



EVALUATION OF PSYCHOLOGY AND BEHAVIORAL SCIENCES

ARIEL UNIVERISTY

COMMITTEE FOR THE EVALUATION OF PSYCHOLOGY AND BEHAVIORAL
SCIENCES DEPARTMENTS IN ISRAEL

July 2020

Section 1: Background and Procedures

1. In the academic year 2018-19 the Council for Higher Education [CHE] put in place arrangements for the evaluation of study programs in the field of Psychology and Behavioral Sciences in Israel.
2. The Higher Education Institutions [HEIs] participating in the evaluation process were:
 - Ariel University
 - Bar-Ilan University
 - Ben-Gurion University
 - The Hebrew University
 - The Open University
 - Technion – Israel Institute of Technology
 - Tel Aviv University
 - Ruppin Academic College
 - Peres Academic Center
 - Natanya Academic Center
 - Tel Hai Academic Center
 - Interdisciplinary center of Herzelia
 - Haifa University
 - College of Management
 - The Academic College of Tel Aviv Yafo
3. To undertake the evaluation, the Vice Chair of the CHE appointed a Committee consisting of¹:
 - [Prof. Elena Grigorenko](#), Department of Psychology, University of Houston & Child Study Center, Yale Medical School, USA (child development, chronic disease, epidemiology, learning disorders, public and global health) – *Committee chair*
 - [Em. Prof. Miles Hewstone](#), University of Oxford, UK (social psychology)
 - [Prof. Deborah Stipek](#), Graduate School of Education, Stanford University, USA (developmental and educational psychology)
 - [Em. Prof. Moshe Zeidner](#), Haifa University, Israel (Educational Psychology, Counseling, and Human Development)
 - [Prof. Sigal Alon](#), Department of Sociology and Anthropology, Tel Aviv University, Israel (sociology)

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

- [Prof. Eva Gilboa-Shectman](#), Department of Psychology, Bar Ilan University, Israel (clinical psychology)

Ms. Alex Buslovich Bilik served as the Coordinator of the Committee on behalf of the CHE.

The evaluation process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (February 2018). Within this framework the evaluation committee was required to:

- examine the self-evaluation reports submitted by the institutions that provide study programs in Psychology and Behavioral Sciences
 - Conduct on-site visits at 8 out of 15 institutions participating in the evaluation process, based on predefined criteria
 - submit to the CHE an individual report on each of the academic units and study programs participating in the evaluation
 - set out the committee's findings and recommendations for each study program
 - submit to the CHE a general report regarding the evaluated field of study within the Israeli system of higher education
1. The evaluation committee examined the evidence provided by each participating institution — considering this alongside the distinctive mission set out by each institution in terms of its own aims and objectives. This material was further elaborated and explained in discussions with senior management, faculty members, students and alumni during the course of a one-day visit to the institution.
 2. This report highlights the **Department of Behavioral Sciences and Psychology at Ariel University**. The Committee's visit to **Ariel University** took place on **January 28th, 2020**. The schedule of the visit is attached as **Appendix 2**.

Section 2: **Executive Summary**

Ariel is a rapidly growing university striving to attract a diverse body of BA, MA, and professional students and to become a center of excellence. Yet, there are difficulties inherent to this growth, namely, relatively low admission standards, a high student-teacher ratio, a low core-adjunct faculty member ratio, and physical plant and financial constraints. Moreover, the geographical location of the university generates a disadvantage for securing non-Israeli funding, thus weakening the

research potential of Ariel. The Department of Behavioral Sciences and Psychology reflects the special circumstances and characteristics of Ariel University. In addition, there are specific mismatches, inconsistencies, and even disagreements within the dimensions being evaluated (i.e., Mission and Goals and Management and Administration) that the Department needs to address and resolve. Nevertheless, the Committee acknowledged the dynamic and vibrant atmosphere in the Department, which continues to strive for perfection. It also acknowledged the changes the Department introduced to follow up on the previous CHE evaluation conducted in 2009. Overall, the Committee deemed the performance of the Department as meeting the acceptable threshold level of performance, with room for improvement.

