Prof. Jeremy Kilpatrick



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Prof. Alan Lesgold



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Prof. Arie Wilschut



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Prof. Anat Zohar

**Appendix 1: Letter of Appointment**



February 2014

Prof. Sam Wineburg  
Graduate School of Education  
Stanford University  
USA

Dear Professor Wineburg,

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks: 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.

As part of this important endeavor we reach out to world renowned academicians to help us meet the challenges that confront the Israeli higher education by accepting our invitation to participate in our international evaluation committees. This process establishes a structure for an ongoing consultative process around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial enterprise.

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 the study programs in **Education and Science Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Patricia Alexander, Prof. Yehudit Judy Dori, Prof. Sharon Feiman-Nemser, Prof. Stephen Jacobson, Prof. R. Malatesha Joshi, Prof. Jeremy Kilpatrick, Prof. Alan Lesgold, Prof. Arie Wilschut and Prof. Anat Zohar.

Ms. Maria Levinson-Or will be the coordinator of the Committee.

Details regarding the operation of the committee and its mandate are provided in the enclosed appendix.

I wish you much success in your role as the chair of this most important committee.

Sincerely,  
*Hagit Messer Yaron*  
Prof. Hagit Messer-Yaron  
Deputy Chairperson,  
The Council for Higher Education (CHE)

*Enclosures:* Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Michal Neumann, Deputy Director-General for QA, CHE  
Ms. Maria Levinson-Or, Committee Coordinator

**Appendix 1: site visit schedule**

**Wednesday, December 17, 2014 - Education and Science Building, Room 272**

Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Prof. David Faraggi, Rector Prof. Perla Werner, Vice Rector Ms. Ruchama Elad-Yarum, Manager, Unit for Academic Quality Evaluation, Office of the Rector Dr. Michal Daloya, Unit for Academic Quality Evaluation
09:30-10:15	Meeting with head of Faculty of Education	Prof. Lily Orland-Barak, Dean of the Faculty of Education Ms. Corina Hershkovitz, Head of Administration of the Faculty of Education
10:15-11:15	Meeting with Heads of Departments	Prof. Tami Katzir – Head of Department of Learning Disabilities Dr. Arie Kizel – Head of Department of Learning, Instruction and Teacher Education Prof. Paul Miller – Head of Department of Special Education Dr. Irit Peled – Head of Department of Mathematics Education Prof. Anat Scher – Head of Department of Counseling and Human Development Prof. Anit Somech – Head of Department of Educational Leadership and Policy
11:15-11:40	Closed door meeting	Closed-door meeting of the committee

Time	Subject	Participants
11:40-12:35	Meeting with senior academic staff (representatives of relevant committees/programs)* (Tenured lecturers) – PART 1	<p>Department of Counseling and Human Development</p> <p>Prof. Azy Barak – Psychology of Cyberspace.</p> <p>Head of PhD Committee</p> <p>Prof. Ruth Linn – Psychology of women, Moral psychology, Political psychology, Obedience to authority, Conscientious objection, Moral conflicts during the Holocaust.</p> <p>Head of MA Committee</p> <p>Prof. Miri Scharf – Head of Teaching Certificate Program, Head of Education and Human Development Program (MA)</p> <p>Dr. Avihu Shoshana – Head of Group Guidance Program (MA)</p> <p>Prof. Hadas Wiseman – Counseling and psychotherapy change process research; Client-therapist relationship processes and attachment in psychotherapy; The personal and professional development of psychotherapists and counselors; Short-term counseling and psychotherapy; Intergenerational communication of trauma and interpersonal relationships in families of Holocaust survivors.</p> <p>Prof. Moshe Zeidner – Positive psychology, Academic Motivation, Stress, Anxiety, and Coping; Trauma and post-trauma, Exploration of personality, Emotions and individual differences</p> <p>Dr. Yair Ziv – Head of The Multidisciplinary Program of Early Childhood Education and Development (MA)</p> <p>Department of Learning, Instruction and Teacher Education</p> <p>Prof. Hanan Alexander – Philosophy of Education</p> <p>Dr. Danny Ben Zvi – Technologies in Education</p> <p>Prof. Yael Kali – Head of PhD Committee</p> <p>Dr. Hagai Kupermintz – Assessment in Education</p>

