

**The Open University of Israel  
Department of Management and Economics**

# **SELF-EVALUATION REPORT**

**Business Administration**

**Raanana 2014**

### **Acknowledgements**

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## **The Open University of Israel**

# **BUSINESS ADMINISTRATION SELF-EVALUATION REPORT**

### **Executive Summary**

**The Open University of Israel (OUI)** is unique on the Israeli academic scene. While resembling other universities in its pursuit of excellence in teaching and research, it differs from them in its educational mission – wide accessibility to quality higher education, and in its main method of instruction – distance learning. The OUI is dedicated to the creation of university-level materials that are suitable for independent study, and to the development and implementation of versatile means, including technology, for support of learning.

**Teaching and learning:** At the OUI, students enroll in one or more courses each semester. The main course materials (books, study guides, etc.) are sent to students before the beginning of the semester, with instructions for independent study and with homework assignments for the entire semester. Students study mainly on their own and submit assignments according to a predetermined schedule. The learning process is supported by detailed personal feedback and by various printed and digital learning aids. Tutorials held at study centers throughout the country, or online, help clarify the material, provide practice, and encourage interaction with peers. At the end of the semester, students take monitored written final exams. Since assignments and exams are prepared in advance, the same pre-set high standards are preserved, regardless of tutorial mode or student profile.

**Academic staff:** The academic staff consists of senior faculty, course coordinators, and tutors. The senior faculty is the academic leadership; its members conduct research, initiate and manage study programs, and are in charge of developing all course materials. Each OUI course is administratively and academically managed by a course coordinator. Coordinators prepare new assignments and exams for each semester, maintain the course website and supplement it with appropriate materials, participate in course revision teams, and hire and supervise tutors. Tutors, whose number in each course depends on the number of students enrolled and their geographical dispersion, conduct group tutorial sessions, grade homework assignments, and provide individual support when necessary.

**Management programs:** The Department of Management and Economics offers single- and dual-disciplinary undergraduate programs in management, economics, and accounting, as well as an MBA. There are 10 senior faculty members and 65 course coordinators in the department. In addition, approximately 400 tutors lead study groups. In 2012-2013, approximately 12,400 students studied towards an undergraduate degree in the department (approximately 6,800 towards a degree in management), together with approximately 2,500 MBA students.

## Strengths and Weaknesses

Describe the main strengths and weaknesses that were pointed out in the self-evaluation process, and the actions that will be taken in order to improve the weak points that were found.

### Strengths

**Academic excellence:** Our courses and programs are held to superior academic standards, and enable students to continue on to advanced degrees. The OUI study method increases the independent study abilities of our students.

**Equal opportunity and flexibility:** Our programs increase access to higher education through open admissions for undergraduates. The distance learning methods that we employ, using advanced technologies, address the needs of special population groups. Flexibility in time, place, pace, and teaching methods allows our students to excel in academic studies while maintaining demanding careers or other obligations.

**Academic quality assurance and learning outcomes:** The OUI system ensures the preservation of quality and standards, and greater control of learning outcomes. Rigorous course development procedures ensure academic quality, from the initial stages of course planning, via its rigorous course development procedure, to course operation and examination.

**Research:** A major part of the role of senior faculty members is to conduct research. Although their small number limits the overall impact of their work; individually, they achieve high research standards, as measured by their publications in leading refereed professional journals, research grants, contributions to international conferences, etc.

### Weaknesses

**Small number of senior faculty members:** The main weakness of the OUI's study programs in management is the small number of senior faculty members. Compared to other universities, studies in the OUI are much more structured, leading to more academic administrative duties for faculty members. Although the research and high-quality academic studies are definite strengths of the OUI, these could be improved even further if the administrative load could be shared by more than the current ten senior faculty members in the department (five economists and five specializing in management).

## Mission, Goals, and Learning Outcomes

State the extent to which the Study Program has achieved its mission, goals and learning outcomes. Are the Institution, Parent Unit and Department satisfied with the outcomes of the Study Program?

**Mission and goals:** We believe that the study program in management achieves its mission and goals, which are, to a very large extent, derived from those of the OUI. In fact, the four main strengths specified above correspond to the main elements of the mission of the OUI.

**Learning outcomes:** Analysis of this evaluation process, and in particular, of the data collected, has revealed that the management study program specifies learning outcomes clearly and that they are internalized well by our students.

### **Changes since the last evaluation**

The Department of Management and Economics is relatively new, having been formed in 1997. Its first 17 years have been characterized by rapid growth, which can be divided into two stages: an initial stage based on new beginnings, and a later stage based on maturing and stabilizing. The 2006 self-evaluation was conducted during the transition from the first stage to the second, and contributed to this evolution.