Section 3: Observations

3.1 Mission and Goals

The mission of the Department of Behavioral Sciences and Psychology is to advance the psychological sciences through cutting edge research and to educate students in the Behavioral Sciences and Psychology programs. To fulfill this mission, it is essential that the Department invest in academic excellence and research. Otherwise, the mission statement should be refined to capture the elements that are currently the forte of the institution such as creating an intimate and supportive learning environment and helping students who need more attention to fulfill their academic potential. The Department offers a degree in Behavioral Sciences and the self-evaluation submitted in 2018 refers to the “Department of Behavioral Sciences and Psychology.” But according to its mission statement, the Department “seeks to become a leading school of psychological sciences” and “advance the psychological sciences through cutting edge research in the multiple perspectives and methodologies of psychology...” Moreover, every core faculty member is a psychologist, the courses offered in the Department are focused on psychology. All of the courses in sociology and anthropology are currently offered by faculty members outside of the Department. The sociology courses are of low quality. We asked for, but did not receive, information on the anthropology courses. In this area of evaluation, the Committee determined that Ariel University has failed to meet the acceptable threshold level of performance.

3.2 Management and Administration

The committee received the impression from its meetings with a range of senior individuals that considerable conflict is present between the university administration and the Faculty of Social Sciences and Humanities. The university

administration has been viewed as appropriate for a small college, not for a university. We have gained that the university administration did not appreciate the scientific needs regarding budgets, laboratories, infrastructure, student laboratory time, and so forth, and as a consequence was “choking” the school. Decision-making is both top down and bottom up. departments have some autonomy to allocate budgets within their own department. The dean’s approval is required, but the department heads described the dean as “open to ideas.” The Department has the authority to make decisions about programs and courses. They have teaching committees that oversee the BA and MA programs, which recommend changes to the dean. The faculty in each department controls the admissions process for graduate programs, but they have no power over the BA admissions process. They would prefer more influence be given to admissions and higher standards. They also recommended a more stable number of students. Currently, there is a fluctuation in the number of students, which results in unpredictable staffing needs. There appears to be open communication between students and faculty with faculty perceived by students as responsive to their concerns. A core mission of the University is to provide an academic education for underprivileged communities within the Israeli population. The faculty believed that the Department included a more heterogeneous group of students than most Israeli universities, but no data on the backgrounds of students were provided. The Department accepts students who are not well-prepared, resulting in as many as 50% of accepted students being on probation. The relatively poor preparation of some students makes teaching more challenging, but the faculty seem committed to supporting them. A dropout rate of roughly a third of the students indicates that many do not succeed, although faculty noted that some students accepted on probation become very successful. The MA programs are very focused on preparing students for internships and assisting them in finding internships, although a number of MA students are interested in being supported to do research. In the last five years, the Department has hired 5-6 new faculty members, and they are currently recruiting two faculty members in rehabilitation psychology. Hiring is a challenge in rehabilitation psychology because the person must have both experience in the field and a strong research record. The faculty expressed a desire to expand programs for graduate students (both MA and Ph.D.). They believed that a more research-focused MA program is necessary, and they have the faculty to support a program in cognitive science; the Committee agrees with this appraisal. In this area of evaluation, the Committee determined that the Department is below the acceptable threshold level of performance.

3.3 QA & Self-Evaluation Process

The Office of Quality Assessment and Academic Instruction is responsible for internal Quality Assurance (QA) at Ariel. The data for QA are collected from various sources. First, there are end-of-semester course and faculty evaluation surveys. Students are encouraged to complete these evaluations, and they are carefully examined by the faculty and administration. Second, the Department Chair meets with students to personally elicit individual feedback on various courses and teachers. This particular Self-Evaluation, conducted in 2017-2018, was triggered by the CHE's official notice; it was communicated to the Department Chair by the administration and to the faculty by the Department Chair. All faculty members received assignments; the Department collected the necessary data using university resources and two surveys of past and present students. All-faculty and small-group faculty meetings were conducted to build the content of the report. The study program underwent considerable change, departmental procedures were revised, and departmental committees were reassigned. The weaknesses identified were proposed to be addressed with a set of actions at the Departmental level with the approval of and support from the senior university administrative bodies (Dean and Rector). Although multiple stakeholders (administration, the Department, and the students) were involved in the Self-Evaluation, the Committee learned through interviews that Alumni have not been surveyed as closely or as systematically as they should have been. The Committee also reviewed the recommendations from the CHE evaluation conducted in 2009. It concluded that the Faculty of Social Sciences and Humanities and Department of Behavioral Sciences and Psychology have addressed some, but not all, of the recommendations. Specifically, the current profile of the Department is still heavily biased toward psychology and does not reflect the interdisciplinary nature of the behavioral sciences; the courses still need a substantial amount of modernization; the infrastructure and laboratory support are still weak; the research is supported primarily internally and by relatively small awards; and the relationships with alumni are still not strong. In this area of evaluation, the Committee determined that Ariel University is below the acceptable threshold level of performance.

