



EVALUATION OF PSYCHOLOGY AND BEHAVIORAL SCIENCES

COLLEGE OF MANEGMENT

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. Debora Stipek](#), Graduate School of Education, Stanford University, USA. (educational psychology)
 - [Em. Prof. Moshe Zeidner](#), University of Haifa (Educational Psychology, Counseling, and Human Development), Israel
 - [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-Schechtman-Gilboa](#) Department of Psychology, Bar Ilan University, Israel.

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

The evaluation process was conducted in accordance with 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 **School of Behavioral Sciences and Department of Psychology at The College of Management**. The Committee's visit to **The College of Management** took place on **January 27th, 2020**. The schedule of the visit is attached as **Appendix 2**.

Section 2: **Executive Summary**

The College of Management (COM) has a School of Behavioral Sciences and a Department of Psychology, which are both young and recovering after a brief suspension (2016-2017). Yet, the Department is trying hard to put itself on an upward trajectory. This push comes mostly from the faculty and administration, both of which have been reported to be supportive and approachable by the students. Currently, however, the COM's admissions requirements are low and have decreased over time; in fact, it appears that COM accepts all applicants to these two programs. The faculty, however – in spite of the pressure to be engaged in research and the challenges of working with students who, on average, are not high achieving – create a supportive and encouraging learning environment. In general, the Committee has mixed views concerning the behavioral sciences and psychology programs at COM. As indicated above and below, the programs need to work on raising the bar for student admissions and assisting their faculty in engaging with research. The Committee deemed that the College meets the acceptable threshold level of performance, although there is room for substantial improvement.

Section 3: **Observations**

3.1 Mission and goals

The mission statement sets out the guiding goals for various stake holders at the institution and for the allocation of resources; it provides key information for interested applicants. The mission of the School for Behavioral Sciences and the Department of Psychology, however, is unclear. The self-evaluation report states that they provide a solid academic education, educate students to become scholars and professionals, provide Israel's society with scholars and professionals to create change, create a tolerant and empowering learning culture, and use innovative learning technologies and techniques. In the conversations we had with the College and school leaders, they stated that their key mission is to give a chance to first generation students, although we received no data on the backgrounds of their students. The Committee thinks that the program is successful in creating a tolerant and empowering learning culture, but the other goals are not fully accomplished by the current program. In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, although there is room for improvement.

3.2 Management and Administration

The School of Behavioral Sciences was suspended in 2016-17 by the then-president because of a financial crisis and managerial difficulties. It was re-established in 2017-18 with the appointment of a new dean. After a period of difficulties, the

School seems to now have effective leadership. The primary constraint is resources. As a private institution, it relies almost entirely on tuition fee income. This puts pressure on admissions, which in some programs have declined, and has led to accepting students who are inadequately prepared for college coursework. It also leads to over-reliance on adjunct faculty. Decision-making is fairly top down. Department heads can make proposals to the dean, and the dean can make proposals to the college administration. Proposals are approved based on how compelling the argument is, compatibility with the strategic plan, feasibility, and affordability. Coordination and coherence are achieved in part through formal systems, including strategic planning (about every 5 years at a deans' retreat) and annual planning, in which each dean meets with the college administrators. Administrators at different levels appear to be supportive, accessible, and open to suggestions, although budget decisions are made primarily by university administrators.

The School recently recruited five core faculty members for two new programs in Sports Psychology and Clinical Psychology. The dean would like to recruit more core and, especially, senior faculty, but does not have the necessary resources. The College has a separate Ultra-Orthodox campus, some Ethiopian immigrant students, and has made a concerted effort to attract and support students with disabilities. About 5% of the students are Arab. In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, although there is room for improvement.

3.3 QA & Self-Evaluation Process

Quality Assurance (QA) for compliance with CHE regulations is carried out by the Academic Secretariat. QA for teaching and research is conducted by the Center of Academic Excellence (CAE), which monitors teaching and research and is responsible for coordinating the Self-Assessment and Evaluation (SAE) process within the College's different academic units (Departments), and soliciting information from different stakeholders. For the 2017-2018 SAE, three types of information were utilized: (1) informal (round-table based) feedback from students at the beginning/midterm; (2) formal student course evaluations for each academic course; and (3) ongoing direct feedback from students and faculty to the administration. The SAE process incorporated all of these sources of information. In addition, the Department appointed two faculty members, one to lead each of the SAE components on teaching and research. CAE directed the activities of these faculty members and held monthly meetings led by the nominated faculty members. The Rector chaired all such meetings. The two nominated faculty worked closely with the Department, which provided the requested information. The following dimensions of the Department's activities were evaluated: (1) curriculum, (2) students' well-being, and (3) faculty development. The department took the SAE process seriously and involved different stakeholders among its faculty and staff from across the university. The report highlighted strengths and identified weaknesses, and it seems that the Department is working to capitalize on the strengths and amend the detected weaknesses. Overall, the 2017-2018 SAE process

