COUNCIL FOR HIGHER EDUCATION

EVALUATION OF PSYCHOLOGY AND BEHAVIORAL SCIENCES

PERES ACADEMIC CENTER

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

August 2020

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 of[1]:

- **Prof. Elena Grigorenko**, Department of Psychology, University of Houston & Child Study Center, Yale Medical School, USA (child development, chronic disease, epidemiology, learning disorders, public and global health) – *Committee chair*
- **Em. Prof. Miles Hewstone,** University of Oxford, UK (social psychology)
- **Prof. Deborah Stipek,** Graduate School of Education, Stanford University, USA (developmental and educational psychology)
- **Em. Prof. Moshe Zeidner,** Haifa University, Israel (Educational Psychology, Counseling, and Human Development)
- **Prof. Sigal Alon**, Department of Sociology and Anthropology, Tel Aviv University, Israel (sociology)
- **Prof. Eva Gilboa-Shectman,** Department of Psychology, Bar Ilan University, Israel (clinical psychology)

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

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 each one-day visit to each of the institutions.

2. This report highlights the **Department of Behavioral Sciences and Psychology** at **Peres Academic Center.** The Committee's visit to **Peres Academic Center** took place on **January 30th, 2020**. The schedule of the visit is attached as **Appendix 2**.

Section 2: **Executive Summary**

Peres Academic Center (PAC) is a young institution, emanating drive and energy. It was established to create an accommodating higher-education teaching and learning environment for individuals with learning differences of various origins. It is premised on the personalization of education and the provision of an environment conducive to the success of learners with variable needs. While this premise seems to have been realized, and both students (BA and MA) and alumni communicate a high level of satisfaction with their experiences, they expressed some concerns regarding both the BA and MA programs, specifically with respect to their competitiveness for further education; the Committee appreciated these concerns. Additionally, given the uneven and rapid growth of the institution, there

are some observed imbalances with regard to the ratios of senior to junior core faculty, core faculty to adjunct faculty, and research-active to research-inactive faculty. These imbalances might not be advantageous to PAC's further development. In general, the Committee determined that PAC meets the acceptable threshold level of performance, but there is substantial room for urgent improvement.

Observations

3.1 Mission and goals

The mission of the BA Program is to develop basic knowledge in the behavioral sciences, enable practical applied experiences, and prepare interested students for advanced degrees. The MA Program's mission is to train its graduates to work as educational psychologists. Both programs fulfil these missions, but the Committee believes that these goals are insufficient. It is commonly held that the role of a BA degree today is to give students analytical and learning skills that will allow them to continuously adapt to social, economic, and technological change. In the sample of the syllabi reviewed by the Committee, it appeared that there was an overreliance on classic work and insufficient attention to current theory and empirical work in the field. The teaching material should be redesigned to include more current readings and to enhance students' analytical, quantitative, and language (English) skills. The Psychology program should include more up-to-date theories and evidence-based practices, while the Sociology program should include a more diverse selection of topics and focus on quantitative research methods. The MA program excels in providing job training, but perhaps at the expense of a strong theoretical background and sufficient research experience necessary to pursue an MA thesis and continue on for a Ph.D. In this area of evaluation, the Committee determined that Peres is below the acceptable threshold level of performance.

3.2 Management and Administration

Funding for the School comes primarily from tuition and it is expected to be self-sustaining. The budget has been stable and changes are made only when the number of students changes. The only major decision related to budget allocation is whether or not to open a new program. There is some interest in increasing the number of programs (e.g., educational counseling), but for now the College plans to stabilize existing programs. The departments do not have any discretionary budget, but department chairs as well as regular faculty described the Dean and College administration as attentive to requests for specific support. Departments do have discretion over which elective courses to offer, the content of mandatory courses, the size of classes, and who teaches courses. They also review and hire adjunct faculty. There are currently no faculty openings; yet there is an urgent need for additional faculty. The Dean commented, however, that she closely monitors her adjunct faculty performance in case an opening occurs, and she works to keep excellent staff. There has been growth in the number of BA students, so she has been able to increase the size of the faculty in recent years. The Dean has a fair amount of

autonomy and appears to be well trusted by the College management. The College enrolls many students with disabilities. Ten percent of the BA students are from either the Arab sector (6%) or are of Ethiopian descent (4%). For the MA program, the percentages are 8% (Arab sector) and 3% (Ethiopian descent). In this area of evaluation, the Committee determined that Peres clearly meets the expected threshold level of performance.

