Psychology and Behavioral Sciences

General Evaluation Report

Committee for the Evaluation of Psychology and Behavioral Sciences in Israel

August 2020

Section 1: Background and Procedures

1.1 In the academic year 2018-19 the Council for Higher Education [CHE] put in place arrangements for the evaluation of study programmes in the field of Psychology and Behavioural Sciences in Israel.

1.2 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

1.3 To undertake the evaluation, the Vice Chair of the CHE appointed a Committee consisting of[1]:

- **Prof. Elena Grigorenko**, Department of Psychology, University of Houston & Child Study Centre, 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)
- **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

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

CHE.

1.4 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 Physics
- 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

1.5 The evaluation committee examined only 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 one-day visit to several institutions, based on predefined criteria

1.6 A separate meeting was convened between the committee and the fifteen heads of the departments of Psychology and Behavioral Sciences under evaluation. This served to contextualize the panel's discussions and to identify common issues between the departments.

Section 2: Executive summary

In Israel, the field of Psychology is dynamic, with many researchers in several institutions doing outstanding and advanced research and contributing on an international level. This research is extending the frontiers of the psychological sciences, while also applying itself to the needs of the people and society of Israel. Academic programs in Psychology/Behavioral Sciences at all levels of education (bachelor, master, and doctor), are among the most popular in terms of numbers of applicants and are well-regarded in higher education and beyond. The graduates of these programs are in demand by the labor market, both within and outside the country. The high standing of Israeli psychology, both internationally and domestically, as noted in the previous (2009) report to the CHE, has become even stronger as programs have matured and numerous individual scholars have won highly competitive international grants. Domestically, as compared to other disciplines in higher education, the field of Psychology remains highly academically productive and societally impactful, but perhaps, as a discipline, it remains underappreciated by CHE. The members of the Committee, as its predecessors in 2008-2009, are concerned about this situation, especially in light of the relative paucity of change that is evident through self-assessments and site visits in response to the 2009 report to the CHE.

Below, we specify our concerns and make a number of recommendations to both the CHE and to specific institutions to rectify this situation (for more details on the latter, please see the reports to specific institutions). We are duly impressed with what has been accomplished by our colleagues and their institutions with limited resources, and strongly suggest that the CHE re-appraise the standing of the reviewed Psychology/Behavioral Sciences programs within the country, in both Universities and Colleges, and increase resources commensurate with the international reputation and societal contribution of the discipline in Israel. All of this to say that changes should be introduced to solidify the field, improve low quality programs, and promote and support successful programs.

In the decade following the previous CHE review, the field of higher education in Behavioral Sciences and Psychology (as well as many other fields) within Israel has changed dramatically, with a proliferation of Colleges offering BA-level and MA-level programs. Importantly, the stated missions of these institutions are different: Whereas for Universities the mission includes both research and teaching, the main mission of Colleges is teaching. Based on this important distinction, in this general report we provide two evaluations – one for Universities, and another for Colleges. Importantly, the same rating scale is used for both. We acknowledge that, although there are clear group differences between Universities and Colleges, their multivariate distributions are overlapping on some, but not all, dimensions of the CHE evaluation.

Since, in a number of cases, these Psychology programs are embedded in programs of broader scope in the Behavioral Sciences, the Committee also comments on the behavioral-science facet of these programs. We recognize that this component of our evaluation is perhaps limited, given the presence of a single sociologist and no anthropologist on our Committee, compared to our evaluation of the Psychology content of the programs.

Nevertheless, even with this limitation, the Committee noted some laudable as well as disappointing aspects of these programs that are shared below. Based on these observations, the Committee put forward various recommendations marked below as essential, important, or desirable. We estimate that most of the recommendations below are implementable within 12-36 months of receiving/approving this report.

Section 3: Observations

3.1 Mission and Goals

1. The fields of the Behavioral Sciences and Psychology are offered at public research Universities (selective and less-selective institutions) and at non-research-oriented academic Colleges (public and private). We estimate that most students who pursue these fields do so in the academic Colleges. As per information provided by the bureau of statistics in 2018 (when only Universities granted BAs in Psychology and Colleges granted BAs in Behavioral Sciences), there were 4304 University graduates with a BA in Psychology versus 5232 College graduates with a BA in the Behavioral Sciences. The mission of these study programs should be to equip students with a broad, scientifically-oriented perspective, based on up-to-date knowledge, by emphasizing research experience, critical thinking and skills to analyze and interpret behavioral

information, and oral and written communication skills. The end result of these programs is to propel students towards excellence in their subsequent graduate training or professional careers, thus sending them from academe as competent and impressive ambassadors of both their discipline and their institutions. Based on the evaluation process, the Committee concludes that the programs at Universities achieve these goals, while most programs at the Colleges fall short (some more than others, see individual reports). The Committee detected significant differences between the Colleges and Universities in their programs' quality, cohesiveness, focus, and curricula and determined that the degrees granted by the various institutions are most likely not equivalent. We believe that the CHE needs to set clear and rigorous standards, at the beginning of the accreditation process of a new program, regarding the general skills students are expected to acquire throughout their course of study. This is **essential**, as such clear expectations will help all institutions to set clear goals for their study programs, which, eventually, will help them design, orient, and allocate resources to these programs.

2. The distinct missions of Universities (which emphasize both research and teaching) and of Colleges (where teaching is the main mission) indicate that the CHE should create differential promotion tracks for each type of institution. Specifically, the policy of requiring Colleges and Universities to base promotions on research productivity creates an incentive system that undermines the ability of some Colleges to achieve their mission of offering strong educational programs tailored to the needs of underrepresented minorities, including students who enter higher education with significant learning and social disadvantages. Faculty in most Colleges have high teaching loads, few resources for research, and rare (if any) sabbaticals, but they must conduct and publish research to be promoted. The system is driven by both extrinsic (salary, social recognition) and intrinsic (a natural desire to advance in one's position) incentives to meet the promotion criteria. Given scarce time and resources, the system often results in the proliferation of poor quality research published in low prestige journals and reduces the time faculty have to devote to teaching and interacting with students. This situation is particularly common in Colleges that admit students who are relatively unprepared for higher education and require considerable personalized support to be successful. We recommend changing the incentive system so that effective teaching is rewarded (**essential**). One strategy for achieving this is to differentiate multiple tracks (e.g., traditional educator/researcher, college-oriented educator, and practice-oriented clinician), allowing faculty to start a position either on a research, teaching, or clinical track, with promotion based on either research productivity, teaching quality, or clinical training excellence, depending on the track. An alternative is to create salary-related steps within each faculty rank (lecturer, senior lecturer, full professor) which can be based on quality of teaching or clinical services. Thus, for example, a senior lecturer who focuses on and excels in teaching could increase his or her salary through biannual reviews that result in a within-rank step increase, without striving for or reaching the rank of full professor. As in some other countries (e.g., Australia) promotion candidates could then select how they wish to be evaluated for promotion (e.g., 20% teaching, 60% research, 20% clinical work; or 60% teaching, 20% research, 20% clinical work).