The most notable elements in the pre-2006 departmental growth were the initiation of the study programs in management, economics and accounting, and the development of a large number of new courses for these programs. The main **post-2006** elements in the department's growth include the following:

- A final and permanent accreditation has been received from the CHE for each of the department's BA degrees and the MBA degree.
- New courses have been added to the study program in management (e.g., Game Theory and its Applications to Economics and Management; Technology and Innovation Management; Contemporary Theories of Social and Economic Justice; Emotions in Organizations), but the major effort in course development has been directed towards updating and revising existing courses. In some courses the original version has been replaced by a totally new one (e.g., Advertising Management; Consumer Behavior; Survey Methodology; Planning, Analysis and Design of Information Systems; international Management; Strategic Management; Leadership in Organizations), and many others have been partially, but significantly, revised (e.g., Organization Behavior, Human Resource Management, Cost and Managerial Accounting).
- The number of students has grown: In 2005 the OUI has conferred 611 BA degrees in management and 63 MBA degrees, whereas in 2013 the OUI has conferred 940 BA degrees in management and 412 MBA degrees.
- A study program in management was created to modularly fit into a dual-disciplinary undergraduate study program. In 2013 the OUI granted 437 dual-disciplinary bachelors degrees in management.
- The number of the department's senior faculty members specializing in management has grown from three to five.

## Chapter 1 – The Institution

### 1.1 About the Open University of Israel

**1.1** A brief summary describing the institution and its development since its establishment, including details of the campus(es) where the institution's teaching activities take place (number and location), names of the faculties /schools/departments in the institution, the overall number of students studying towards academic degrees in the institution according to faculty and degree (first degree, second degree with thesis, second degree without thesis, doctoral degree), the date of recognition by the Council for Higher Education.

**The Open University of Israel (OUI)** is a national university that was established in 1974 following the model of the Open University in the UK. The OUI is now the largest Israeli university in terms of enrollment. In the 2012-2013 academic year, 42,560 students were enrolled in undergraduate courses and 3,755 were enrolled in graduate courses. The OUI offers a wide range of undergraduate degree programs and seven graduate programs. The most unique aspect of the OUI is its admissions and teaching model, which combines self-study with intensive academic support, based on each student's wishes, needs and constraints. The model is designed to offer studies characterized by high academic standards, and at the same time to maximize access to higher education, and in particular, to achieve:

- **Open admissions:** Unlike traditional Israeli universities which have admissions criteria based on prior academic achievements such as holding a national high-school matriculation certificate or exceeding a specified grade in the psychometric exam (the national scholastic aptitude test), the OUI has no admissions criteria for its undergraduate programs. Any student can choose to study any of the university's introductory courses, and then, if successful, proceed to the more advanced courses.
- **Distance education:** Unlike traditional Israeli universities, students are not required to attend classes on campus. Instead, OUI students can access their learning resources at any time and from any place.
- **Hybrid (blended) teaching:** The vast majority of OUI courses can be studied independently without attending any face-to-face or online classes. Yet, the OUI does encourage students to combine independent study with tutored classes.
- **Flexibility:** Students have the flexibility to determine the pace of their progress towards degree completion (though the pace of progress within courses is fixed), to study courses without a specific pre-determined academic goal (e.g., enrollment in a specific program), to use as many or as few of the educational technologies offered in each course, to transfer credits to other universities, etc. This flexibility is supported by a uniquely extensive (but not compulsory) academic advising infrastructure designed to assist students throughout their studies.

These features allow the OUI to accomplish its mission of providing the Israeli population wide access to higher education, regardless of constraints such as geographical location, age, prior academic background, physical or learning disabilities, and work or family commitments. Furthermore, this is provided to Israelis in exchange for the same state-prescribed tuition paid by students at the other national universities and colleges in Israel.

**The teaching model – A brief survey:** The above described features of the studies in the OUI are enabled by the OUI's unique teaching model. The main elements of this model are as follows:

- Course materials, such as textbooks, video lectures and study guides, are developed by senior faculty as a core component of their teaching responsibilities.
- Textbooks are mailed to students and serve as the main source for studying.
- Course assignments are also mailed to students, and are also published on the course websites.
- A variety of additional learning materials are supplied via each course's website: recorded video lectures, supplementary readings, solutions to assignments, sample exams, and more.
- A selection of classes from which students may choose is offered in each course in each semester, and each student in the course chooses in which class to enroll.
- Tutors are assigned to each class. Each tutor:
  - meets with the class on a regular basis to help students navigate the textbook. Most of these lessons are held at OUI study centers located throughout Israel. Other tutored lessons take place interactively online
  - checks and grades assignments submitted by students via mail, online, or in class
  - offers individual weekly support by phone at pre-determined hours
  - offers continuous support online via the course website's interactive forum
- Each course has a course coordinator that:
  - hires, operates and supervises the tutors
  - writes the course assignments and exams, and ensures that these are approved by the course's supervisory senior faculty member
  - administers the course website
  - handles all administrative issues connected to operation of the course
- Students enroll in each course separately, prior to the start of each semester. This helps them flexibly determine and adjust the pace at which they advance towards the degree.