Time	Subject	Participants
12:35-13:30	Meeting with senior academic staff (representatives of relevant committees/programs)* (Tenured lecturers) – PART 2	<p>Department of Educational Leadership and Policy  Dr. Deborah Golden – Head of Education, Society and Culture Program (MA)  Prof. Tamar Katriel – Museum Education, Cultural patterns in communication, Media Anthropology, Media Activism.  Prof. Zehava Rosenblatt – Teacher Job design, Teacher Absence, Teacher and Principal accountability, School Ethics, Entrepreneurship.  Head of the Institutional Review Board (IRB) for research with human beings in Faculty of Education.  Department of Mathematics Education  Prof. Roza Leikin – Head of Gifted and Talented Education Program (MA)  Head of Interdisciplinary RANGE center (center for Research and Advancement of Giftedness and Excellence.  Head of MALAM (center for Science and Mathematics Education) – University of Haifa.  Head of Edmond J. Safra Brain Research Center for the Study of Learning Disabilities.  Prof. Anna Sfard – Head of Mathematics Teaching Certificate Program  Prof. Michal Yerushalmy – Specialization in: Learning with technological tools. Cognitive aspects of Mathematical learning  Mobile Learning and Ubiquitous Computing.  Web based eBooks and curricular materials.  Vice President and Dean of Research.  Department of Learning Disabilities  Dr. Liat Goldfarb – Head of Brain &amp; Learning Program (MA)  Prof. Raphiq Ibrahim – Head of Learning Disabilities in Arabic-speaking Program (MA)  Prof. David Share – Learning to Read, Reading Disabilities, Writing Systems.  Department of Special Education  Dr. Orit Hetzroni – Head of Autism and Developmental Disabilities Track (MA)  Prof. Mark Leikin – head of BA and MA Program</p>
13:30-14:15	Lunch (in the same room)	Lunch for the members of the committee

Time	Subject	Participants
14:15-15:15	Meeting with Junior academic staff (Non Tenured lecturers) *	Department of Counseling and Human Development Dr. Dana Amir – Head of Bibliotherapy Program (MA) Dr. Adar Ben Eliyahu – Self-regulation, Motivation, Emotion regulation, Research methods, Self-regulated learning Department of Learning, Instruction and Teacher Education Dr. Sarit Barzilai Dr. Oren Golan – Head of Technologies in Education (MA) Dr. Tzafrir Goldberg Dr. Yotam Hotam – Head, Alternatives in Education (MA) Department of Educational Leadership and Policy Dr. Ayman Agbaria Dr. Lotem Perry-Hazan – Head of Management of Educational Systems Program Department of Learning Disabilities Dr. Anat Prior Dr. Shelley Shaul Department of Special Education Dr. Iris Manor-Binyamini – Head of Emotional and Behavioral Disorders Track (MA)
15:15-16:15	Meeting with staff that teaches in the different Professional Training Programs*	Department of Counseling and Human Development Dr. Tamar Aronson – Educational Counseling, Bibliotherapy, Group Guidance Dr. Biri Rotenberg-Rosler – Bibliotherapy Dr. Ilana Sever – Head of Educational Counseling Program (MA) Department of Learning, Instruction and Teacher Education Dr. Tamar Almog – E-learning, Integrating innovative technologies in education, Conventional and alternative educational systems in Israel, Multicultural education. Ms. Avivit Balanga – English Didactics Department of Mathematics Education Dr. Varda Talmon - Mathematics Teaching Certificate Program Department of Learning Disabilities Dr. Orly Lipka – Diagnosis and treatment of learning disabilities in children and adults Prof. Michal Shany – Diagnosis and treatment of learning disabilities in children and adults Department of Special Education Ms. Orly Erez – Teacher Certificate Program – Didactic Trainer in Hearing Impairments Ms. Hana Shimon – Teacher Certificate Program – Coordinator of Practicum

Time	Subject	Participants
16:15-17:15	Meeting with Adjunct academic staff*	Department of Counseling and Human Development Dr. Ronit Schlesinger Department of Learning, Instruction and Teacher Education Ms. Hiam Nasseradin Ms. Dalit Wilhelm Department of Educational Leadership and Policy Ms. Nava Bar Department of Mathematics Education Dr. Elena Naftaliev Department of Learning Disabilities Dr. Michal Lerner Department of Special Education Dr. Elian Alchadef-Abergil Dr. Efrat Elran

**Thursday, December 18, 2014 - Education and Science Building, Room 272**

Time	Subject	Participants
09:00-10:00	Meeting with BA students**	
10:00-11:00	Meeting with MA students** (who also serve as TAs and RAs)	
11:00-11:30	Closed door meeting	Closed-door meeting of the committee
11:30-12:30	Meeting with PhD students** (who also serve as TAs and RAs)	
12:30-13:15	Lunch	Lunch for the members of the committee
13:15-14:30	Tour of facilities: library, labs, offices	Library The Edmond J. Safra Brain Research Center for the Study of Learning Disabilities Laboratory for the Study of Human Development and Education (Rooms 233-238, Prof. Ofra Mayseless, Prof. Miri Scharf, Prof. Anat Scher and Prof. Hadas Wiseman Visual Development Laboratory (Room 461, Dr. Bat-Sheva Hadad)
14:30-15:30	Meeting with Professional training program students**	
15:30-16:15	Meeting with Alumni**	
16:15-16:35	Closed door meeting	Closed-door meeting of the committee
16:35-17:15	Closing meeting with the heads of the institution and the head of Faculty	Prof. David Faraggi, Rector Prof. Perla Werner, Vice Rector Prof. Lily Orland-Barak, Dean of the Faculty of Education Ms. Ruchama Elad-Yarum, Manager, Unit for Academic Quality Evaluation, Office of the Rector Dr. Michal Daloya, Unit for Academic Quality Evaluation, Office of the Rector

\* The heads of the institution and academic unit or their representatives will not attend these meetings.

\*\* The visit will be conducted in English with the exception of students who may speak in Hebrew and anyone else who feels unable to converse in English.