In this area of evaluation, the Committee determined that the Universities clearly exceed the expected level of performance, while the Colleges are below the acceptable level of performance.

3.2 Management and Administration

The Committee observed substantial variation in the policies that affect the productivity of faculty, such as sabbaticals, and in the degree to which faculty were given information and support for advancement. Generally, decisions relevant to teaching and research goals of the departments were made at a higher level within the university administration. As a result, the people who were in the best position to identify the specific needs of the department had either little decision-making discretion or limited resources under their control. Below we make three **desirable** recommendations, which, from our point of view, need to be communicated by the CHE to institutions as issues to be addressed, although the institutions might address these issues differently.

1. We recommend that both Universities and Colleges have a consistent policy on administering sabbaticals, both in terms of the timeframe (i.e., periodicity and length) and goals (i.e., with a focus on enhancing research, teaching, or services).
2. To address needs that department chairs understand best, as well as to incentivize research and innovative teaching and service activities, we recommend that the central administration allocate discretionary funds to the departmental chair and faculty, which can be distributed to core faculty members. There should be a clear and transparent system behind the distribution of these funds (e.g., competitively or proportionally to achievement).
3. To ensure transparency and support for faculty advancement, we recommend that faculty have access to written descriptions of the expectations for advancement at each level.

In this area of evaluation, the Committee determined that the Universities clearly meet the expected level of performance, while the Colleges meet the acceptable level of performance.

3.3 Quality Assurance and Self-Evaluation Processes

The Committee observed a number of ways that institutions reflect on the success or short-comings of their programs and establish short- and long-term programmatic objectives and goals. In general, the Committee felt that this process is primarily driven by the expectations of the CHE; we recommend more self-motivation, self-reliance, and self-determination. Specifically,

1. We encourage both Universities and Colleges to identify, collectively, a set of indicators that will be (a) trackable longitudinally and (b) publicly available, in order to judge the success of their programs, both internally and externally. These indicators should include (but not be limited to): (1) admission and matriculation scores; (2) GPA for BA and MA; (3) percentage of BA students taking the MITAM exam each year as well as the average (and distribution) of the MITAM scores; (3) percentage of MA graduates with publications in leading peer-reviewed journals (i.e., those with high impact scores or high rankings relative to other journals in the (sub) discipline) and respected international journals within 2 years of their graduation. We view this as an **essential** recommendation, as it will create a transparent and universal comparison scale for different institutions.

2. We recommend (**desirable**) that both Universities and Colleges have regular (once every 4-5 years) internal self-evaluation/goal-setting meetings/retreats, where the progress of the School/Department/Program is evaluated in terms of the indicators they have developed for themselves, with an eye to the dimensions used in the CHE evaluations. The inclusion of various stakeholders – core faculty, adjunct faculty, currently enrolled BA, MA and PhD students, as well as alumni from various programs – is particularly relevant. These events can serve as intermediate points of self-evaluation between formal CHE evaluations.
3. We recommend (**desirable**) the establishment of a systematic (annual or bi-annual) procedure for the evaluation of the appropriateness and comprehensiveness of the study curriculum (at the BA, MA, and PhD levels). Moreover, we further highlight the importance of coordination between core and adjunct faculty, especially in the clinical programs.

In this area of evaluation, the Committee determined that the Universities as well as Colleges meet the expected level of performance.

3.4 Study Program

The diversity of the requirements for majors in Psychology at the BA level was noted: whereas some programs provide excellent coverage of the discipline's core areas and skills, others do not. We recommend (**essential**) a common well-structured core curriculum that would ensure adequate coverage of core material (including theory) and skills. To achieve this goal, an increase in per-student cost (PSC) is recommended (**essential**). With respect to graduate-level study in clinical psychology, we recommend a significant shift away from a more clinical-experience based approach adhered to by the Council of Psychologists' Professional Committees (CPPC) to a more comprehensive and rigorous training in evidence-based assessment and intervention methods upheld by international standard-setting organizations such as the Association for Psychological Science (**essential**). We further suggest that the CHE facilitate discussions with the CPPC and leaders of CHE-approved clinical programs to facilitate this transition (**essential**).

1. **BA in Psychology**. Based on its observations and deliberations, the Committee recommends the following:
    a. Given the strong and growing experimental (e.g., laboratory-based) component of educational experiences in the psychological sciences, and the increasing overlap with the life (e.g., neuroscience) and hard (e.g., computational) sciences, a substantial (**at least 20%)** increase in the per-student cost (PSC) for the BA and MA programs in Psychology is recommended. In other countries (e.g., the UK), this educational argument has been accepted, as has the commensurate increase in funding per student. Specifically, we recommend that the PSC for a University-based BA in Psychology should be equated to that of paramedical professions. Moreover, we recommend an additional increase in the PSC for departments with substantial investments in neuroscience research (as evidenced by and proportional to external grant income). Finally, given the fact that a PhD in Psychology typically involves either a clinical component (assessing and following up a clinical population), or a neuroscience component,

or a computational component, we recommend that the PSC for PhD level students be equated to that of an MA level in the biological sciences.

b. We advocate that the requirement for a **BA in Psychology** in Israel be structured similarly to the requirements in the USA. Specifically, to meet the requirement for a major in Psychology, US Universities require 12 Psychology-related courses beyond the *Introduction to Psychology* course. We further suggest the division of courses into three clusters: (a) Skills: Intro to Statistics and Experimental Design, Advanced (Statistical) Methods (Qualitative and/or Quantitative); Academic Writing and Presentation (Hebrew and English); (b) Theory: Cognitive, Social, Developmental, Personality & Individual Differences, Abnormal/Psychopathology; Neural Bases of Behavior; (c) Integration and Research Experience: Advanced Research Seminar (Integration) and Advanced Research Practicum (Laboratory-based or Computationally-based); Honors project (when applicable, again Laboratory or Computationally-based). Each institution may seek to supplement each of these clusters by additional (elective) courses based on its mission and the expertise of its faculty.