As an important by-product of this model, the OUI enriches the Israeli higher education community with a large selection of academic textbooks which are widely used, not only by OUI students, but by other universities, and the general public in Israel.

**Academic staff:** The academic staff is made up of the senior faculty and the teaching staff (course coordinators and tutors). Senior faculty members are involved in research, curriculum design, course development, supervision of teaching and counseling, and academic management of the university. Members of the teaching staff coordinate the distance teaching program, and provide group tutoring and individual support. Some of the teaching staff also conduct research, participate in course development and assist as academic advisors.

**Location – main campus and study centers:** From its headquarters in Raanana (a city in the center of the country, ten miles north of Tel-Aviv), the OUI operates study centers throughout Israel. In the 2012-2013 academic year, 5,921 tutorial groups met in 78 study centers. Most of the study centers, in addition to housing classrooms, provide registration, academic counseling and some library services. Each semester, tutorial groups are opened in response to the demand for each course in the vicinity of each study center.



Tutorial sessions, usually optional, are held in order to discuss course material, clarify complex topics, enrich and update the study material, and practice problem-solving. Sessions are led by academic tutors. Students are offered several formats from which they may choose:

- Regular tutorials: 2-3-hour sessions every 2-3 weeks; 5-8 tutorial sessions over a semester
- Intensive tutorials: 2-3-hour sessions every 1-2 weeks; 7-14 tutorials over a semester
- Online tutorials conducted via course websites
- ‘Reduced’ tutorial option (one or two tutorials per semester)
- Tutorials via phone or e-mail

**OUI books and courses:** Since its inception, the OUI has developed over 700 undergraduate and graduate courses in a wide range of disciplines. An OUI course is, first and foremost, a printed scholarly work designed for use at the OUI and other universities. In recent years, some of the courses have been based on digital books. Both printed and digital books combine a classic textbook format with exercises. Merging content and didactic aspects in OUI course books contributes to students’ active, independent learning. The textbooks are also widely used in all institutions of higher learning in Israel.

Texts are divided into study units of reasonable size, which deal with defined topics to be covered within set periods of time. Detailed solutions are provided separately for most of the exercises in the text, in order to facilitate self-assessment.

The texts and additional learning materials (CDs, lab kits, etc.) are mailed to the students’ homes or posted on the course website before the beginning of the semester, together with a course booklet that includes the course topics, assignment questions and timetable (dates of tutorial sessions and topics of discussion, as well as deadlines for submitting assignments). The booklet also includes sample final exams from previous semesters. During the semester, students submit assignments and receive detailed personal feedback; at the end of the semester, they take a monitored written final exam. Tutorials at study centers serve to enhance, clarify and review the subject matter, but they cannot, and do not replace the written texts. Thus, the same uncompromising standards are preserved throughout the country and abroad, regardless of study center or tutor. To ensure uniform grading of assignments and the provision of instructive feedback, tutorials are monitored by the academic departments. The course coordinators supervise the tutors and visit study centers regularly. Classroom observations provide useful insights into learning processes that can be applied in future course development.

**Degree eligibility:** Successful completion of a single course entitles students to 3-6 credits, depending on course scope. To earn a bachelor's degree, students must earn at least 108 credits. Dual-disciplinary degrees may require up to 128 credits, and a BSc in engineering requires up to 160 credits. Students must also demonstrate English-language proficiency, library and bibliographic skills, and computer application skills before enrolling in advanced courses. These requirements may be fulfilled, either by passing exemption exams, or by taking relevant non-credit courses. All degree candidates must earn at least 24 advanced credits, submit seminar papers, and meet the specific content requirements of the degree program selected. In most programs, students are required to include at least one course that is not related to the main field of the program, so as to broaden their interests, skills, and experiences.

**Number of students:** In the 2012-2013 academic year, 42,560 students were enrolled in one or more undergraduate courses and 3,755 were enrolled in graduate courses.

Measuring the allocation of OUI's undergraduate students between departments is not straightforward because students at the OUI do not enroll in a department or a program, as is customary at other universities, but rather register for individual courses. In addition, an OUI student's program of studies may include courses from different departments.