3.4 Study Program

The Department has responded positively to the majority of the recommendations of the previous CHE Report. In contrast with the other behavioral sciences, the psychology program and its curriculum is relatively well-structured and up to date (although, as stated above, a certain degree of modernization is required). The Department has provided essential readings for all courses in English. Still, this remains an important issue, and the fact that the majority of BA students that the Committee met with opted to talk with us in Hebrew suggests that English levels must still be improved; Senior staff also reported that students "resent" having to read in English. At any rate, it must be conveyed to students that English is the

international language of the disciplines they are being taught, and opting out of English is not an option. The provision of a course on writing according to the American Psychological Association (APA) conventions is an excellent innovation. According to a recent CHE resolution, in two years' time it will be mandatory for the Department to offer courses within the discipline that are taught in English. This is an ambitious goal; we recommend that the Department consider offering such courses earlier and provide the option for students to submit some written work in English too. This might give an edge to those students seeking to go on to graduate studies. BA courses and their exams appear to meet the criterion of rigor, but there are some challenges. As noted, Ariel admits a significant number of students on probation, and some students we spoke to referred to challenges this posed in classes where not all students came to the program with the same degree of preparation for the rigorous study of science. Some students also reported that it would be desirable to address an earlier orientation to future graduate studies. Overall, at the BA level, the Department's courses and approaches are rigorous. Notably, only four courses in the general MA track were in the materials shared with the Committee. Whereas some of the MA-level courses in the Rehabilitation track appear to be rigorous and up-to-date, others did not. For example, the MA-level course on Psychotherapy in the rehabilitation track had "*Ideating the patient-therapist relationship from the intersubjective view. Trying to understand how this relationship changes both the patient and the therapist*" as its main goal. Consistent with this goal, the bibliography focused on Freud, Ogden, and Benjamin, with no representation of empirically-based up-to-date approaches to the subject of psychotherapy. Similarly, the MA-level course on Psychopathology does not provide up-to-date coverage of biopsychosocial models but rather focuses on psychoanalytic approaches to diagnosis. In addition, this course fails to provide adequate coverage of a range of psychiatric conditions (e.g., addiction disorders, bipolar illness, and developmental disorders). The Committee recommends restructuring the program to reflect the current empirical understanding on psychopathology and emphasizing empirical treatment approaches. Graduate students need to be exposed to even more advanced issues in methods and statistics (e.g., power analysis; Bayesian approaches; the so-called replication crisis). The course work draws on the three disciplines of psychology, sociology, and anthropology, each with its distinct theoretical and empirical approaches. The course does not attempt (e.g., in a senior class) to provide students with any integration of approaches. The behavioral science program is unbalanced as only 5 courses are not related to the psychological sciences and core elements of a rigorous Sociology program are absent. All readings are in Hebrew, the material is not contemporary or based on cutting-edge research and key courses such as advanced Sociological theory, Stratification and Inequality,

and Quantitative Methods, are missing. It seems like not enough thought was invested in designing a coherent behavioral science program. In this area of evaluation, the Committee determined that, with regard to psychology, the Department clearly meets the expected threshold level of performance for the BA level. At the MA level, the Committee determined that Ariel University is below the acceptable threshold level of performance. For the behavioral sciences, the Committee determined that the Department is below acceptable threshold level of performance.