2. **BA in Behavioral Sciences.** We strongly recommend creating a clear curriculum for the Behavioral Sciences, such that the courses are divided equally between introductory and advanced courses in Psychology, and between introductory and advanced courses in Sociology and Anthropology as well. Behavioral Science Programs must include one introductory and one advanced course in Methods and Statistics (with a range of nonexperimental research methods – surveys, panel studies, interviews – appropriate to Sociology and Anthropology), introductory courses and advanced seminars for each of the three main disciplines, and a course aiming to provide an integrative overview of the Behavioral Sciences.
3. **Graduate Training in Clinical Psychology.** By "clinical" we refer to MA and PhD programs that train students to apply psychological principles to assessment and intrvention in patient populations as well as programs that teach courses that enable students to obtain clinical licenses. This includes adult-clinical, child-clinical, clinical rehabilitation, medical psychology, as well as applied developmental psychology. Most graduate studies in clinical psychology are advertised using a scientist-practitioner model. In fact, however, in most clinical programs science-informed diagnostics and interventions are eclipsed by clinical-experience-based practices. Many programs focus training on assessment and intervention methods that either have not received scientific validation, are not cost-effective, or both. Although some programs are more empirically-based than others, at present, the vast majority of clinical programs in Israel do not provide sufficient training (including specific research designs appropriate for clinical research) in evidence-based assessment and intervention methods. One of the primary reasons for this state of affairs is that the requirements of the clinical programs are designed to conform to the regulations of the Council of Psychologists' Professional Committees (CPPC) of the Ministry of Health (see letter from June 2, 2020). Although changing these regulations is outside the Committee's purview, it is important for us to note that many of the regulations run counter to current internationally-held best practices in clinical training. For example, a letter from the CPPC to the Committee entitled "The optimal academic basis for starting an internship – position of the National Psychology Unit of the Ministry of Health" does not mention the terms "empirical "or "evidence-based" even once. Indeed, this letter makes it quite clear that it is following the guidelines of the CPPC, rather than acquiring up-to-date clinical knowledge, which is the main focus of the professional journey of clinical psychologists. For the sake of public health, clinical scientists need to be involved in the re-formulation of

requirements for licensure. Updating these requirements will help ensure that licensing regulations reflect state-of-the-art training in the clinical sciences, rather than decades-old practices that lack empirical support.

a. The Committee recommends that study programs in clinical psychology be based on the best available scientific evidence. To this end, we recommend that clinical MA programs include at least two mandatory courses underscoring empirically-based approaches to assessment and intervention. The course on empirical approaches to assessment needs to address the available evidence for the reliability, validity, and cost-effectiveness of the major self-report, interview-based, projective, and performance based assessment instruments and procedures. The course on empirical approaches to treatment needs to address the available evidence for the efficacy and effectiveness of diverse treatment approaches such as dynamic, cognitive-behavioral therapy (CBT), integrated play therapy (IPT), schema, and family-based approaches. In general, we urge the CHE to highlight the importance of empirically-based assessment tools and intervention approaches for the maintenance of effective and ethical interventions, assessments, and other psychological and behavior-science methods.
b. The Committee recommends that the CHE facilitate discussions with the CPPC and leaders of CHE-approved clinical programs, with the immediate goal of bringing requirements into accord with the best scientific evidence. To this end, and consistent with the recommendations of the previous Committee, we strongly recommend that core clinical faculty with a significant research record (e.g., h-index over 30) be allocated at least 50% of the slots on the Council of Psychologists. Since change in the composition of the Council of Psychologists requires legislative acts, we recommend establishing an advisory committee whose role is to oversee the application of the above suggestions. This committee should be appointed by the CHE and the Ministry of Health in consultation with the academic department chairs of all of the institutions endorsed as meeting CHE standards on most measures mentioned in the present report.
c. We further recommend maintaining an ongoing exchange between the CHE and the Ministry of Health. Specifically, we suggest that the Ministry of Health re-evaluate the licensing exams for applied areas of professional psychology on a regular (e.g., bi-annual) basis.
d. We recommend that the CHE consider the needs of Israeli society and the parameters of the country's labor market when they deliberate the opening of new clinical programs. Currently, the ratio of clinical psychologists to the general population in Israel is among the highest in the world (based on 2016 data, per 100,000 people, there were ~54 clinical psychologists in Israel, compared to ~30 psychologists of all orientations in the US). In contrast, a greater number of programs graduating applied developmental psychologists might be needed. The CHE should require institutions petitioning to open new programs to provide national and international data, outlining, in a particular domain of psychology, its status today and society's projected need for it tomorrow.

4. **Teaching the Breadth of the Discipline of Psychology.** Whether Psychology is taught in a school/department/program of Behavioral Sciences or in a stand-alone school/department/program of Psychology, the Committee believes that, just as medical schools across the globe are all expected to teach core courses that are the basic

building blocks of the science, it is the responsibility of each institution to represent the conventional, accepted view of the core areas of Psychology. Additionally, the school/department/program should offer adequate, up-to-date teaching in and recruitment of faculty across the breadth of Psychology. Those core areas are: biological/neuroscience, cognitive, developmental, and social psychology (plus methods and statistics). We saw no institution that failed to fulfil this responsibility with respect to biological/neuroscience and cognitive psychology, or methods/statistics. We did, however, review several institutions in which developmental and, especially, social psychology were side-lined, or marginalized, using faculty with limited expertise in such disciplines to attempt to fill the gap, and courses were unreflective of the modern state of the field. If an institution does not wish to accurately represent the diversity of core approaches in the discipline, then perhaps they should cease to call themselves Departments of Psychology and declare themselves to be Departments of, say, Neuroscience. Institutions do have an obligation to teach the core areas of the discipline, and students should reasonably expect to be taught by people proficient in those sub-fields. Social psychology, in particular, appears to be under threat. Although it is well-represented at some institutions (with multiple active faculty), it is non-existent at others. While there are advantages to having a strong sub-group of psychologists in a sub-discipline in some institutions, the Committee believes that it is nonetheless crucial to have all core areas represented in any Department that wishes to offer a BA. Social psychology, in the view of the Committee, is not a weak subject in Israel – quite the reverse. It is, moreover, one that has a key role to play in various issues facing the state of Israel, from integrating new waves of migrants, to promoting better relations between diverse groups within Israel (e.g., Jews and Arabs, Orthodox and non-religious), and trying to build peace in the region.

a. First, there should be some provision of courses dealing with academic communication skills; these should address both academic writing in Hebrew and, especially, English (the de facto international language of Psychology) and oral presentation.
b. Second, in a Behavioral Science program – typically offering courses in Psychology, Sociology and Anthropology – there should be provision of a mandatory course integrating theory and methods across the different, but complementary, disciplines.

In this area of evaluation, the Committee determined that the Universities clearly meet the expected level of performance for BA-level studies, while the Colleges meet the acceptable level of performance for BA-level studies. The Committee further determined that the Universities meet the expected level of performance for MA-level studies, while the Colleges are below the expected threshold level of performance in this category. Finally, the Committee acknowledges that the presence of PhD-granting programs is a key differentiator of the quality of the evaluated institutions.