In order to estimate the distribution of students according to different fields, we use course enrollment data. In 2012-2013, undergraduate course enrollments were divided as follows:

Field	Course enrolments
Social Science	69%
Natural Science, Mathematics, Computer Science	18%
Humanities	13%

Master's degree students have to formally enroll in a specific program. In 2012-2013 their distribution among the different OUI's programs was as follows:

Program	Students
MSc in Computer Science	226
Master of Business Administration (MBA)	2,437
MA in Democracy Studies (Interdisciplinary)	340
MA in Education: Technologies and Learning Systems	462
MA in Biological Thought	13
MA in Cultural Studies	157
MA in Educational Administration, Policy and Leadership	134

**Bridges to other universities:** OUI students may officially transfer from the OUI to most other universities in Israel with accreditation for the courses they have completed in the OUI and with the credits they have acquired. These transfer channels, which were established with the encouragement of the CHE, are based on agreements between the OUI and the other universities, which specify in each case a minimum GPA in a specified cluster of OUI courses that enables the transfer. Israeli students typically choose to use these transfer options in order to bypass the rather high initial entry barriers that most universities have in their more attractive study programs.

**Number of graduates:** In 2012-2013, the university conferred 3,230 bachelor's degrees and 602 master's degrees. The relatively low percentage of graduates should be viewed with caution as, due to the OUI's openness and flexibility, many OUI students do not necessarily study towards a bachelor's degree at the OUI. Instead, some students take individual courses for personal enrichment; others study at the OUI in order to use the OUI's transfer channels to other universities; and some are already studying in other universities and take OUI courses (credited by their universities) in order to optimize their pace towards the degree and diversify the contents of their studies.

The OUI's openness and flexibility make it highly attractive to individuals who are not certain of their academic skills or of their preferences towards academic studies. For such people the OUI offers the opportunity to begin academic studies without making the large preliminary

commitments they would face in other universities. In particular, they are spared the time commitment and the financial commitment that follows from enrolling for an entire academic year, as is common in most universities and colleges. They are also spared the commitment of completing their high-school matriculation exams (if needed) and of taking the psychometric exam required by all other Israeli universities. For such individuals, the completion of a degree is indeed a positive outcome – but not the only favorable result. Another possible desired outcome is enabling them to make more informed decisions for their future, as the OUI makes it easier for them to experience academic studies. This additional goal is another reason for the caution required in interpreting the OUI's graduates-to-students ratio.

Finally, another reason for the relatively low percentage of graduates is that the flexibility of OUI studies enables students to combine studies with work and family. Therefore, relative to other universities, it is more likely that non-academic events (such as job promotion or child birth) may lead OUI students to (permanently or temporarily) leave their studies.

**Research:** The OUI creates a university-wide culture of excellence by increasing the proportion of its faculty who excel in their fields. Beyond planned recruitment, the university actively seeks candidates who are involved in cutting-edge research. Basic and applied research achievements, measured against national and international standards, and active participation in national and international academic forums, are central to the advancement of OUI faculty. The research also nourishes and enhances teaching and learning at the OUI.

**Historical notes and landmarks:** The OUI was conceived in the early 1970s in response to the realization that traditional Israeli universities could not materialize large parts of the population's latent academic potential. In forming the OUI, its founders were inspired mainly by the Open University in England, which began operating in the 1960s.

- 1974 The OUI is established by the government of Israel with the support of the Rothschild Foundation.
- 1976 The OUI opens its gates: 1,431 students enroll; 17 study centers are opened. Five academic courses are offered in the following fields: mathematics, physics, biology, geology and Jewish history.
- 1980 The CHE recognizes the OUI as an institution of higher education and authorizes it to confer bachelor's degrees.
- 1982 The first graduation ceremony takes place: 42 graduates receive their diplomas.
- 1996 The CHE approves the first OUI graduate program: MSc in Computer Science.
- 1997 The OUI undergoes a major structural reform, moving from separate central management of development teams and teaching teams, to autonomous, unified academic departments.
- 1998 The Research Authority is established, showing that research is an integral component of faculty members' rights and responsibilities.
- 2004 The OUI moves to its new location, the Dorothy de Rothschild Campus in Raanana.
- 2007 The Pe'er ("opening treasures of the mind") Project is launched, making a large number of OUI textbooks freely available to the general public via the Internet.
- 2009 A Dean of Development and Learning Technologies and a Dean of Research are appointed.
- 2012 The Planning and Budget Committee of the CHE approves a unique budgeting model for the OUI. This model acknowledges the unique standing of the OUI as a source of high-

quality learning materials and as a means of making academic studies accessible to special population groups.