was referred to as a useful exercise. Similarly, it was stated that the CHE external report will be viewed as the foundation for future development. It will be important to monitor the implementation of the recommendations on a regular basis, not only in light of the next CHE assessment. The previous CHE evaluation was conducted on the institution, whose profile was very different. As the College and the Department grew in size and the coverage of various areas of behavioral sciences, including psychology, increased, many of the previous recommendations (e.g., growing the quantity and quality of the faculty, enhancing the BA programs, and addressing the needs of students with various learning profiles) have been addressed either fully or partially. In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, with room for improvement.

3.4 Study program

The Department has responded positively to the recommendations of the previous CHE Report (e.g., with respect to the provision of essential reading in English for all courses). Overall, the program is well-structured, with the exception of the obligatory minor in 'human resources management' (HR). Students we spoke to commented that this component was not well received, nor was it seen by the Committee as a necessary or appropriate minor for Psychology. In general, the curriculum is well-designed and up to date. However, there are still instances where the only readings provided for a course are in Hebrew and/or key elements are missing (e.g., the course on Group Dynamics only has readings in Hebrew and does not appear to contain the core element of group structure), or where the choice of readings seems unsuitable (e.g., Introduction to Social Psychology supplements their US introductory text with an inappropriate, due to its complexity, article in Psychological Review). BA Courses and their exams appear to meet the criterion of rigor, but some doubts about the overall rigor of the Department's approach were flagged by the inability of (1) BA students, when asked, to give a clear, insightful view of the research they had learned about or participated in; and (2) MA students to respond to the Committee in English (which made us question whether, in a field dominated internationally by the English language, the Department has sufficiently adopted English-language sources). The course draws on the 3 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 some integration of approaches. In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, although there is room for improvement.

3.5 Teaching and Learning

Overall, the Department provides a positive teaching environment. Teaching is evaluated by means of surveys (comprising conventional evaluative ratings and some open-ended measures), complemented by informal feedback from students and alumni. Syllabi are sufficiently detailed and helpful, and, for the ultra-orthodox campus, adapted sensitively with respect to values and norms. Generally, Learning Outcomes (LOs) are clearly stated in the course materials, but LOs should also be

directly assessed in course evaluations. Currently, LOs are included in some courses (e.g., Sociology of Education; and Applied Research in Organization) but not in others (e.g., Introduction to Social Psychology; Group Dynamics). Instructors appear to provide feedback in a sensitive, detailed manner through mid-terms and final exams, with TAs praised for providing prompt and detailed feedback on written assignments. There is an effective use of innovative 'Learning Spaces,' but there is potential, in at least some courses, to exploit the opportunities provided by distance learning (albeit as a complement to, not replacement for, face-to-face instruction). Through their own direct responses to the Committee, cross-validated by students' reports, staff are hugely committed to the program and its students. Despite high teaching loads, they evidently provide a supportive learning environment in which they are engaged, accessible, and responsive. In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, although there is room for improvement.

3.6 Faculty

In 2018, the School had 14 full time regular faculty and a body of 961 students. The size of the faculty is directly linked to the number of students. Students report on the attentiveness of the faculty, which is to the faculty's credit under this heavy teaching load. The Committee questions whether staffing is sufficient, is concerned that faculty are over-loaded, and believes that this ratio of students to staff cannot be sustained long-term. Furthermore, the reliance on 32 adjunct faculty is inappropriate for program coherence and consistency and for developing the research capacity of the College. Faculty claimed that the criteria for promotion were clear, but some faculty believed that there is too much emphasis on research, especially given the high teaching load and limited resources for research. The College and School are attempting to support faculty research by providing some seed money for research, helping faculty members gain access to funding sources, promoting collaboration among researchers across colleges and universities in Israel, and providing young researchers with funding to attend conferences abroad. Unfortunately, the support for research is insufficient given the high teaching load, absence of doctoral students, and the emphasis on research productivity for promotion. There is no formal mentoring program, and there are few senior faculty available for mentoring, especially in psychology. Informally, however, senior faculty offer support and opportunities for collaboration. The dean meets with the faculty members engaged in research each year. She is also working to create more opportunities for junior faculty to collaborate with each other. The core faculty have backgrounds that are directly relevant to the academic programs offered, although there are no faculty with backgrounds in social psychology. Faculty have all published, although typically not in top-tier journals. In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, although there is room for improvement.