3.5 Teaching and Learning

In general, the Committee found only limited evidence, prior to the eruption of the Corona pandemic and quarantine, that Colleges and Universities in Israel were availing themselves of the opportunities provided by modern forms of teaching, including distance learning. Apparently, Israel, like other countries, has embraced these opportunities as it faces the

current pandemic-related challenges, but these should not be seen as merely a temporary addition to how teaching is provided. Most institutions have something along the lines of a Teaching Innovation Unit and a committee to oversee such issues in each Department. Moodle is now widely used, and teaching improvement workshops are being provided for faculty whose teaching-evaluation scores are lower than the minimal requirement. The academic world faces a number of challenges in this domain, including the rapid advancement of classroom-based technology as well as the explosion of available knowledge. There is a widespread need for an innovative, high-quality teaching and learning environment at each institution. The Committee was impressed by the resolve in a small number of institutions to strengthen the classic, and in our view still important, 'face to face' encounter between the instructors and students (traditionally in the form of a lecture). Students also need a smaller forum in which they can raise questions, discuss with each other, and both teach and learn from each other. The Committee found some evidence of best practices in the adoption of a carefully thought-out range of teaching methods where a number of techniques were being used to target the way students learn (e.g., problem-based learning; the flipped classroom), and these techniques complemented the enduring value of the classic large-lecture format. More interactive forms of learning can also help Universities and Colleges meet the goals of promoting interaction between the different communities and groups represented among the student body. In only rare cases, did the Committee find that extensive teaching material was placed on the website, including uploaded video recordings of lectures, but the potential for online discussion groups for students remains relatively untapped. The Committee sees great potential in hybrid learning (e.g., distance learning + class learning + Moodle) to avoid, or at least to help tackle, some of the challenges of huge Introductory courses, which allow for little or no student-instructor interaction. The Committee was surprised to find a very limited use of distance learning at the time of evaluation. Yet, at the time of writing this report (as Universities have had to respond to the challenges posed by the Corona virus, including closures of whole institutions while still needing to teach students who are no longer present), it has become evident that distance learning can be used to at least partially supply key components of teaching in Higher Education. It has not been an unmitigated success, however, and adequate preparation, as in the planned future adoption of such methods, would likely make this practice a much greater success. For example, not all students have access to a computer or the internet, and in many cases distance learning is simply moving a lecture online. But distance learning has a number of benefits that could be exploited, some specific to Israel. For example, it may support learning, especially for (a) students with disability or other students who might not be able to translate material into notes as effectively as non-disabled students; and (b) students who must miss classes when on military or other essential service. And it could be constructed in a way that supports student-teacher interaction and small-group learning. The expertise of the Open University seems to represent untapped potential in this respect because it adopts distance learning, invests resources in the provision of materials for independent learning, and overcomes the difficulties inherent in distance learning. This would appear to constitute a national resource that should be exploited by traditional Universities and Colleges as they increasingly adopt such methods. The Committee also found institutions in which very few courses actually require students to *write* something that will be assessed, thus depriving students of that most essential didactic component, feedback. This pedagogical element should be a crucial component of all teaching programs and should be linked to the most appropriate form of teaching. Most syllabi reviewed by the Committee were found to be sufficiently, often highly, detailed and helpful, as well as up-to-date with clearly stated

Intended Learning Outcomes (ILOs). In some cases, however, coverage was poor, idiosyncratic and/or outdated, and ILOs were absent or unsuitable.

1. We recommend a wider adoption of both distance learning and more interactive forms of teaching, in a hybrid model, to respond to student needs. The Committee suggests that each course is developed in such a way that multiple modes (e.g., distance only, hybrid, and face-to-face) exist or can be easily transformed. We recommend the utilization of these three modes at all levels of higher education (i.e., BA, MA, and PhD) but suggest that some general guidelines/requirements should be provided to students, allowing for only up to 25% of hybrid or distance learning courses at the BA level, and at MA/PhD level. We are of the opinion that these multiple modes of the same course can be developed within 12-18 months. The fact that this report is being written in the midst of the Corona virus pandemic further emphasizes the need to enhance and refine current pedagogy with alternative modes of teaching; this is **essential**.
2. We strongly advise that institutions provide additional resources (money, time, technical support) to facilitate planned, high-quality distance learning and introduce incentives to encourage faculty to develop modern and diverse teaching methods and to assess their effectiveness. At the institutional level, such incentives may include course reductions and/or flexibility in the distribution of teaching hours, thereby securing competitive resources (e.g., funds that teaching faculty can apply for). At the CHE level, we recommend fostering collaborative relationships between Universities and Colleges by funding centers of teaching excellence at higher level, which will center on the construction, assessment, and dissemination of core courses, in all modes (face-to-face, hybrid, and distance) of instructions at the BA and MA levels. Again, given what academic institutions have experienced during the pandemic, this recommendation is **essential**.
3. We recommend (**desirable**) that academic institutions collaboratively establish and maintain a repository of syllabi that can be used as a minimal standard for the content to be delivered in Psychology and Behavioral Sciences courses. We believe that this practice will help ensure the quality of teaching and guarantee the comparability of key courses across institutions.
4. We recommend that all courses are reviewed every 3 years by a teaching committee, with some external members, tasked with attending to all of these dimensions. Given the diversity of quality we encountered during this review, the Committee deems this recommendation **essential**.
5. We recommend (**essential**) mandating that core (however identified as such by the CHE and the institutions, although we strongly recommend the 12-course model used in the US) courses at the undergraduate and graduate level must be taught by permanent faculty with documented graduate-level qualification in that sub-discipline, rather than by adjuncts or TAs. We note two other lacunae that should be addressed in teaching across all, not some, of the relevant institutions. The Committee is most critical of the practice that we saw of using adjuncts, notwithstanding their love of and competence in teaching, to teach core undergraduate courses outside the domain of their own experience in the field. This recommendation is based on the working assumption that Universities have an obligation to teach the core areas of the disciplines of psychological science, and students should expect to be taught by qualified experts in those sub-fields.
6. We recommend (**important)** mandating small-class sizes (up to 15 students) for the teaching of scientific writing and oral presentations in Hebrew and in English for BA and MA level students in Psychology and the Behavioral Sciences. In addition, opportunities to read and write in English should be embedded in courses throughout each program

with explicit quantifiable requirements (i.e., requiring a specific number of courses in English to meet requirements of a particular degree).

In this area of evaluation, the Committee determined that the Universities clearly meet the expected level of performance, while the Colleges meet the acceptable level of performance.

3.6 Faculty

The Committee saw wide variation in the support offered to those who need it most – new faculty appointments, who must set up a lab and junior faculty with limited, or no, experience in gaining external grants. The Committee recommends that all new appointments are given a basic start up grant to buy key equipment and pay an RA, in order to begin their research in a new location (**important**). Institutions should also draw on the reservoir of talent among their senior faculty – supplemented, as necessary, by recruiting successful grant writers from within or even outside of Israel to establish a robust internal-review mechanism for all grants written by junior faculty. As they juggle the complexities of teaching, research, and administrative duties, junior faculty especially should have the opportunity to use grant money to buy out of some duties. The Committee noted a wide variation across institutions in the ratio of core (permanent) to adjunct faculty. As noted above, the Committee believes that foundational as well as specialized courses in any sub-field of Psychology should be taught by specialists in that sub-field. In addition, the CHE could set some limits on the acceptable ratio of core-to-adjunct faculty, both in Psychology and the Behavioral Sciences (**important**); this could differ for Universities and Colleges. The Committee found a range of support, or lack thereof, offered to adjunct faculty. In some cases, this is a worrying trend for a large number of adjuncts, some of whom are charged with teaching core foundation courses, often outside their own area of graduate specialization. There is also variance across institutions in the lengths of the contracts offered to adjuncts, the advance warning they are given before having to teach a (sometimes new) course, and the extent to which they receive any mentoring, which they would clearly value.