## 1.2 Mission Statement of the Institution; Aims and Goals

The mission of the OUI combines the pursuit of excellence and commitment to superior scientific and research standards along with providing wide access to higher education for any individual who has the skills and motivation to successfully undertake university-level studies. These aspects of its mission are reflected in several of the OUI's unique characteristics:

**Research:** The OUI strives for excellence in research in all academic disciplines. Research forms a major part of the role of senior faculty members, whose achievements are reflected in publications in prestigious academic journals and winning competitive research grants

**Open admissions:** The OUI is open to anyone who wishes to study toward a bachelor's degree, without preconditions or admission requirements.

**Distance education:** The OUI specializes in distance teaching and promotes independent study. Textbooks are the primary component of its instruction method. Every course offers optional tutorial sessions, and study groups are opened in various locations, based on student demand. All courses have websites, through which the OUI integrates innovative technologies and internet-based tools into its method of teaching. In a growing number of courses, technology allows students to study online. The teaching aids afford an enjoyable and effective learning experience, and enable students with different learning styles and needs to study without time or place constraints.

**Adaptability to special populations:** The OUI teaching method is, by its very nature, adaptable to the particular needs of special groups. Through its many study centers located throughout the country, the OUI is able to reach residents of **peripheral** areas. The flexibility offered by the OUI enables **working people** to study at their own pace towards a degree, or to take courses for personal enrichment. The OUI addresses the needs of **Arabic-speaking** students by recruiting Arabic-speaking tutors, and by translating some introductory courses into Arabic. Several courses are available in Russian for the benefit of over a million **Russian-speaking** immigrants in Israel. Groups of **ultra-Orthodox** students may request separate tutorials for men and women. The OUI's distance-teaching methods are particularly suited to **soldiers**, people with **physical disabilities**, individuals temporarily **living abroad**, **prisoners**, **high-school students**, and other students who are limited in their ability to physically reach the classroom.

**Flexibility in time, place and pace of studies:** Within each semester, OUI students can study on their own time, anywhere in Israel or abroad. The OUI does not require students to complete a structured program of studies during a specific academic year. Consequently, they are able to adjust their rate of progress towards an academic degree according to their specific needs, constraints and lifestyle.

**Curricular flexibility:** Students can sample a variety of courses before designing an individualized program incorporating either several disciplines into a broader program, or focusing in greater depth on one or two fields of study. In either case, students are bound by the

rules of the chosen degree program, which ensures the academic inner logic of each graduate's studies.

**Flexibility in scope of tutorial support:** The OUI offers different types of optional tutorials: regular, intensive or reduced, as well as virtual tutorials, using diverse communication technologies.

### 1.3 The Organizational Structure of the Open University

**1.3** A description and chart of the institution's organizational structure, and the names of holders of senior academic and administrative positions

#### 1.3.1 Statutory Open University authorities and officers

The **Council** – The supreme authority of the University. It determines university policies, oversees their implementation, and administers the affairs and assets of the university.

**Chancellor** – Chairperson of the University Council

**Deputy Chancellor** – Chairperson of the Council in the absence of the chancellor

**Vice Chancellor** – Chairperson of the Council in the absence of the chancellor and deputy chancellor

The **Executive Committee** – Elected by the Council from among its members; serves as the Council's current executor and guide for policy implementation

**Chairperson of the Executive Committee** – Heads the Executive Committee; elected by the Council from among its members

**President** – Heads the university; elected by the Executive Committee with the approval of the Council

**Vice President for Academic Affairs** – Responsible for all academic aspects of the university; appointed by the president, in consultation with the Senate and with the approval of the Executive Committee. The Vice President for Academic Affairs serves as acting president in the president's absence.

The **Senate**, headed by the president, is the highest academic authority of the university. It is responsible for monitoring its long-term academic policy and maintaining academic quality.

The **Faculty Council**, composed of all internally appointed senior faculty members, the president of the university, and the vice president for academic affairs. The Faculty Council discusses and provides counsel on academic affairs and submits its recommendations and proposals via the President to the relevant institutions of the University.

### 1.3.2 Senior Academic and Administrative Office Holders

**Chancellor** – President of the Supreme Court (ret.) Justice Dorit Beinisch

**Deputy Chancellor** – The Rt. Hon. Lord Jacob Rothschild

**Vice-Chancellor** – Prof. Abraham Ginzburg

**Chairman of the Executive Committee** – Mr. Zeev Abeles

**President of the Open University** – Prof. Kobi Metzer

**Vice President for Academic Affairs** – Prof. Aviad Heifetz

**Dean of Academic Studies** – Prof. Bat-Zion Eraqi Klorman

**Dean of Research** – Prof. Manor Mendel

**Dean of Development and Educational Technology** – Prof. Sarah Guri-Rosenblit

**Director General** – Mr. Amit Streit

**Dean of Students** – Dr. Haim Saadoun

### 1.3.3 Central academic and administrative bodies

**Academic departments:** Seven academic departments function within the OUI:

- History, Philosophy and Judaic Studies
- Literature, Language and the Arts
- Management and Economics
- Sociology, Political Science and Communication
- Education and Psychology
- Natural Sciences
- Mathematics and Computer Science (including Engineering)

