



**Committee for the Evaluation of Business Administration and  
Management Study Programs**

**College of Law and Business**  
**Business Faculty**  
Evaluation Report

**Revised, February 2016**

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## **Chapter 1: Background**

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Business Administration and Management during the academic year of 2014-2015.

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. Russell Winer** - Stern School of Business, New York University, USA – Committee Chair.
- **Prof. Jane Fedorowicz** - Bentley University -Massachusetts, USA.
- **Prof. Jeffrey Callen** - Rotman School of Management, University of Toronto, Canada.
- **Prof. Simon Benninga<sup>1</sup>** - Recanati School of Business Administration, Tel Aviv University, Israel.
- **Prof. Arnoud Boot** - Professor of Corporate Finance and Financial Markets, University of Amsterdam, the Netherlands.
- **Prof. Stuart Greenbaum<sup>2</sup>** - Olin Business School, Washington University in St. Louis.
- **Prof. David Mazursky** - The Jerusalem School of Business Administration, the Hebrew University of Jerusalem, Israel.

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

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<sup>1</sup> Prof. Simon Benninga did not part take in the evaluation of the Business Faculty in the College of Law and Business. Sadly, Professor Benninga, passed away during the committee's work. However, his contributions to the committee were numerous and invaluable.

<sup>2</sup> Prof. Stuart Greenbaum did not part take in the evaluation of the Business Faculty in the College of Law and Business.

Within the framework of its activity, the Committee was requested to:<sup>3</sup>

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in Business Administration and Management, 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 September 2013).

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<sup>3</sup> The Committee's letter of appointment is attached as **Appendix 1**.

## **Chapter 2: Committee Procedures**

The Committee held its first meetings on 17.03.2015, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Business Administration and Management Study programs in Israel.

In March 2015, the Committee held its first round of visits of evaluation, and visited Ben-Gurion University, the Hebrew University, Tel-Aviv University, the Interdisciplinary Center Herzliya, the Technion, and the College of Management. In June 2015, the Committee held its second round of visits of evaluation, and visited the Open University, University of Haifa, Netanya Academic College, Ruppin Academic Center, Ono Academic College, Ariel University, Bar-Ilan University, and the College of Law and Business. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the Business Faculty at the College of Law and Business. The Committee's visit to the College took place on June 18, 2015.

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

The Committee thanks the management of the College of Law and Business and the Business Faculty for their self-evaluation report and for their hospitality towards the committee during its visit at the institution.

## **Chapter 3: Evaluation of Business Administration and Management**

### **Study Program at the College of Law and Business**

*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 Business (FOB) is one of two faculties of the College of Law and Business (CLB), the other being the School of Law, the founding faculty. The CLB also has a stand-alone program in Accounting. The CLB is an independent, non-profit organization receiving no state funding. Since its inception in 2008, the FOB has had one major degree program, a small, general B.A. in Business. The FOB has succeeded by featuring a low student-faculty ratio, hiring senior faculty from major Israeli and non-Israeli universities, providing personalized attention to student needs, maximizing its downtown Tel Aviv location, and exhibiting a dedication to diversity of its student population. Importantly, the FOB appreciates the necessity of English-language instruction and stressing an international orientation in order to educate managers who can be successful in today's global economy.

At the present time, the FOB confronts two major issues. In an attempt to broaden its revenue base by reaching new student segments, the FOB is planning to launch two new programs. The first is a B.A. in Business where the language of instruction is English. First certified by the CHE in 2011, the program has had a slow introduction with only a second course in English being added to the curriculum in academic year '15-'16. At the same time, the FOB has applied to the CHE for a new master's program, to be taught in Hebrew.<sup>4</sup> Given the lack of financial and senior faculty resources, the visiting

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<sup>4</sup> We note that the original plan was to introduce a master's degree program where the language of instruction was to be English. This is noted on p.13 of their Self-Evaluation. The committee later learned that this was changed to Hebrew.

committee feels that the application for the master's program should be postponed until the B.A. program is up and running successfully.

The second major issue is the planned transition from a teaching and service-oriented institution to one where research is more highly-valued. While the committee feels that increasing the intellectual output of the senior faculty is desirable, we also feel that this should be done in a manner commensurate with the historical mission of the institution. This means that research should be defined more generally beyond the scope of traditional publications in top academic outlets to also include creative activity such as case studies, op ed pieces, books, and publications in more practice-focused outlets.