In this area of evaluation, the Committee determined that the Universities meet the expected level of performance, while the Colleges are below the acceptable level of performance.

3.7 Research

The substantial disparities between research Universities and Colleges on average (in research resources, lab space, start-up packages for young faculty, sabbatical leave, grants, and the consequent differential research productivity) clearly attest to a major divide between faculty at research Universities and Colleges, both in research inputs as well as outputs. However, the CHE, in a groundbreaking decision several years ago, decided that Colleges need to show research productivity as a major mission and that college faculty should be promoted, as in Universities, based on research publications and grants. As we mentioned in the section titled Mission and Goals, we believe that the CHE should reconsider this policy. Given that the differences in inputs between Universities and

Colleges are so marked, it makes little sense, and in fact it is neither fair nor appropriate in our view, to require identical or similar outputs from these two types of institutions of higher education.

1. There was considerable variance among institutions in the research productivity of faculty, as indexed by the visibility of the publication venues, quality and quantity of publications, and grantsmanship. We recommend (**essential**) that the CHE acknowledge the existence of these differences and provide differential promotional pathways for faculty, stressing the importance of diverse pathways that recognize the diverse profile of the country with regard to its needs and how these needs can be satisfied by different types of programs.
2. There is a great deal of variance among the institutions we reviewed with respect to start-up packages for new faculty. Some institutions offered substantial start-up packages, whereas others offered little or nothing. The Committee recommends (**desirable**) that every new faculty appointment, where that person is expected to undertake research, be provided with a springboard from which to take off.
3. We suggest that information about grants be centralized in a single repository (e.g., the USA has a Web system known as grants.gov that lists the majority/all of federal requests for proposals). Accordingly, the CHE can sponsor annual information sessions regarding both internal (e.g., Israel-based) and external (e.g., EU and other international funding agencies) grant opportunities at regular intervals throughout the academic year. This Committee's recommendation is **desirable**, as we expect a resulting surge in grant productivity.
4. Both Universities and Colleges should use internal mechanisms of grant writing/submission training by (a) individual coaching, (b) establishing a series of relevant professional development workshops, and (c) showcasing successes. This Committee's recommendation is **desirable**, as we expect a resulting increase in grant productivity.
5. Both Universities and Colleges should establish a formal policy to support grant writing including such measures as (1) reducing teaching and administrative loads, and (2) soliciting mentorships from within and outside the institution. This Committee's recommendation is **desirable**, as we expect a resulting burst in grant productivity.
6. We encourage (**desirable**) the CHE to create a competitive funding opportunity for studies and continuous education abroad, especially for junior faculty, as well as for hosting international scholars.

In this area of evaluation, the Committee determined that the Universities clearly meet the expected level of performance, while the Colleges are below the acceptable level of performance.

3.8 Students

In addition to variation in the quality of education provided, the levels of preparation for entering students varied hugely across Universities and Colleges, on one hand, and especially between Universities and Colleges, on the other; yet the degrees are considered equivalent. The Committee was duly impressed by the drive of both Universities and

Colleges to provide opportunities for higher education to each and every Israeli, regardless of their background, thus promoting diversity and equal opportunities. The Committee detected several instances, however, where a substantial share of the students was admitted below the CHE approved entry requirements. We recommend (**important)** that the CHE collect annual data on the share of students who are admitted below the CHE approved entry requirements and verify them against the actual distribution of freshmen's psychometric and matriculation scores.

1. The high variability in the entry requirement for a BA in Psychology and the Behavioral Sciences across Colleges and Universities necessitates (**essential**) either (a) adhering to relatively selective requirements for entry (e.g., Matriculation GPA of 100 or more, and/or Psychometric test of 600 or more); or (b) the provision of an extra three/four courses in basic skills for students below the CHE threshold – mathematics, comprehension of scientific texts in English, and scientific writing in Hebrew and English.
2. The high variability in the requirements of existing programs of Psychology and the Behavioral Sciences makes the admissions criteria for the MA in related disciplines, based only on GPA, problematic. Therefore, for Psychology, the Committee recommends (**essential**) that the admissions criteria for all MA programs in Psychology include a score of 100 or more (above 50%) on the MITAM.

In this area of evaluation, the Committee determined that the Universities exceed the expected level of performance, while the Colleges are below the acceptable level of performance.

3.9 Infrastructure

Similar to what the Committee noted for psychological research in Israeli academic institutions, on average, substantial disparities exist between research Universities and Colleges in research infrastructure. This includes marked differences in lab and office space, funding opportunities, discretionary funds, and collaborative relations for funding purposes. As noted previously in this report, given the vast differences in inputs, including infrastructure, between Universities and Colleges, it is not appropriate to require identical or similar outputs from these two types of institutions of higher education.

1. We encourage (**important**) the CHE to foster collaborative relationships between Universities and Colleges by creating and funding cross-sector centers in specifically identified areas of psychological science. These centers could address multiple issues, such as: (a) making expensive neuroscience (e.g., neuroimaging, neurophysiological, genetic) equipment available to faculty across CHE institutions; (b) grouping together faculty already doing excellent research in related areas; and (c) linking institutions in such a way that shared interests can be developed, within a context where senior, internationally-recognized faculty in a more established institution collaborate with and mentor less well-established colleagues in a less research-focused institution on matters such as grant writing.
2. The provision of space per faculty member or groups of faculty was varied. In some cases, there was but a single lab in the entire Department; in others, all the major research groups in a Department had their own state-of-the-art labs. Even the provision of office space varied largely as some places we visited had inadequate shared rooms or cubicles for faculty. We recommend (**important**) that Universities and Colleges develop

clear and transparent policies with regard to the provision of a CHE-mandated minimum level of research space and support (including computational resources) and office space (a personal office for all of its core faculty and reasonable shared space for adjuncts), to solidify the sense of respect for everyone's contribution, shared mission, and equality.

In this area of evaluation, the Committee determined that the Universities clearly meet the expected level of performance, while the Colleges meet the acceptable level of performance.

3.10 Concluding Comments

To **conclude**, as seen in the evaluations above, the Universities, as a group, are rates more highly than the Colleges, as a group, on all of the CHE dimensions. It is important to emphasize that some of the indicators may be thought of as "inputs" (level of preparation of the incoming students; faculty resources; infrastructure) and some may be thought of as "outputs," (students' knowledge and skills; research quality and quantity) and institutions should not necessarily be held responsible for lower input quality. For example, the fact that research at the Colleges is below the acceptable level of performance obviously relates to both the skills of the recruited faculty, the high teaching loads required to cover courses, and the poorer level of infrastructural support. It is probably both impossible and unnecessary to impose equality, and it is well known that good research departments are more attractive to skillful researchers. Moreover, there are good reasons for the different institutions to have different strengths. Specifically, the Israeli labor market is in need of individuals with backgrounds and applied skills in Behavioral Sciences and Psychology in many sectors and positions, in numbers that by far exceed the capacity of the research institutions. In fact, it might be optimal, from a social point of view, if the missions of some institutions were to emphasize teaching and the development of practical skills, while the missions of other institutions were to focus on research.