OUI academic departments are directly under the authority of the vice president for academic affairs. This system differs from most other universities, which organize departments into colleges, schools, or faculties. This difference arises from the OUI's unique teaching model which, as described above, enables the OUI to use a relatively small number of senior faculty members (about 80-90 in 2014) and yet to teach approximately 40,000 students a year under rigorous academic standards. Because of their limited numbers, senior faculty members are organized into no more than seven departments, which eliminates the need for additional organizational layers between the vice president and the academic departments.

Due to the small senior faculty, each department is responsible for the research and teaching of two or three distinct (yet related) disciplines.

The **Academic Subcommittees** function under the auspices of the Senate. They discuss new course proposals and study programs initiated by the academic departments, evaluate writing samples from proposed authors, and consider external experts' reviews. Proposals approved by the subcommittees require ratification by the vice president for academic affairs, the Senate and the president.

The Office of the **Dean of Academic Studies** is responsible for university-wide issues related to studying and tutoring at the OUI. It sets general rules and regulations that all students must observe. It defines policies concerning the qualifications of tutors and regulates the number and location of study centers, the number of tutorial hours and the tutorial format. The dean of

academic studies formulates guidelines for collaborating with institutions in which OUI courses are taught, and maintains ongoing contact with them. Within the Office of the Dean of Academic Studies, the **Academic Counseling and Study Guidance Center** supports students throughout their studies by providing general counseling, and by teaching learning skills through workshops or individual guidance. A special unit in the center focuses on students with learning disabilities. Also within the Office of the Dean, the **Training Department** develops and implements pedagogical training programs for course coordinators and tutors. Finally, the Office of the Dean of Academic Studies also includes the **Disciplinary Committee**, which deals with offenses detailed in the Student Code of Conduct.

The **Research Authority (RA)**, headed by the **Dean of Research**, encourages research by assisting in the location of external funding sources and submission of proposals. In addition, the RA supports research through grants and scholarships from the internal research fund. It is responsible for financial and administrative monitoring of all funded research work.

The **Dean of Development and Educational Technology** is in charge of the **Academic Development Unit** that supports course development by coordinating the activities of the academic subcommittees; handling course proposals and professional reports; drafting contracts with external course writers, consultants, translators, editors, etc.; coordinating development schedules; updating databases on courses, and handling copyright issues. It also serves as a link between course development teams and the **OUI Publishing House**, which is responsible for the graphic design and publication of all OUI textbooks.

The Dean of Development and Educational Technology is also in charge of **Shoham – The Center for Technology in Distance Education**. Shoham develops and integrates technology-based pedagogical tools to make learning more effective and enjoyable; tests new technologies and helps integrate them into appropriate courses; examines distance-learning methodologies and assesses their value as alternatives to tutorial sessions; produces a variety of study materials rich in images, sound and motion, to complement written study materials; and trains and supports course coordinators and faculty who wish to participate in creating and integrating technology into their teaching. Shoham's staff includes pedagogical experts, multimedia and video specialists, and technology professionals.

The **Teaching Services System** is responsible for planning, organizing, coordinating and implementing all the learning-related services provided by the university. It manages administrative information and registration, distributes study materials and teaching aids, coordinates activities in study centers, organizes examination centers; administers students' assignments, final exams and transcripts; and handles administrative requests, queries, and complaints.