3.7 Research

Over the past few years, the administration has changed its orientation and policy towards the role of faculty research, now placing a greater emphasis on research than in the past. Key areas of faculty behavioral research include clinical research in adolescents, psychoneuroimmunology, and women in the business world. Overall, the faculty still appears to be struggling to reach a workable balance between their heavy teaching load, the requirement of research for their academic promotion, and the expected contribution to the college and community. According to senior administrators, the early career faculty members have a strong desire and passion to engage in research; this does not appear to be the case for a number of senior faculty. However, the curriculum vitae and lists of publications of faculty members point to a rather low level of research productivity, indexed by both negligible receipt of external grants, the small number of publications in visible and high impact journals, and international collaborations. Also, it is difficult to interpret the quality of a number of niche and often esoteric journals. In this area of evaluation, the Committee determined that the College is below the acceptable threshold level of performance and requires much improvement.

3.8 Students

The school's entry requirements (Matriculation score: 85 or Psychometric score: 580) are low and have gone down over time (between 2013-14 and 2017-2018). Given that all applicants are admitted (99% on average), it is not clear whether admission standards are set in advance (ex-ante) or de facto (ex-post). Given the low level of academic preparation of the student body (on average), it is even more surprising that most students graduate (92% on average). If the program cares about its prestige, as its leaders claim, it should raise the admission and academic standards. In this area of evaluation, the Committee determined that the College is below the acceptable threshold level of performance and needs much improvement.

3.9 Resources for Research and Research Infrastructure

Under the assumption of administration support and the press for research by core faculty, the School of Behavioral Science does not appear to have sufficient resources or an adequate infrastructure to meet its research goals. The school only has two active psychological labs and limited office space for faculty and graduate students, especially given the two fledgling MA programs in Organizational consulting and Sports psychology.

In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, although there is room for improvement.

Section 4: Recommendations

Essential recommendations:

- It is recommended that the program, immediately, carefully review the mission statement and rework it to stress the uniqueness of the student experience at COM. We suggest refining the mission statement 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 require more attention to fulfill their academic potential. Given the competition for students, it is particularly important for the mission statement to be precise and specific, differentiating the School's approach from that of its competitors.
- Over the next three years, the program needs to raise its admissions standards to match its revised mission statement.
- COM must immediately implement the inclusion of Learning Outcomes in all course materials and course evaluations.
- To support commitment to research and to propel it in COM, the College needs to increase the ratio of core to adjunct faculty and increase support for the core faculty who engage in research. Specifically, COM should increase the ratio of core to adjunct faculty by adding two core, preferably senior (associate professor and above), faculty members in the next three years.
- It is also recommended that the program reflect on its courses and consider a better distribution of minors (more and of different types). Specifically, the Committee recommends that the COM reconsider the HR minor in the coming year (perhaps replacing it with a minor in Sociology).
- The Committee recommends that, in the next year, the COM ensures that all courses include recommended readings, preferably with core texts in English and that the recommended readings are at an appropriate level for students at this stage of their course.

Important recommendations:

- It is recommended that the Department conduct the SAE processes continuously, independent of external reviews.
- If the College desires its faculty to engage actively in high-quality research. Over the next three years, the College should increase support for core faculty research by reducing course loads by 4 hours/semester. Additionally, the

College should provide sufficient funding that is comparable to other Israeli colleges (i.e., at least \$8K seed funding). This funding should be used for the research of two faculty each year who have submitted a research proposal (which could be a collaboration with a faculty member from another college or university) deemed acceptable by a committee of colleagues.

- Closer attention (e.g., providing them with offices and covering computer needs) should be given to the work place of the faculty, especially the core faculty.
- The administration needs to provide adequate office space and computer equipment for all core faculty and faculty-student conference rooms, a budget for labs and equipment for future research, and funding for international cooperation.
- The Department should continue diversifying teaching methods, with the enhancement of a distance learning component in its teaching portfolio.
- New faculty requiring laboratories for their research should not be hired if the COM is not prepared to address their needs.
- Establish a formal mentoring program within the 2020-2021 academic year.

Desirable recommendations:

- It is desired that SAE documentation be compiled on an annual or biannual basis and that it be included as an appendix in the CHE SAE report.
- The Committee recommends that COM consider the provision of course helping senior students to integrate perspectives across the different disciplines.