3.5 Teaching and Learning

Overall, the Department provides a positive teaching environment, and one in which faculty explicitly noted the flexible arrangements that have made the adoption of new courses relatively quick and straightforward. Teaching is evaluated by means of surveys (comprising conventional evaluative ratings) complemented by informal feedback from students and alumni. Faculty acknowledged that they had seen a reduction in teaching quality ratings, which coincided with an increase in student numbers. The administration should be aware that any insistence on increasing numbers of students in classes may come at the cost of lowered teaching quality. Syllabi are sufficiently detailed and helpful. The Department responded positively to suggestions made in the previous CHE report (e.g., provision of a Professional English course to address the need to improve learning in English). Learning Outcomes (LOs), referred to at Ariel as Course Objectives, are clearly stated in the course materials, but LOs should also be directly assessed in course evaluations. Instructors appear to provide feedback in a sensitive, detailed manner through midterms and final exams. The Committee was impressed by two specific instances of tailored feedback: (1) students reported submitting two written assignments per semester, on which they received extensive and helpful feedback; and (2) special provisions were made for students on probation (who were required to meet the criterion of a GPA of 75%, compared with that of normally-admitted students, 60%); probation students were given every opportunity to continue on the course. There is potential, at least in some courses, to exploit opportunities provided by hybrid learning (albeit as a complement to, not replacement for, face-to-face instruction), including some distance learning to offset the adverse student faculty ratio. The Committee was impressed by staff who were clearly highly committed to the program and its students. Those students reported that they valued studying in a program where they felt that the education they received was intimate, attentive to their personal learning needs, and met their expectations. In this area of evaluation, the Committee determined that the Department clearly meets the expected threshold level of performance.

3.6 Faculty

In 2018, there were 25 core psychology faculty in a Department with 974 BA students, and about 60 MA students, and there was no faculty in the other social sciences. The Department has brought in new and younger faculty whom we, the Committee, found to be energetic and committed to research and the students. We heard consistently, however, that the size of the faculty is too small relative to the number of students at the BA level, even though the faculty to student ratio appears to be higher than in other institutions. The Department is also employing emeritus faculty to advise Ph.D. students until associate professors are allowed to do so (after collaborating with a more senior or emeritus faculty member on two dissertations). Adjunct professors (45 altogether) have inconsistent course loads, with changes made sometimes without much warning, and their contracts last only one semester at a time. They reported a good professional relationship with the core faculty but no such relationship with the administration. Faculty reported that the rules for promotion are clear. The chair or dean meets with researchers individually every year to discuss their progress. Emeritus faculty collaborate with junior faculty to support their efforts in grant writing. Faculty productivity was reported as increasing every year (measured by number of publications and impact factor of journals). There is clear evidence of both pressure and support for research. An example of institutional support is a course being created for staff in big data analysis. Research faculty were also given generous seed grants from the university, but they reported difficulty in obtaining external research grants as a university located in the West Bank/Samaria, although they have not been successful in obtaining internal Israeli grants either. Some faculty go through colleagues in other countries to obtain funding. Faculty reported a fair amount of collaboration and general support of each other. An examination of the current faculty curricula vitae reveals a mixture of modestly and highly productive faculty, a few young stars, and a number of collaborations with faculty around the world. In this area of evaluation, the Committee determined that the Department clearly meets the expected threshold level of performance. The Committee (with only one sociologist and no anthropologist) cannot evaluate the faculty in the other behavioral sciences.

3.7 Research

The psychology faculty of the Department of Behavioral Sciences has a strong research profile in the domains of cognitive and rehabilitation psychology. The Department has recruited a handful of highly energetic and productive experimental researchers in cognitive social neuroscience and psychobiology who are publishing in high impact refereed journals and are presenting at international conferences, thus raising the banner of the university worldwide. Yet, there appears to be a

divide between the experimental research conducted by a small number of faculty members at Ariel University and the low 'hit rate' in securing grants from the ISF, arguably the most prestigious of Israeli grants. It is noted, however, that Ariel is severely disadvantaged when applying for external grants and receiving adequate research funds. Given the geographical location of Ariel, in the West Bank/Samaria, faculty members are not eligible to apply for competitive grants from major funding agencies open to their counterparts in the other 7 research universities (e.g., EU program, DIP, GIF, Binational). Also, faculty members reported difficulties in establishing collaborative international relations for joint research. In this area of evaluation, the Committee determined that the psychology faculty of the Department meets the expected threshold level of performance.

3.8 Students

The Department's entry requirements for the BA degree (Matriculation score: 95 or Psychometric score: 580) are low. Especially troubling are the low levels of Matriculation Math and English, two essential skills for academic learning in the social and behavioral sciences. The Committee was also troubled with the high admission rate but was encouraged to see that it decreased between 2016-17 (94%) and 2019-20 (around 75%, which is still very high). While the Committee hopes that this is a first step in an effort to raise admission standards essential for the overall academic quality of the Department but also for the academic climate, it was discouraged by the high share of students admitted on probation. In 2019/20, 68% of students in the psychology track and 47% of those in the behavioral science track were admitted on probation; this is counterproductive. These lower academic standards create a non-competitive climate and curb the motivation to excel and to pursue an academic career. The overall graduation rate is reasonable (69% on average), but it is disconcerting that only half of the students graduate within 3 years. The requirements for the clinical MA program are lower than the comparable profile of other universities (the requirements are stated as slightly-above-average GPA in the BA and average performance on the state-wide psychology exam, "Mitam"). The Committee sees the push for higher admission and academic standards of the program as an element for a successful transition from a college to the rank of a research university. It is recommended that admission standards be raised in both the undergraduate and graduate programs. In addition, in the interim, the low standards for admissions to the BA as well as the MA programs should be offset by lowering the student teacher ratios as this would help to create the necessary conditions for advancing students with less competitive core skills. In this area of evaluation, the Committee determined that Ariel University failed to meet