## **2. Mission and Goals**

### Observations and findings

The FOB mission statement is one sentence. The essence of the institution seems to be captured in the "Aims and Goals – Business Education" section and consists of four main parts: (1) cultivating excellence in business education, (2) a global focus, (3) endorsing a social agenda, and (4) research. The first part is rather generic in that all business schools strive for excellence in the areas in which they focus. While it is appropriate to focus on excellence in teaching given the history of the institution and its private status, it is unclear whether the second "excellence" area, selectivity in admissions, is actually being met. The committee believes that the global and social dimensions are particularly appropriate for the institution and have the potential to differentiate the FOB from other colleges if successfully implemented. As the Faculty acknowledges, it is somewhat distant from having a strong research dimension. Thus, we believe that a true, realistic mission statement incorporating the strengths of the FOB and feasible goals should be developed.

## Recommendations

### **Essential:**

The FOB should revise its mission statement to focus on its key areas of strength and feasible goals for the next 1-3 years.

## **3. Organizational Structure**

### Observations and findings

The FOB is one of two units in the CLB, the other being the Law School, the founding unit of the College. There is also a stand-alone Accounting program which has its own Head reporting directly to the President of the CLB.

The committee viewed the existence of a successful law school in a small college as a potential opportunity for synergies that other colleges cannot offer. While the CLB offers a joint B.A. program between business and law, we feel that opportunities for other programs and/or cross-registered courses are significant. A positive sign is the increasing number of courses offered in English to both student groups (Table 7, p.29 of the self-study report).

### Recommendation

#### **Important:**

The FOB should seek further cooperation with the Law School in terms of cross-listed courses and/or new programs that take advantages of the strengths of each.

## **4. Study Programs**

### Observations and findings

Besides the joint B.A. program with the Law School noted above, the FOB offers a first-degree B.A. program with tracks in Financial Management and Marketing Management. The program offers no flexibility in that all of the courses are mandatory. The Faculty has just started offering courses in the English language beginning with International Marketing in academic year

'14-'15 and plans to add another in the upcoming year. This is planned to lead to a full B.A. degree in Business fully taught in English (which was accredited by the CHE in 2011). We also heard of a new program targeting the ultra-orthodox that is fully funded.

A notable dimension of the B.A. program is the degree of internationalization. The Faculty has signed a number of exchange and cooperation agreements with non-Israeli academic institutions. In addition, the Faculty recently offered a China Business Tour as an elective. The social mission presentations were also highly regarded by the committee.

Overall, we were impressed by the quality of the B.A. program, emphasis on the business world outside of Israel, and the recognition that English-language skills are critical to developing managers who can compete in the global economy. As a result, we strongly support the development of the B.A. program taught in English as well as the additional resources offered to improve students' English such as the full-time English instructor. In addition, the student-faculty ratio of 28:1 is lower than we have seen in other Israeli colleges and universities. The resulting small class sizes were lauded by students we interviewed. Students also praised the personal attention they receive from the faculty and administration.

However, we also learned that the Faculty has applied to the CHE for an M.A. Hebrew-language business program, an M.A. in Organizations, Management, and Development (it is titled somewhat differently in the Self-Evaluation). We feel that it is premature to launch such a program when the B.A. program has not even started. Such a dual launch stretches the already limited financial and administrative resources too thinly. We, therefore, strongly argue for a delay in the launch of an M.A. program until the success of the B.A. English program has been established. This is particularly relevant since the launch of the B.A. program has also been delayed since its approval. In addition, we would like

to see a better rationale for the M.A. program and how it would differ from a traditional MBA program. We encourage them to develop an M.A. program that is unique in the already crowded marketplace for graduate business degrees in Israel.

### Recommendation

#### **Essential:**

The CHE should not approve the M.A. program until there is evidence of the success of the English B.A.

#### **Important:**

- a) The FOB should consider adding flexibility to the B.A. program by allowing students take a number of elective courses.
- b) The start date of the English B.A. program should not be set until a viable marketing plan (including a complete Web site and means for meeting potential students abroad) is in place to attract international students.
- c) The English language instructor should become more involved with courses such as monitoring student presentations, reading papers, etc.

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

### Observations and findings

Like most Israeli-business schools/programs, the number of full-time faculty is small, in this case, 12. Their doctorates are from some major Israeli universities (e.g., Tel Aviv, Technion, Bar-Ilan) as well as from a number of countries outside of Israel. Research and teaching interests are reasonably distributed across the major areas of business.

The CLB was constituted as a teaching-oriented institution and it largely remains that way. There are both research and teaching tracks for full-time faculty with more emphasis being placed on research. While there is an

Academic Appointment Committee which handles appointment and promotion cases that are within the CLB's jurisdiction, the criteria for promotion are not clear and need to be better communicated to the faculty. In addition, it is unclear what the equilibrium distribution of research vs. teaching faculty has been considered. This mix is clearly important particularly in terms of the research contributions of the Faculty.