The Committee finds it troubling, however, that the Colleges are not doing better than they are (and perhaps better than Universities) on the indicators of teaching and learning that are their primary mission. Many of the MA programs at the Colleges do not meet expected standards, but neither do their BA programs. Importantly, the differences in the output teaching measures (e.g., students' knowledge and skills) are more pronounced than those in the input teaching measures (e.g., faculty qualification and resources). The faculty members at the colleges represent valuable human capital, yet it does not appear to have been translated fully into expected student learning outcomes. Given their current faculty resources, all Colleges could and should do a better job at educating BA-level students, putting them in a position either to pursue further education or take up opportunities in the labor market (**essential**). They should offer MA programs only if they have adequate human and physical plant resources to do so (**important**). The Colleges spread their resources thin and sacrifice the quality of their BA programs in order to open unnecessary and underperforming MA programs. By so doing, most (but not all) of the Colleges failed to fulfill their mission of providing a good BA education to subgroups of the Israeli population that are underrepresented in higher education. The Committee urges the CHE to make certain that Colleges refocus on their original mission of creating an excellent teaching environment at the Bachelor's Degree level for a diverse population of students. The Committee recommends **(essential)** that some of the existing MA programs at the Colleges

be re-examined based on the evaluations we made in our reports on the individual institutions, and that those programs receiving non-satisfactory evaluations be terminated. Moreover, the Committee recommends that strict scrutiny be used before approving new MA programs as well as new Colleges. The Committee believes that this will free up essential resources (faculty, administration, infrastructure) that the Colleges can use to improve their BA programs and thereby give their students an equal opportunity to contribute socially and intellectually to Israeli society and to the behavioral and psychological sciences.

In closing, we express our gratitude to the group of colleagues who gave us their time and attention and led us through the complex landscape of the education, science, and practice of Psychology in Israel, both within and outside the broader context of the Behavioral Sciences. We, as the previous Committee (2009), applaud these institutions for their many remarkable contributions to Israeli and world psychological science but believe that there are numerous areas where they may have more to add to the well-being of Israeli society. Additionally, there are areas where institutions could further enhance the impact of psychological science world-wide. Finally, we acknowledge the CHE for their clear and continuous efforts to better the system of higher education in Israel, including taking into consideration the observations of external experts.

Section 4: **recommendations**

Essential recommendations

1. We believe that the CHE needs to set clear and rigorous standards, at the beginning of the accreditation process of a new program, regarding the general skills students are expected to acquire throughout their course of study. This is **essential**, as such clear expectations will help all institutions to set clear goals for their study programs, which, eventually, will help them design, orient, and allocate resources to these programs.
2. We recommend changing the incentive system so that effective teaching is rewarded. One strategy for achieving this is to differentiate multiple tracks (e.g., traditional educator/researcher, college-oriented educator, and practice-oriented clinician), allowing faculty to start a position either on a research, teaching, or clinical track, with promotion based on either research productivity, teaching quality, or clinical training excellence, depending on the track. An alternative is to create salary-related steps within each faculty rank (lecturer, senior lecturer, full professor) which can be based on quality of teaching or clinical services.
3. We encourage both Universities and Colleges to identify, collectively, a set of indicators that will be (a) trackable longitudinally and (b) publicly available, in order to judge the success of their programs, both internally and externally. These indicators should include (but not be limited to): (1) admission and matriculation scores; (2) GPA for BA and MA; (3) percentage of BA students taking the MITAM exam each year as well as the average (and distribution) of the MITAM scores; (3) percentage of MA graduates with publications in leading peer-reviewed journals (i.e., those with high impact scores or high rankings relative to other journals in the (sub) discipline) and respected international journals within 2 years of their graduation.

4. We recommend a common well-structured core curriculum that would ensure adequate coverage of core material (including theory) and skills. To achieve this goal, an increase in per-student cost (PSC) is recommended.
5. With respect to graduate-level study in clinical psychology, we recommend a significant shift away from a more clinical-experience based approach adhered to by the Council of Psychologists' Professional Committees (CPPC) to a more comprehensive and rigorous training in evidence-based assessment and intervention methods upheld by international standard-setting organizations such as the Association for Psychological Science.We further suggest that the CHE facilitate discussions with the CPPC and leaders of CHE-approved clinical programs to facilitate this transition.
6. Given the strong and growing experimental (e.g., laboratory-based) component of educational experiences in the psychological sciences, and the increasing overlap with the life (e.g., neuroscience) and hard (e.g., computational) sciences, a substantial (**at least 20%)** increase in the per-student cost (PSC) for the BA and MA programs in Psychology is recommended.
7. We recommend an additional increase in the PSC for departments with substantial investments in neuroscience research (as evidenced by and proportional to external grant income).
8. Given the fact that a PhD in Psychology typically involves either a clinical component (assessing and following up a clinical population), or a neuroscience component, or a computational component, we recommend that the PSC for PhD level students be equated to that of an MA level in the biological sciences.
9. We advocate that the requirement for a **BA in Psychology** in Israel be structured similarly to the requirements in the USA. Specifically, to meet the requirement for a major in Psychology, US Universities require 12 Psychology-related courses beyond the *Introduction to Psychology* course. We further suggest the division of courses into three clusters: (a) Skills: Intro to Statistics and Experimental Design, Advanced (Statistical) Methods (Qualitative and/or Quantitative); Academic Writing and Presentation (Hebrew and English); (b) Theory: Cognitive, Social, Developmental, Personality & Individual Differences, Abnormal/Psychopathology; Neural Bases of Behavior; (c) Integration and Research Experience: Advanced Research Seminar (Integration) and Advanced Research Practicum (Laboratory-based or Computationally-based); Honors project (when applicable, again Laboratory or Computationally-based). Each institution may seek to supplement each of these clusters by additional (elective) courses based on its mission and the expertise of its faculty.
10. **BA in Behavioral Sciences.** We strongly recommend creating a clear curriculum for the Behavioral Sciences, such that the courses are divided equally between introductory and advanced courses in Psychology, and between introductory and advanced courses in Sociology and Anthropology as well. Behavioral Science Programs must include one introductory and one advanced course in Methods and Statistics (with a range of nonexperimental research methods – surveys, panel studies, interviews – appropriate to Sociology and Anthropology), introductory courses and advanced seminars for each of the three main disciplines, and a course aiming to provide an integrative overview of the Behavioral Sciences.
11. **Graduate Training in Clinical Psychology**
    a. The Committee recommends that study programs in clinical psychology be based on the best available scientific evidence. To this end, we recommend that clinical MA programs include at least two mandatory courses underscoring empirically-based approaches to assessment and intervention. The course on empirical approaches to assessment needs to address the available evidence for

the reliability, validity, and cost-effectiveness of the major self-report, interview-based, projective, and performance based assessment instruments and procedures. The course on empirical approaches to treatment needs to address the available evidence for the efficacy and effectiveness of diverse treatment approaches such as dynamic, cognitive-behavioral therapy (CBT), integrated play therapy (IPT), schema, and family-based approaches. In general, we urge the CHE to highlight the importance of empirically-based assessment tools and intervention approaches for the maintenance of effective and ethical interventions, assessments, and other psychological and behavior-science methods.