3.3   QA & Self-Evaluation Process

PAC is a young institution and this is the first time in Psychology it has undergone a QA exercise at the request of CHE. For the 2018 QA cycle, the Department capitalized on the routine operations of the managerial bodies (the Academic Council and the Board of Directors), as no specialized QA process had been established. Through this cycle, the Department identified some processes that were deemed helpful; the report stated that these processes were to be crystallized into a specific QA system to be used on a regular basis. The process for the 2018 QA cycle was carried out by a self-evaluation committee (SEC) appointed by the PAC President. The SEC performed the following steps of QA: (1) initiation and planning; (2) data collection; (3) discussion with the faculty at large; (4) report production; and (5) report approval and submission. Although not mentioned in the CHE report, the interview revealed that the Department uses additional forms of QA on a regular basis: (1) all BA and MA students are required to submit feedback for each course taken; (2) all syllabi are reviewed by the Heads of programs; and (3) informal feedback is solicited from students and faculty mid-term to detect any manifesting problems. Additionally, it was revealed in the interview that, although students and core faculty provide and receive feedback on a regular basis, neither adjunct faculty nor alumni have been included in this process. In this area of evaluation, the Committee determined that PAC meets the acceptable threshold level of performance, but there is room for improvement.

3.4   Study Program

Overall, the program is well-structured, and the curriculum is appropriately designed with areas of necessary improvement noted below. There are, however, some instances where the curriculum appears to be below the expected standard. For example, the reading material is sometimes outdated (e.g., Social Psychology uses a 2012 textbook, a Hebrew translation of a US text), and in the cases of Personality and Developmental Psychology, the courses themselves are dated, relying too heavily on classics and failing to include recent advances in these fields. This view of a somewhat dated curriculum comes not only from the syllabi but also the Committee's visit to the library; books were dated, and in some areas (e.g., social psychology), coverage was minimal. The Committee was told that senior staff value research because it transmits to a higher level of teaching, but designing adequate, up-to-date courses does not require a faculty active in research. The BA Course and exams appear to meet the criterion of rigor, but some doubts about the overall rigor

of the Department's approach were flagged by the responses we received from: (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 and alumni, when asked to respond to the Committee about what literature they were following. Behavioral Science generally, and perhaps especially psychology, is a field dominated internationally by the English language. The Committee believes that both the Department and the College could do more to reflect this and prepare their students for the next academic stage. We heard that, for some students, it was a 'big step up' to graduate work elsewhere, which relied entirely on English texts. The Department has not yet sufficiently adopted English-language sources; faculty reported that students' low levels of English were a challenge, and students do not arrive well-prepared to write. The course on Writing Scientifically was appreciated by BA students, but we heard that they wanted more. Some students with the highest aspirations believed they were ready to attempt scientific writing in English, knowing that this would be good for their careers. We recommend that the College invest in English-language provision, believing that this will aid their graduates as they apply for Masters and Ph.Ds., as ambassadors of PAC. For example, the MITAM requires students to read 4 articles in English; if they have not practiced this skill, PAC students will be disadvantaged in such an assessment. MA students, in contrast, reported that their final thesis paper was based almost entirely on English articles, but no writing in English was done by these students. The course draws on the 3 disciplines of psychology, sociology, and anthropology, each with its distinct theoretical and empirical approaches. Some praiseworthy attempts have been made to provide students with an integration of approaches (e.g., faculty currently are exposing students to multiple disciplinary perspectives on the same issue and expressed an interest in developing some cross-disciplinary courses on topics for which substantive literatures in two or more disciplines exist). In this area of evaluation, the College fails to meet the acceptable threshold level of performance.