Recommendations:

**Essential:**

The FOB must establish clear guidelines for appointment and promotion and communicate them to all full-time faculty members.

**Important:**

Determination of the optimal mix of research vs. teaching track faculty must be made.

## **6. Students**

Observations and findings

The students whom the committee met commented favorably on the global emphasis (the study trip to China was mentioned), the practicality of the curriculum and that it is applicable to their jobs, and the individualized attention they receive. They expressed interest in more interactions with the students from abroad attending FOB courses, more outside speakers (particularly from outside Israel), increased interactions with alumni, and improved business library resources.

Based on the admissions data presented in the Self Evaluation Report, the admissions requirements are lower than at other Israeli colleges. While the faculty reported that the student quality is on average as good as at other places they have taught, it is clear that the focus on under-privileged groups in

Israel produces high variance in student quality. We applaud the FOB's efforts to raise the admissions bar while simultaneously making a serious effort to reach these groups through a preparatory program, and special tests and interviews to admit students who have high potential and motivation but have lower grades than normally required.

Recommendations:

**Essential:**

The FOB should continue its efforts to recruit students from under-represented minority groups.

**Important:**

The FOB should seek to offer more opportunities for B.A. students to interact with foreign students, more non-Israeli outside speakers, and an increase in library resources.

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

Observations and findings

The FOB appears to have a well-developed set of tools to evaluate instruction. However, as noted on p.53 of the Self-Evaluation, general guidelines about learning outcomes "have not been formally articulated." In addition, instructors do not have to post learning outcomes on their course syllabi although noting that this "usually" happens.

Recommendation

**Important:**

The FOB should develop a formal policy about posting and meeting learning outcomes on course syllabi.

## **8. Research**

### Observations and findings

In recent years, the FOB has started to increase its emphasis on research. While the FOB administration would like to see more publications in globally-recognized top journals, it correctly realizes that it will take some time to achieve that objective. Currently, promotion to senior lecturer is divided somewhat equally between research, teaching, and school/public service. To support research, the CLB provides a reasonable amount of annual research funding, although this was recently reduced due to budget constraints.

As noted earlier, the historical mission of the CLB and the FOB has been teaching and service. The College has done an excellent job with its B.A. programs. In addition, the teaching load is heavy at 6-8 hours/week for the school year especially considering the “high touch” time needed to satisfy student requests.

As a result, research programs should be encouraged to complement the teaching mission. The researchers in the research track should be provided with adequate resources to conduct their research (funding, reduced teaching load). Importantly, performance measures should encourage publication in a wide variety of outlets including both academic and applied. The definition of creative output should be expanded to include intellectual contributions such as books, opinion pieces, cases studies, and articles in practice-oriented outlets. This latter definition of creative output should, in particular, be used to evaluate intellectual contributions of the teaching track faculty.

### Recommendations

#### **Important:**

- a) While expanding the importance of research, the FOB should not promote this direction at the expense of its basic mission of teaching and service.

- b) Research should include a variety of applied creative activities including case writing, books, and articles in practice-oriented outlets.

## **9. Infrastructure**

### Observations and findings

The CLB has its own 8-story building in Ramat-Gan of which the bottom 6 floors are for its use. The current facility seems to work for the College, although the Self-Evaluation notes that some of the classroom configurations are not optimal for delivering courses and that faculty office space is limited. Students uniformly requested that parking opportunities be improved. We have no specific recommendations for this part of the evaluation.

## **10. Self-Evaluation Process and implementation of previous recommendations**

### Observations and findings

The report itself seems disjointed, contains many typos, uses different font sizes, and exhibits poor English in many parts. For the next CHE evaluation, we strongly recommend rectifying these problems by using a professional, native English copyeditor.

Since this is the first CHE evaluation for the FOB, the section allowing for comments on previous recommendations is not relevant.

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

### **Essential recommendations:**

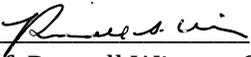
1. The FOB should revise its mission statement to focus on its key areas of strength and feasible goals for the next 1-3 years.
2. The CHE should not approve the M.A. program until there is evidence of the success of the English B.A.
3. The FOB must establish clear guidelines for appointment and promotion and communicate them to all full-time faculty members.
4. The FOB should continue its efforts to recruit students from under-represented minority groups.