b. The Committee recommends that the CHE facilitate discussions with the CPPC and leaders of CHE-approved clinical programs, with the immediate goal of bringing requirements into accord with the best scientific evidence. To this end, and consistent with the recommendations of the previous Committee, we strongly recommend that core clinical faculty with a significant research record (e.g., h-index over 30) be allocated at least 50% of the slots on the Council of Psychologists. Since change in the composition of the Council of Psychologists requires legislative acts, we recommend establishing an advisory committee whose role is to oversee the application of the above suggestions. This committee should be appointed by the CHE and the Ministry of Health in consultation with the academic department chairs of all of the institutions endorsed as meeting CHE standards on most measures mentioned in the present report.
c. We further recommend maintaining an ongoing exchange between the CHE and the Ministry of Health. Specifically, we suggest that the Ministry of Health re-evaluate the licensing exams for applied areas of professional psychology on a regular (e.g., bi-annual) basis.
d. We recommend that the CHE consider the needs of Israeli society and the parameters of the country's labor market when they deliberate the opening of <u>new</u> clinical programs. Currently, the ratio of clinical psychologists to the general population in Israel is among the highest in the world (based on 2016 data, per 100,000 people, there were ~54 clinical psychologists in Israel, compared to ~30 psychologists of all orientations in the US). In contrast, a greater number of programs graduating applied developmental psychologists might be needed. The CHE should require institutions petitioning to open new programs to provide national and international data, outlining, in a particular domain of psychology, its status today and society's projected need for it tomorrow.

12. We recommend a wider adoption of both distance learning and more interactive forms of teaching, in a hybrid model, to respond to student needs. The Committee suggests that each course is developed in such a way that multiple modes (e.g., distance only, hybrid, and face-to-face) exist or can be easily transformed. We recommend the utilization of these three modes at all levels of higher education (i.e., BA, MA, and PhD) but suggest that some general guidelines/requirements should be provided to students, allowing for only up to 25% of hybrid or distance learning courses at the BA level, and at MA/PhD level. We are of the opinion that these multiple modes of the same course can be developed within 12-18 months. The fact that this report is being written in the midst of the Corona virus pandemic further emphasizes the need to enhance and refine current pedagogy with alternative modes of teaching.

13. We strongly advise that institutions provide additional resources (money, time, technical support) to facilitate planned, high-quality distance learning and introduce incentives to encourage faculty to develop modern and diverse teaching methods and to assess their effectiveness. At the institutional level, such incentives may include course reductions and/or flexibility in the distribution of teaching hours, thereby securing competitive resources (e.g., funds that teaching faculty can apply for). At the CHE level, we recommend fostering collaborative relationships between Universities and Colleges by funding centers of teaching excellence at higher level, which will center on the construction, assessment, and dissemination of core courses, in all modes (face-to-face, hybrid, and distance) of instructions at the BA and MA levels. Again, given what academic institutions have experienced during the pandemic.
14. We recommend that all courses are reviewed every 3 years by a teaching committee, with some external members, tasked with attending to all of these dimensions.
15. We recommend mandating that core (however identified as such by the CHE and the institutions, although we strongly recommend the 12-course model used in the US) courses at the undergraduate and graduate level must be taught by permanent faculty with documented graduate-level qualification in that sub-discipline, rather than by adjuncts or TAs. We note two other lacunae that should be addressed in teaching across all, not some, of the relevant institutions. The Committee is most critical of the practice that we saw of using adjuncts, notwithstanding their love of and competence in teaching, to teach core undergraduate courses outside the domain of their own experience in the field. This recommendation is based on the working assumption that Universities have an obligation to teach the core areas of the disciplines of psychological science, and students should expect to be taught by qualified experts in those sub-fields.
16. Given that the differences in inputs between Universities and Colleges are so marked, it makes little sense, and in fact it is neither fair nor appropriate in our view, to require identical or similar outputs from these two types of institutions of higher education. There was considerable variance among institutions in the research productivity of faculty, as indexed by the visibility of the publication venues, quality and quantity of publications, and grantsmanship. We recommend that the CHE acknowledge the existence of these differences and provide differential promotional pathways for faculty, stressing the importance of diverse pathways that recognize the diverse profile of the country with regard to its needs and how these needs can be satisfied by different types of programs.
17. The high variability in the entry requirement for a BA in Psychology and the Behavioral Sciences across Colleges and Universities necessitates either (a) adhering to relatively selective requirements for entry (e.g., Matriculation GPA of 100 or more, and/or Psychometric test of 600 or more); or (b) the provision of an extra three/four courses in basic skills for students below the CHE threshold – mathematics, comprehension of scientific texts in English, and scientific writing in Hebrew and English.
18. The high variability in the requirements of existing programs of Psychology and the Behavioral Sciences makes the admissions criteria for the MA in related disciplines, based only on GPA, problematic. Therefore, for Psychology, the Committee recommends that the admissions criteria for all MA programs in Psychology include a score of 100 or more (above 50%) on the MITAM.
19. The Committee finds it troubling, however, that the Colleges are not doing better than they are (and perhaps better than Universities) on the indicators of teaching and learning that are their primary mission. The faculty members at the colleges represent valuable human capital, yet it does not appear to have been translated fully into expected student learning outcomes. Given their current faculty resources, all Colleges

could and should do a better job at educating BA-level students, putting them in a position either to pursue further education or take up opportunities in the labor market

20. The Committee recommends that the existing MA programs at the Colleges be re-examined based on the evaluations that were made in the reports on the individual institutions, and that those programs receiving non-satisfactory evaluations be terminated. **Moreover, the Committee recommends that strict scrutiny be used before approving new MA programs as well as new Colleges**. The Committee believes that this will free up essential resources (faculty, administration, infrastructure) that the Colleges can use to improve their BA programs and thereby give their students an equal opportunity to contribute socially and intellectually to Israeli society and to the behavioral and psychological sciences.