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 most syllabi are sufficiently detailed and helpful (but see 3.4). All course materials include clear, helpful sections headed, 'Description and Goals;' however, these are not the same as Learning Outcomes (LOs) – for example, what a student should be able to *do* after the course. LOs should also be directly assessed in course evaluations. Students praised some instructors for the frequency and detail of their feedback on written assignments. In one case this was provided up to 3 times in a course, and students also mentioned detailed help received in statistics. The faculty expressed eagerness to exploit the potential of interactive learning (albeit as a complement to, not replacement for, face-to-face instruction). In the MA degree this is already done, with teaching in smaller groups of 4-5 students supplementing and complementing more formal class teaching. There appears to be the provision of

some training in interactive learning, but more was desired by faculty. Interestingly, faculty observed that such teaching methods might help to translate the 'mere presence' of a diverse student body (e.g., both Jewish and Arab students, Ethiopians, and students with disability) into one where students were actively engaged across group boundaries, academically and socially. The Committee also heard from some faculty that the current reliance on more formal methods of teaching seems to assume equivalent levels of Hebrew among all (including Arab) students. Thus, experimenting with novel methods of teaching could simultaneously meet social and pedagogical goals. We also heard that students were interested in partaking in distance or hybrid learning, and wanted more teaching materials on the website, especially for (a) students with disabilities or other students who might not be able to translate taught material into notes as effectively as non-disabled students; and (b) students serving in the military, who have to miss classes for other duties. A distinctive feature of the course is the existence of 'Day' and 'Evening' tracks. The Committee heard from students that the latter were more likely to be taught by "new" faculty who have apparently made themselves highly available. Students reported that staff are highly committed to the program and its students. Despite high teaching loads, they evidently provide a positive learning environment, which was described to us as "comfortable" and "supportive." In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, but the content of the courses needs to be updated.

3.6 Faculty

According to the President, the School of Behavioral Sciences focuses more on research than the other Schools in the College. He attributes this in part to the commitment of the Dean. There appeared not to be a formal mentoring system; however, the Dean clearly encourages research, and she works directly with individual faculty members. She has a group of faculty who appear to be doing research in collaboration with her. This may be an appropriate strategy to extend the training of some young faculty, but it is not clear how much encouragement there was for faculty to, as should be the case, develop independent research agendas. In general, faculty appeared to be very collaborative and supportive of each other. Any faculty member who gives a paper at a conference can receive funds to attend. Other financial support for research appeared to be ad hoc, based on individual written requests. In the three years reported on in the self-evaluation, six small ($183 to $3429) internal grants were awarded. Teaching reductions were not given, and the teaching load is high (18 hours/semester). There were no complaints about the size of the faculty (15 faculty for 352 BA and 141 MA students) or the number of students. In this area of evaluation, the Committee determined that the College meets the expected threshold level of performance.

3.7 Research

A major goal of Peres College, according to its administration, is the education and training of highly-skilled and research-oriented professionals in the behavioral

sciences. Research is viewed by the administration as an essential and vital part of faculty responsibility and output, under the assumption that "one simply cannot be a good teacher if one is not directly involved in research." Members of the School of Behavioral Sciences are expected to understand and conduct empirical research as well as incorporate their research findings into their teaching in the classroom. The faculty is primarily comprised of psychologists (clinical, educational, rehabilitation) and sociologists/anthropologists. The research interests of faculty members span a wide range of topics-- from stereotype threat to bereaved parents, to anthropological aspects of madness. Overall, the faculty appeared to be struggling in their efforts to achieve a workable balance between their heavy teaching load, the emphasis of the College on training and applied aspects of the role of educational/school psychologist, the requirement of research for academic promotion, and their expected contribution to the College and community. A review of the faculty list of publications shows that, on average, the level of productivity is quite modest. Discussions with faculty and the examination of faculty curricula vitae indicate that most faculty are publishing but mostly in second and third tier journals. Furthermore, the faculty have not been successful in winning grants from competitive agencies in Israel (e.g., ISF) or abroad (e.g., BSF, GIF). Only Professor Margalit (the Dean) has received research grants from outside of the College. Several faculty have collaborations with faculty in other institutions in Israel, India and the US. The adjunct faculty interviewed during our site visit said they are not expected to do research nor are they actively engaged in research. At present, very few collaborative research projects are planned or underway. In this area of evaluation, the Committee determined that the School of Behavioral Science at Peres College fails to meet the acceptable threshold level of performance.