the acceptable threshold level of performance.

3.9 Infrastructure

There are currently five experimental labs, one of which the Committee visited and was duly impressed by the state-of-the-art equipment, well-informed lab members, and cutting edge research being conducted. According to the faculty, the university provides some financial resources to support research, and there seems to be no problem in receiving lab space upon submission of a viable request. This is in addition to a new simulation center and psychological clinic available for research purposes. A central modern library is also under the final stages of construction. However, the Department does not have sufficient office space for faculty or graduate students, and not all core faculty enjoy their own private office. There is, however, considerable tension between the university administration and faculty administration with respect to priorities in the allocation of resources, with much of the resources claimed to be prioritized for the medical school and the sciences and not enough for the behavioral sciences. In this area of evaluation, the Committee determined that the Department clearly meets the expected threshold level of performance.

Section 4: Recommendations

Essential

- Within the next 12 months, the Department must develop a strategic plan that addresses its goals and objectives for the next five years. This plan should examine issues pertaining to limited financial resources, relatively low admission standards, a high student-teacher ratio, a low core-adjunct faculty member ratio, and a physical plant.
- Within three years, the Department needs to integrate and strengthen disciplines in the behavioral sciences other than psychology (sociology and anthropology) and improve the quality of these courses. The Department must invest in designing a coherent behavioral science curriculum, updating course readings based on cutting-edge research, and adding English reading to each course. Key courses, like advanced Sociological theory, Stratification and Inequality, and Quantitative Methods must be added into the curriculum. If the Department does not implement these recommendations in the given time frame, it needs to change its name, eliminating the behavioral sciences.
- Admission and academic standards of the BA and MA programs must be elevated in order to create a stronger student body, especially at the Bachelor's level. The share of students who lack the approved entry requirements in each track should be lowered to 10% of admitted students, and the number of students accepted should not vary substantially from year to year (by more than 5%).
- By the next academic year, the Department need to restructure the MA program to reflect the current empirical understanding on psychopathology, and to emphasize empirical treatment approaches.
- To fulfill its mission, it is essential that the Department invest in academic excellence and research. Otherwise, the mission statement should be refined to capture the elements that are currently the forte of the institution, like creating an intimate and supportive learning environment and helping students who need more attention to fulfill their academic potential.
- In the next academic year, all courses must include readings with at least a third of the core texts in English.
- In the next academic year, the Department must develop several/two third year courses offered in English with the option for students to submit some written work in English.

- In the next academic year, learning outcomes should be added for each course, using a uniform template for all syllabi.

Important

- Key indicators of QA need to be identified and monitored continuously. The Self-Evaluation process should occur on a regular basis and in between the assessments triggered by the CHE.
- Within two years, the Department should offer courses on more advanced issues in methods and statistics (e.g., power analysis; Bayesian approaches; and the so-called replication crisis).
- In addition to setting in place a permanent mentoring system that helps faculty to secure research grants, we recommend establishing: (1) an ongoing faculty meeting on "half-baked research ideas" that are still in the process of forming, in order to receive feedback towards the further development of these ideas into full blown research projects; and (2) an internal forum on the process of grant writing with senior /successful grant applicants or emeriti mentoring junior/unsuccessful applicants and reaching out to successful grant applicants inside and beyond Israel who might offer 'Master Classes' in this key academic skill.
- The Department should continue diversifying teaching methods, with the enhancement of a distance learning and hybrid components in its teaching portfolio.
- The administrators should work out their differences and decide on a five-year plan for the budgeting of resources to the various units, including the Behavioral Sciences and Psychology.
- Over the next three years, core faculty should be given their own offices and a designated lounge set aside for graduate students.
- To stimulate infrastructure development and intensify research, the administration should stimulate and support the faculty's submission of large, competitive grants and encourage faculty members to collaborate with faculty from other institutions both in Israel and abroad.