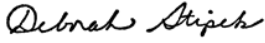
Signed by:



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 The College of Management Academic Studies		
Monday, January 27, 2020, Wedea Center, ground floor, Building A		
Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution	<ol style="list-style-type: none"> 1. Prof. Yoram Rabin, President 2. Prof. Orna Ben Naftali, Rector 3. Dr. Itamar Shabtai – Vice Rector for Teaching and Quality 4. Prof. Benjamin Gidron, Head of Research Authority 5. Ms. Lia Disatnik – Academic Secretary
09:30-10:15	Meeting with the Dean of the School of Behavioral Sciences and Psychology	<ol style="list-style-type: none"> 1. Prof. Tamar Almor, Dean
10:15-11:15	Meeting with senior academic staff * (including academic heads of programs)	<ol style="list-style-type: none"> 1. Dr. Avi Shnider, Vice Dean and Managerial Head of Organizational Consulting and Development 2. Prof. Shmuel Shulman, Head MA program in Clinical Psychology 3. Dr. Guy Abutbul-Selinger, Head of Behavioral Sciences BA program 4. Dr. Anat Guy, Head of Family Studies 5. Dr. Keren Shakhar, former Head of Psychology BA program 6. Dr. Keren Friedman-Peleg, former Head of Behavioral Sciences BA program and Dean of Students 7. Dr. Odelia Rosin, Head of Ultra-Orthodox Campus 8. Dr. Joy Benatov, Head Merit Program
11:15-11:30	Break	
11:30-12:00	Meeting with Adjunct academic staff *	<ol style="list-style-type: none"> 1. Mr. Oleg Komlik, PhD candidate, Head of HR and Management specialization 2. Dr. Yuval Zur, Head, Practicum of Organizational Consulting

* 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.

		<ol style="list-style-type: none"> 3. Dr. Etti Rashti, Head, Practicum of Family Studies 4. Dr. Guy Shani, lecturer, Behavioral Sciences 5. Dr. Orna Donath, Lecturer, Behavioral Sciences 6. Ms. Or Vardi, MBA, student assistant Behavioral Sciences 7. Ms. Hila Breznitz, M.A. student assistant Psychology
12:00-12:45	<p>Open slot</p> <p>Prof. Tamar Almor, Dean. Presentation of the latest developments at the School of Behavioral Sciences and the Department of Psychology, visiting the campus, including library, the Center for Accessibility and learning hubs.</p>	<ol style="list-style-type: none"> 1. Prof. Tamar Almor 2. Prof. Yoram Rabin 3. Prof. Orna Ben Naftali 4. Prof. Shmuel Shulman 5. Dr. Avi Shnider 6. Dr. Anat Guy 7. Dr. Keren Friedman - Peleg 8. Dr. Guy Abutbul-Selinger 9. Ms. Lia Disatnik
12:45-13:30	Lunch (in the same room)	Closed-door meeting of the committee
13:30-14:15	Meeting with BA students**	<ol style="list-style-type: none"> 1. Ms. Gal Werber, Psychology, 3rd year 2. Ms. Yarden Dassa, Psychology, 3rd year 3. Ms. Ariel Tal, Behavioral Sciences, 2nd year 4. Ms. Neta Burstein, Behavioral Sciences, 3rd year 5. Ms. Yaara Stav, Behavioral Sciences, 2nd year 6. Ms. Shachar Rectman, Behavioral Sciences, 3rd year 7. Mr. Eyal Dichter, Behavioral Sciences, 2nd year
14:15-15:00	Meeting with MA students**	<ol style="list-style-type: none"> 1. Ms. Hila Ishay Sofer, Family Studies, 2nd year 2. Ms. Yael Cohen, Family Studies, 2nd year 3. Ms. Yona Alster, Family Studies, 2nd year 4. Ms. Adi Ilan, Organizational Consulting and Development, 1st year 5. Ms. Hanna Yshayue, Organizational Consulting and Development, 2nd year

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

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		6. Ms. Liat Lin Elmaliach, Organizational Consulting and Development, 2 nd year
15:00-15:45	Meeting with Alumni**	<ol style="list-style-type: none"> 1. Mr. Itay Ressler, B.A. Psychology, graduated 2018 2. Ms. Nadia Golbez, B.A. Psychology, graduated 2017 3. Ms. Yarden Gal, B.A. Behavioral Sciences, graduated 2018; M.A. Organizational Consulting and Development, graduated 2019 4. Ms. Bar Zanescu, B.A. Behavioral Sciences, graduated 2019 5. Ms. Limor Hemed, B.A. Behavioral Sciences, graduated 2010; M.A. Organizational Consulting and Development, graduated 2012 6. Ms. Shirly Shaul Laniado, B.A. Behavioral Sciences, graduated 2005; M.A. Family Studies, graduated 2018 7. Mr. Ariel Sklare, B.A. Psychology, graduated 2019
15:45-16:00	Closed-door meeting of the committee	
16:00-16:30	Closing meeting with heads of institution and the Head of the School of Behavioral Sciences and Psychology	<ol style="list-style-type: none"> 1. Prof. Yoram Rabin, President 2. Prof. Orna Ben Naftali, Rector 3. Prof. Tamar Almor, Dean

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

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