3.8   Students

The School's entry requirements at the BA level (Matriculation score: 90 or Psychometric score: 600) are somewhat low but are more or less consistent with other behavioral science programs at Israeli colleges. While the number of applicants decreased, the admission rate increased (from 19% in 2015-16 to 60% in 2017-18). This may well be the result of a better applicant pool, as argued in the meetings, but the Committee wonders whether admission standards are set in advance (ex-ante) or de facto (ex-post). Moreover, given the generally low academic level of the student body and its heterogeneous prior academic preparation, the Committee finds it disconcerting that most students graduate (88%). The admission rate for the MA program decreased from 83% in 2015-16 to 44% in 2017-18. This could be an indication of the strength of the MA program or related to its costs. Both BA and MA students were very satisfied with the personal attention, intimate environment, and faculty's responsiveness. Students also complimented the program for the practical opportunities it provides. MA students acknowledged the perceived advantage they received compared to their colleagues in other programs. In this area of evaluation, the Committee determined that the College meets the acceptable threshold level of performance, but there is room for improvement.

3.9   Research Infrastructure

The category relating to the infrastructure for supporting psychological/ behavioral research on campus is basically an "empty set." Specifically, there are currently no labs on campus designated for psychological research, nor is there sophisticated equipment for psychological experimentation and research. Furthermore, there is no annual research package that might be allocated to early career faculty, nor is there a reduction in course load to free up time for research. However, ad hoc requests for funding for research and international collaborations are generally approved by the administration. Most faculty members do not have their own offices and need to share cubby holes or small office spaces with one to three other colleagues. While staff and students do have access to PsychInfo and other bibliographic data bases, the college library is clearly insufficient in its current stock of reference materials, particularly for graduate students in educational psychology. Our visit to the library suggested that the available books on supply in the areas of educational psychology and cognate areas (e.g., developmental and social psychology) are quite meagre and often seriously outdated. In this area of evaluation, the Committee determined that the College fails to meet the acceptable threshold level of performance.

Section 4: **Recommendations**

Essential recommendations:
- In the next year, the faculty and Department Chair must work together to clarify and broaden the mission to include greater exposure to theories in the social sciences. The Department should develop a comprehensive set of indicators (e.g., MA graduates taking/passing the MITAM test at the desired level, number of BA/MA graduates placed in professional positions) that will capture the Department's progress toward its desired goals.
- Two new faculty must be hired at the full or associate level to distribute the mentoring of junior faculty. Their areas of expertise and timeline for hiring should be determined by the Department.
- By the next academic year, the teaching material must be redesigned to include more current readings and enhance students' analytical, quantitative and English language skills. The Psychology program must include more up-to-date theories and evidence-based practices, while the Sociology program needs to include a more diverse selection of topics and focus on quantitative research methods.
- By the next academic year, the curriculum of the MA program must include stronger theoretical background and more research experience.
- Faculty must strive independently to obtain extramural grants and to publish independently in more prestigious journals. These expectations should be developed by the Department and be shared explicitly when new members of the faculty arrive.

- By the next academic year, all Syllabi must be reviewed and, where appropriate, updated with reading material from the last 3 years.
- Before the next academic year, add learning outcomes for each course, and ensure that a uniform template for syllabi is used.
- By the next academic year, a formal mentoring system for faculty should be developed for early career faculty.
- In the next academic year, all courses must include readings with at least a third of the core texts in English.
- In the next academic year, the Department must develop several/two third year courses offered in English, with the option for students to submit some written work in English.
- Taking seriously the administration's goals and vision related to training scientist-practitioners, the College administration needs to provide resources to enable faculty to enhance their research productivity. This may include plans over the next three years to provide seed money for developing "half-baked" ideas for research as well as reducing the course load for faculty active in research and/or submitting proposals to competitive agencies for external funding.

Important recommendations
- Expand the involvement and roles of faculty members in the unit's academic and administrative organizational structure.
- The information officers at the College should dentify primary handbooks, textbooks, and scientific monographs in educational psychology and cognate areas and make them available to students for coursework and research during the upcoming academic year.
- The College should invest in English-language provision (e.g., increase the subscription to English-based information repositories, encourage teaching and publishing in English, strengthen the presence of English in the Department's everyday life).
- Individual office space should be made available to faculty over the next three years.
- The Department should review standards for course grades and completion to ensure appropriate standards, and provide substantial, ongoing support to students who enter with poor preparation.
- The Department should continue diversifying teaching methods, with the enhancement of a distance and hybrid learning components in its teaching portfolio.
- The College needs to develop and implement a structured QA process that will allow the accumulation of relevant information on a systematic basis, with possible statistical analyses.