### **Important recommendations:**

1. The FOB should seek further cooperation with the Law School in terms of cross-listed courses and/or new programs that take advantages of the strengths of each.
2. The FOB should consider adding flexibility to the B.A. program by allowing students take a number of elective courses.
3. The start date of the English B.A. program should not be set until a viable marketing plan (including a complete Web site and means for meeting potential students abroad) is in place to attract international students.
4. The English language instructor should become more involved with courses such as monitoring student presentations, reading papers, etc.
5. Determination of the optimal mix of research vs. teaching track faculty must be made.
6. The FOB should seek to offer more opportunities for B.A. students to interact with foreign students, more non-Israeli outside speakers, and an increase in library resources.
7. The FOB should develop a formal policy about posting and meeting learning outcomes on course syllabi.

8. While expanding the importance of research, the FOB should not promote this direction at the expense of its basic mission of teaching and service.
9. Research should include a variety of applied creative activities including case writing, books, and articles in practice-oriented outlets.

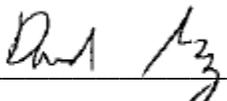
**Signed by:**

  
\_\_\_\_\_  
Prof. Russell Winer - Chair

  
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Prof. Arnoud Boot

  
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Prof. Jeffrey Callen

  
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Prof. Jane Fedorowicz

  
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Prof. David Mazur

## Appendix 1: Letter of Appointment



November 2014

Prof. Russell Winer  
Leonard N. Stern School of Business  
New York University  
USA

Dear Professor,

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 **Business Administration**. In addition to yourself, the composition of the Committee will be as follows: Prof. Simon Benninga, Prof. Arnoud Boot, Prof. Jeffrey Callen, Prof. Jane Fedorowicz, and Prof. Stuart Greenbaum.

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,

  
Prof. Hagit Messer-Yaron  
Vice Chair,  
The Council for Higher Education (CHE)

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

cc: Dr. Varda Ben-Shaul, Deputy Director-General for QA, CHE  
Ms. Maria Levinson-Or, Committee Coordinator

**Appendix 2: Site Visit Schedule**

09:00-09:30	Opening session with the heads of the institution	<ul style="list-style-type: none"> <li>• Prof. Moshe Cohen Eliya, President</li> </ul>
09:30-10:30	Meeting with the Dean of the Faculty of Business Administration	<ul style="list-style-type: none"> <li>• Prof. Yoram Mitki- Dean of the Faculty of Business Administration</li> </ul>
10:30-11:15	Meeting with senior academic staff (including heads of the various tracks) * (up to 8)	<ul style="list-style-type: none"> <li>• Prof. Ram Herstein , Vice Dean of the Faculty of Business Administration</li> <li>• Prof. Arthur Meidan, Head of Marketing</li> <li>• Prof. Haim Gaziel Organizational Behavior</li> <li>• Dr. Shmuel (Mula) Cohen ,Head of Finance</li> <li>• Dr. Yafit Raphael, Head of Human Resources</li> <li>• Dr. Ron Berger Entrepreneurship</li> <li>• Dr. Ophir Barnea, Dean of Students</li> <li>• Dr. Lior Davidai Business Law</li> <li>• Dr. Rimona Peles Head of Accounting</li> </ul>
11:15-12:00	Meeting with Adjunct academic staff (up to 8) *	<ul style="list-style-type: none"> <li>• Dr. Michael (Mike) Dovrat</li> <li>• Dr. Uri Ulman</li> <li>• Dr. Elad Harison</li> <li>• Mrs. Chen Shasho, doctoral student</li> <li>• Mrs. Evegnya Gladshtien, doctoral student</li> <li>• Dr. Ilana Shilo</li> <li>• Mr. Dudo Yechiam Aharon</li> </ul>
12:00-12:45	Open slot- <b>Social &amp; Business entrepreneurship at the CLB business school.</b>	<ul style="list-style-type: none"> <li>• Dr. Rimona Peles, Head of The clinic for small businesses</li> <li>• Dr. Ron Berger, Head of the China – Israel Entrepreneurship Centre</li> <li>• Mr. Liad Ortar, Head of Social Environmental Entrepreneurship Academic <b>Hub</b></li> </ul>
12:45-13:45	Lunch (in the same room) with prof. Hagit Messer-Yaron, Vice Chair of the CHE	<b>Closed-door meeting of the committee</b>
13:45-14:30	Meeting with BA students** (up to 8 students)	
14:30-15:15	Meeting with Alumni (Up to 8)**	
15:15-15:45	Closed-door meeting of the committee	<b>Closed-door meeting of the committee</b>
15:45-16:15	Closing meeting with heads of institution, the Dean of the Faculty	<ul style="list-style-type: none"> <li>• Prof. Moshe Cohen Eliya, President</li> <li>• Prof. Yoram Mitki, Dean of the Faculty of Business Administration</li> </ul>