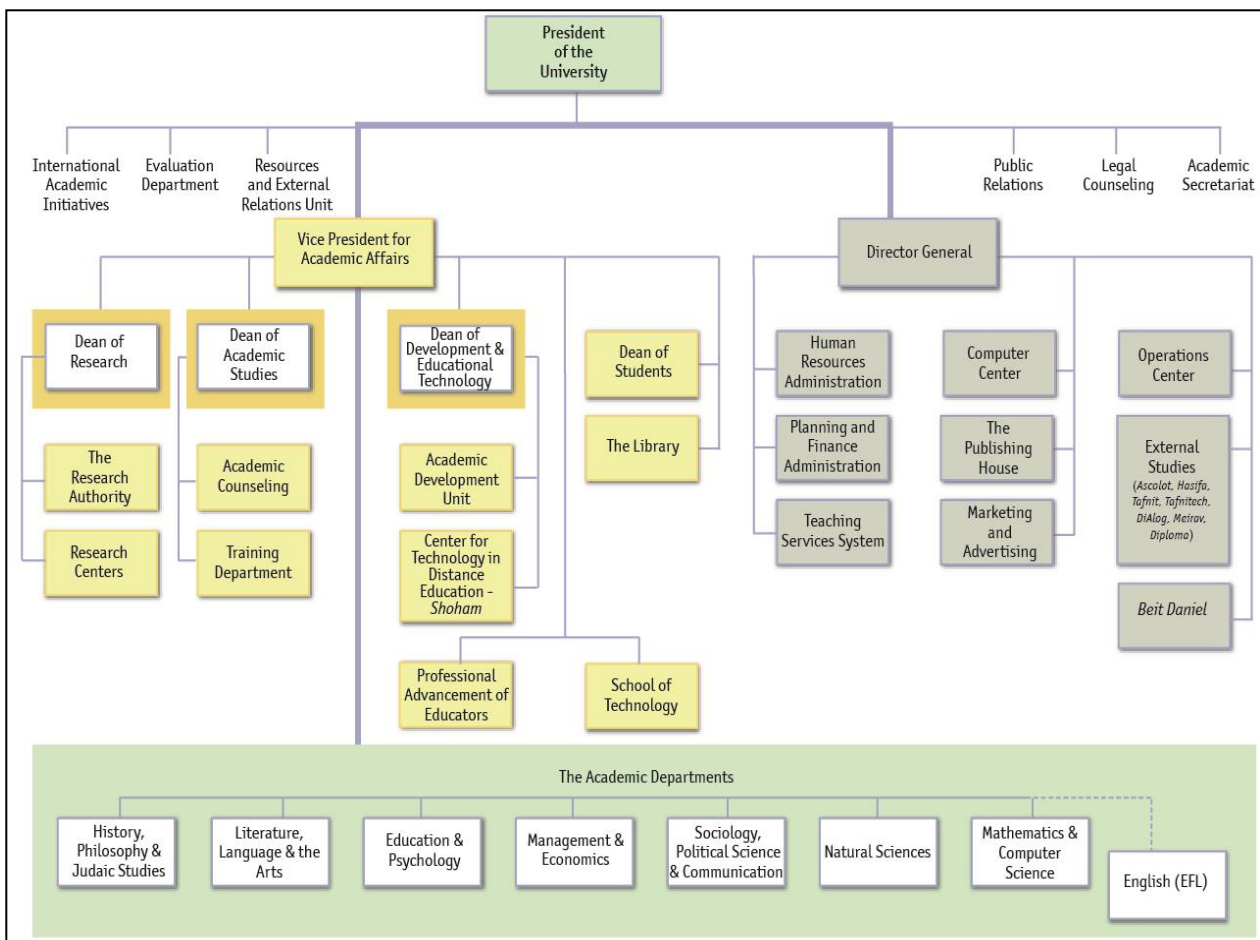
The Office of the **Dean of Students** initiates and coordinates activities that relate to student welfare, including financial aid. The dean of students also serves as the students' ombudsman.

The **Ethics Committee** deals with all ethical issues related to research and with issues related to the distribution of questionnaires by mail or e-mail.

The **Evaluation Department** conducts studies and surveys in order to assess OUI teaching. In addition to an ongoing survey of student attitudes towards the teaching process, the department evaluates programs of study, individual courses, and special projects. Requests for evaluation may come from OUI management, a specific department, a faculty member, or the evaluation department itself. A representative of the evaluation department functions within each of the academic departments.

The organizational structure of the OUI is summarized in the following chart:

**The organizational structure of the OUI**





## Chapter 2 – The Parent Unit

### 2.1 The Parent Unit – The Department of Management and Economics

**2.1** The name of the parent unit and a brief summary of its "history", its activities and development in the period of its existence.

The parent unit of the OUI's degree program in Management is the **Department of Management and Economics**. The department offers studies towards bachelor's degrees in **management, economics, and accounting**. It also offers an MBA degree.

In the academic year 2013-2014 the department was comprised of eight senior faculty members – four economists and four management scholars. Three additional members have been recruited recently and are scheduled to join the department in October 2014 and October 2015. The senior faculty is currently supported by four senior lecturers who are not part of the OUI senior faculty, but who are employed on a special contract.

Currently, the department offers a total of 101 academic courses, and employs, in addition to its senior faculty members, approximately 65 course coordinators and 400 tutors (the number varies by semester, depending on how many tutorial groups are opened). All course coordinators and tutors have at least an MA or MBA, and a large proportion also hold a PhD. All course coordinators have offices in the OUI's headquarters campus in Raanana.