Desirable recommendations
- The College administration should systematically survey all Department stakeholders, including adjunct faculty and alumni, for their opinions and contributions to various College processes.
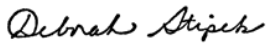
Signed by:

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Prof. Elena Grigorenko - Chair

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Prof. Miles Hewstone

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Prof. Deborah Stipek

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Prof. Sigal Alon

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Prof. Eva Shehtman Gilboa

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Prof. Moshe Zeidner

Appendix 1: Letter of Appointment

המועצה להשכלה גבוהה

مجلس التعليم العالي

COUNCIL FOR HIGHER EDUCATION

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

COUNCIL FOR HIGHER EDUCATION

Psychology and Behavioral Sciences - Schedule of site visit
Peres Academic Center

- Thursday, January 30, 2020
- **Building A** - A board room for administrative meetings in the President's office.

Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution	Prof. Ron Shapira - President Prof. Amos Drori – Rector Ms. Ofra Elul - Founder and Director General. Ms. Nelly Malkovsky – Deputy Director General Ms. Irit Schlussel - Academic Secretary Ms.Rotem Gad- Academic Secretary
09:30-10:15	Meeting with the Head of the School of Behavioral Sciences	Prof. Malka Margalit – Dean, the School of Behavioral Sciences
10:15-11:15	Meeting with senior academic staff * (including academic heads of programs)	Dr. Uzi Levi- Head, BA in Behavioral Sciences Dr. Michal Einav – Head, MA in Educational Psychology. Dr. Bareket Bojmel Liad – Head, MA Organizational Development & Consulting Dr. Sivan George-Levi, Dr. Tamar Icekson Dr. Roni Laslo-Roth, Dr. Ze'ev Lehrer- Head of Sociology Program Dr. Adi Mana, Dr. Shlomo Reznik Dr. Eyal Rosenstreich, Dr. Tomer Schmidt-Barad, Dr. Asaf Sharabi,
11:15-11:30	**Break**	
11:30-12:00	Meeting with Adjunct academic staff * (up to 10 Adjuncts)	Dr. Yossi Ehrenreich, Dr. Tamir Goren, Ms. Leeav Sidi, Dr. Livneh Elad, Prof Golan Shahar, Ms. Galya Yeshurun, Dr. Einat Zamwel, Dr. Zeligman Liran
12:00-12:45	Open slot	A short sample of our studies, reflecting domains of recent research, and demonstrating collaboration between faculty members, students and professional agencies.

* 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.

		1. **Psychology**: Einav, M., & Margalit, M. (Research with the local department of families and commemoration in the Ministry of Defense): Loneliness, hope and coping with bereavement. 2. **Anthropology**: Sharabi, A.: The Politics of Madness: Spirit possession and biomedical discourse among villagers in Himachal Pradesh (Himalaya) 3. **Educational Psychology**: Mana, A., & Margalit, M. (Research with National Institute for Testing and Evaluation): Implicit theories about testing accommodation, self-efficacy, social support and hope.
12:45-13:30	Lunch (in the same room)	Closed-door meeting of the committee
13:30-14:15	Meeting with BA students** (up to 8 students)	Ranan Alyan (Third-year studen) , Maya Ben Harush (Third-year studen), Zipi Dagmi(Second year student), Miriam Hardoon (Second year student), Adi Levin (Third-year studen) , Shelly Mantzur (Third-year studen) Hila ramon(Second year student) Edna Samuel (Second year student).
14:15-15:00	Meeting with MA students** (up to 8 students)	Alin Bar-Maoz (Complete Master's degree at 2020), Gal Ben Simon(Second year graduate student),Ora Elraz(Second year graduate student) Nimrod Polak(Second year graduate student) Shiri Knaan(Complete Master's degree at 2020) Shir Mor(Second year graduate student) Reut Rozenblat (Complete Master's degree at 2020), Shani Zeligman(Second year graduate student).
15:00-15:45	Meeting with Alumni** (up to 10 Alumni)	Shir Crispel(Completed Master's degree at 2018) Lian Elroy(Completed Master's degree at 2018) Sapir Miron(Completed Master's degree at 2017) Liron Yadin(Completed Master's degree at 2015) Moria Ashkenazi, Inbar Ben Mucha, Rotem Dor Filer, Noa Faigenblat (completed bachelor's degree)
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	

* 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.