Desirable

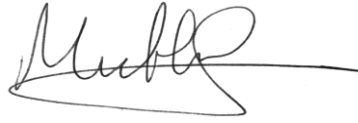
- The dean and the university administration need to develop common goals.
- A more systematic approach to surveying all stakeholders during the self-evaluation process is recommended.

- A course helping third year students to integrate perspectives across the different disciplines contributing to their degree is recommended in their third year of study.

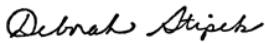
Signed by:



Prof. Elena Grigorenko - Chair



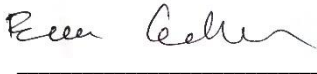
Prof. Miles Hewstone



Prof. Deborah Stipek



Prof. Sigal Alon



Prof. Eva Shehtman Gilboa



Prof. Moshe Zeidner

Appendix 1: Letter of Appointment



February 2020

Prof. Elena Grigorenko
Department of Psychology
University of Houston & Child Study Center
Yale Medical School
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 chair of the Council for Higher Education's Committee for the Evaluation of **Psychology and Behavioral Sciences** departments. In addition to yourself, the composition of the Committee will be as follows: Em. Prof. Miles Hewstone, Prof. Deborah Stipek, Em. Prof. Moshe Zeidner, Prof. Sigal Alon and Prof. Eva Shectman Gilboa

Ms. Alex Buslovich-Bilik 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 a member of this most important committee.

Sincerely,


Prof. Ido Perlman
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. Alex Buslovich-Bilik, Committee Coordinator

Appendix 2: Schedule of Visit



Psychology and Behavioral Sciences - Schedule of site visit Ariel University		
Tuesday, January 28, 2020, (please insert location here)		
Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution	Prof. Yehuda Danon, President, prof. Michael Zinigrad, Prof. Mally Shechory-Bitton, Vice-Rector. Prof. Elazar Leshem, Dean, Dr. Yaniv Hamama, Head of the department, Prof. Nitza Davidovitch, Head of quality assessment and academic instruction
09:30-10:15	Meeting with the Dean of the Faculty of Social Sciences and Humanities	Prof. Eli Leshem
10:15-11:00	Meeting with the Head of the Department of Behavioral Sciences and Psychology	Dr. Yaniv Mama, Professor Samuel Shaki
11:00-11:15	Break	
11:15-12:00	Meeting with senior academic staff * (including academic heads of programs)	Dr. Abira Reizer – Organizational Psychology – Head Prof. Dana Margalit – Rehabilitation Psychology – Head, Dr. Dana Tzur-Bitan – Head of BA Prof. Michael Dolgin, Prof. Aviv Weinstein, Dr. Yoram Braw, Dr. Daniel Cheabat – Institute of accessibility and navigation – Head, Dr. Daniel Feingold
12:00-12:45	Meeting with Adjunct academic staff*	Dr. Roi Aloni, Dr. Amichai Ben-Ari, Dr. Amia Barak Mrs. Esther Wagner
12:45-13:30	Lunch (in the same room)	
13:30-14:15	Open slot	4-5 TED talks (short lectures) by Faculty members
14:15-15:00	Meeting with BA students**	Evyatar Cohen, Yaara Mahler, Debora Abuhab, Oriya Pitam, Harel Pshitizky
15:00-15:45	Meeting with MA students**	Ariela Grosman Giron, Mona G'abar, Einat Katan, Kobi Cohen, Eli Mimon, Sharon Walkot, Shachar Terner, Ami Feder, Michal Garner, Adi Biton, Pavel Friedlin
15:45-16:30	Meeting with Alumni**	Ram Solomon, Gal Atun, Liat Bril, Katya Rubinstein, Yael Farkash, Yaniv Reif, Ortal Gadiel-Dior, Tal Harel
16:30-16:45	Closed-door meeting of the committee	
16:45-17:15	Closing meeting with heads of institution, Dean of the Faculty of Social Sciences and Humanities, Head of Department of Behavioral Sciences and Psychology	Prof. Yehuda Danon, President, prof. Michael Zinigrad, Prof. Mally Shechory-Bitton, Vice-Rector. Prof. Elazar Leshem, Dean, dr. Yaniv Mama, Head of the department, Prof. Nitza Davidovitch, Head of quality assessment and academic instruction

* 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.