Important recommendations

1. We recommend mandating small-class sizes (up to 15 students) for the teaching of scientific writing and oral presentations in Hebrew and in English for BA and MA level students in Psychology and the Behavioral Sciences. In addition, opportunities to read and write in English should be embedded in courses throughout each program with explicit quantifiable requirements (i.e., requiring a specific number of courses in English to meet requirements of a particular degree).
2. The Committee recommends that all new appointments are given a basic start up grant to buy key equipment and pay an RA, in order to begin their research in a new location.
3. The Committee believes that foundational as well as specialized courses in any sub-field of Psychology should be taught by specialists in that sub-field.
4. The CHE should set some limits on the acceptable ratio of core-to-adjunct faculty, both in Psychology and the Behavioral Sciences; this could differ for Universities and Colleges.
5. We recommend that the CHE collect annual data on the share of students who are admitted below the CHE approved entry requirements and verify them against the actual distribution of freshmen's psychometric and matriculation scores.
6. We encourage the CHE to foster collaborative relationships between Universities and Colleges by creating and funding cross-sector centers in specifically identified areas of psychological science. These centers could address multiple issues, such as: (a) making expensive neuroscience (e.g., neuroimaging, neurophysiological, genetic) equipment available to faculty across CHE institutions; (b) grouping together faculty already doing excellent research in related areas; and (c) linking institutions in such a way that shared interests can be developed, within a context where senior, internationally-recognized faculty in a more established institution collaborate with and mentor less well-established colleagues in a less research-focused institution on matters such as grant writing.
7. The provision of space per faculty member or groups of faculty was varied. In some cases, there was but a single lab in the entire Department; in others, all the major research groups in a Department had their own state-of-the-art labs. Even the provision of office space varied largely as some places we visited had inadequate shared rooms or cubicles for faculty. We recommend that Universities and Colleges develop clear and transparent policies with regard to the provision of a CHE-mandated minimum level of research space and support (including computational resources) and office space (a

personal office for all of its core faculty and reasonable shared space for adjuncts), to solidify the sense of respect for everyone's contribution, shared mission, and equality.

8. Colleges should offer MA programs only if they have adequate human and physical plant resources to do so The Colleges spread their resources thin and sacrifice the quality of their BA programs in order to open unnecessary and underperforming MA programs. By so doing, most (but not all) of the Colleges failed to fulfill their mission of providing a good BA education to subgroups of the Israeli population that are underrepresented in higher education. The Committee urges the CHE to make certain that Colleges refocus on their original mission of creating an excellent teaching environment at the Bachelor's Degree level for a diverse population of students.

Desirable recommendations

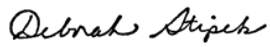
1. We recommend that both Universities and Colleges have a consistent policy on administering sabbaticals, both in terms of the timeframe (i.e., periodicity and length) and goals (i.e., with a focus on enhancing research, teaching, or services).
2. To address needs that department chairs understand best, as well as to incentivize research and innovative teaching and service activities, we recommend that the central administration allocate discretionary funds to the departmental chair and faculty, which can be distributed to core faculty members. There should be a clear and transparent system behind the distribution of these funds (e.g., competitively or proportionally to achievement).
3. To ensure transparency and support for faculty advancement, we recommend that faculty have access to written descriptions of the expectations for advancement at each level.
4. We recommend that both Universities and Colleges have regular (once every 4-5 years) internal self-evaluation/goal-setting meetings/retreats, where the progress of the School/Department/Program is evaluated in terms of the indicators they have developed for themselves, with an eye to the dimensions used in the CHE evaluations. The inclusion of various stakeholders – core faculty, adjunct faculty, currently enrolled BA, MA and PhD students, as well as alumni from various programs – is particularly relevant. These events can serve as intermediate points of self-evaluation between formal CHE evaluations.
5. We recommend the establishment of a systematic (annual or bi-annual) procedure for the evaluation of the appropriateness and comprehensiveness of the study curriculum (at the BA, MA, and PhD levels). Moreover, we further highlight the importance of coordination between core and adjunct faculty, especially in the clinical programs.
6. We recommend that academic institutions collaboratively establish and maintain a repository of syllabi that can be used as a minimal standard for the content to be delivered in Psychology and Behavioral Sciences courses. We believe that this practice will help ensure the quality of teaching and guarantee the comparability of key courses across institutions.
7. The Committee recommends that every new faculty appointment, where that person is expected to undertake research, be provided with a springboard from which to take off.
8. Both Universities and Colleges should use internal mechanisms of grant writing/submission training by (a) individual coaching, (b) establishing a series of relevant professional development workshops, and (c) showcasing successes.

9. Both Universities and Colleges should establish a formal policy to support grant writing including such measures as (1) reducing teaching and administrative loads, and (2) soliciting mentorships from within and outside the institution.
10. We encourage the CHE to create a competitive funding opportunity for studies and continuous education abroad, especially for junior faculty, as well as for hosting international scholars.

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

Summary Table				
Type	***Evaluation Universities***	***Evaluation Colleges***	***Essential & Important Improvements***	***Desirable Improvements***
Mission and Goals	Exceed	Below	*Clear definition of general skills students are expected to acquire*	
Management and Administration	Clearly Meet	Meet		*Discretionary funds for department chairs* *Written descriptions for advanced in the system*
QA & Self-Evaluation	Clearly Meet	Meet	*Create, track, and publish a set of observable quality indicators*	*Facilitate internal QA process*
Study Program:				
BA	Clearly Meet	Meet	1. *A common well-structured core curriculum of 13 courses* 2. *Increase of per-student cost (~20%)* 3. *Strengthen academic communication skills* 4. *Enhance integrative courses in Behavioral Science programs*	*Emphasis on courses dealing with academic communication skills in English*
MA	Meet	Below	1. *Increase in per-student course cost (~60%)* 2. *A greater emphasis on empirically-based assessments and intervention for clinical tracks* 3. *Facilitate a discussion with Professional Committee for clinical tracks*	
Teaching and Learning	Clearly Meet	Meet	1. *Development of hybrid teaching models* 2. *Fostering relationship between Universities and Colleges to construct core courses.* 3. *Repository of syllabi for minimal standard courses* 4. *Courses to be evaluated every 3 years* 5. *Courses taught by adequately training faculty* 6. *Small-size classes for scientific writing*	
Faculty	Meet	Below	1. *Start-up funds for new faculty* 2. *Setting ratios for core-to-adjunct faculty*	
Research	Clearly Meet	Below	1. *Recognition of differences between Universities and Colleges*	1. *Provision of start-up packages for research faculty* 2. *Single Repository for Grant information* 3. *Internal mechanisms of grant-writing training* 4. *Institutional grant-writing support* 5. *Continuous education abroad*
Students	Exceed	Below	1. *Ensure appropriate entry level requirements for BA (GPA>100, psychometrics>600)* 2. *Ensure appropriate entry level requirements for MA (MITAM>100)*	
Research Infrastructure	Clearly Meet	Meet	1. *Fostering collaborative relationship in between Universities and Colleges in creating cross-sector centers* 2. *Clear and transparent policies with respect to research space and office space*	

not acceptable. Not satisfactory	fails to meet the acceptable threshold level of performance.
needs much improvement	is below acceptable threshold level of performance.
room for improvement	meets the acceptable threshold level of performance.
satisfactory	clearly meets the expected threshold level of performance.
Excellent	exceeds the expected threshold level of performance.