#### Historical milestones in the Department of Management and Economics

**1976** – The OUI opens, and initially offers five courses. An ongoing process of developing more courses begins.

**1980** – The Council for Higher Education (CHE) authorizes the OUI to offer its first two bachelor's degrees, one of which is a degree in social sciences and humanities based on a curriculum that includes courses in management and economics.

**1993** – The CHE authorizes the OUI to offer a bachelor's degree in management and economics.

**1997** – The Department of Management and Economics is created, following changes in structure at the OUI which creates academic departments and divides faculty among them.

**2001-2011** – The CHE authorizes the OUI to offer a variety of single and double-disciplinary bachelor's degrees in management, economics, and accounting.

**2003** – The CHE authorizes the OUI to offer an MBA.

### 2.2 The Mission of The Department of Management and Economics

**2.2** Mission statement of the parent unit, its aims and goals.

#### Mission

The mission of The Department of Management and Economics is derived almost directly from the mission of the OUI which was described in chapter 1. The main elements in the department's mission are:

- To generate state-of-the-art knowledge that fosters scientific thought in management and economics

- To diversify the higher education offerings available to the Israeli public by providing academic studies at a high academic level, without pre-defined admissions requirements, and which allow a high level of flexibility in the time, location, pace and means of study
- To enhance Israeli academia with textbooks and other teaching materials in the fields of management, economics and accounting
- To use our decades-long experience in distance education to promote the internationalization of our academic programs and of our graduates
- To provide students with a variety of skills that will serve them in their advanced studies and professional careers, with an emphasis on the ability to be a life-long learner who is capable of independent study, of accessing and evaluating new knowledge, and of taking part in the creation of new knowledge in their fields of expertise

### **Vision**

The Committee for Evaluating Higher Education in Israel (Headed by A. Shohat, the former Minister of the Treasury) wrote in its 2007 report:

"Strictness with quality of teaching has brought with it recognition of the OUI's courses as equal to those of the regular universities."

The first element in the vision of the management and economics department is that within 5-10 years our courses will not be merely recognized as equal to those of other universities, but will be considered as being among the best ones within this group. We believe that the highly structured and careful process of course development, maintenance, and updating makes this a realistic vision. Accordingly, we envision the OUI as one of the top choices for talented students seeking a degree in management.

Senior faculty members in the Department of Management and Economics are already engaged in active research, and often publish in highly-ranked journals. Our vision is that over the next 5-10 years this will be sustained and even enhanced, as the senior faculty will enjoy a significantly improved research infrastructure, as well as a restructured distribution of their time between research, course development, and administrative tasks.

We further envision that in 5-10 years the studies in the department will include a viable international component in which the department teaches, in English, international versions of a significant number of its courses for Israeli and international students. Moreover, our Israeli students will be encouraged to combine their OUI studies with courses from open and traditional universities in other countries.

### **Selected goals towards fulfilling the vision**

In general, our courses are updated, and comply with university-level academic standards; some of them exhibit exceptionally high academic quality. We wish to push this forward and to have **all** of our courses excel to the highest standards, and to have **all** of them significantly updated. In this way we hope to take a large step towards fulfilling the corresponding part of our vision.

In particular, we aim to intensively incorporate cutting-edge technology in teaching. Specifically, we intend to further intensify the already broad use of our course websites. In addition, some of

our textbooks already use modern technologies to link to additional materials, via internet links in their digital versions and barcode links in their printed versions.

Achieving the goals listed above is based on first achieving the more fundamental goal of increasing the department's senior faculty. With additional faculty members, more courses can be developed simultaneously, leading to more rapid improvements and more frequent revisions. As a first step towards enlarging the department, three new faculty members were hired in 2014. As a second step towards achieving this goal we have submitted a request to the OUI's authorities to hire three more senior faculty members, in order to raise the level of our courses. The request was submitted in April 2014, in a detailed letter to the committee for assessing academic development headed by the OUI vice-president.

Recruiting more faculty members should help us achieve another goal – that of lessening the amount of time that the department's senior faculty devotes to academic administration. In the OUI, where teaching and development are highly structured and formal, the administrative burden is higher than in other universities.

Our goal of enabling senior faculty members to allocate more time to research should be facilitated by the above- mentioned reducing of the amount of time devoted to administrative duties. Another goal which is related to promoting departmental research is described in *The Department of Management and Economics Behavioral Research Program*, submitted to relevant OUI authorities in 2013. Its three main elements are: (I) a departmental ethics committee; (II) a behavioral research lab for use by the department; (III) a system that credits students for participating in research. The ethics committee has already been formed, and implementation of the other elements is planned for the coming year.

Our vision of including a viable globalization component in our teaching program will be realized by joining a specific initiative of the OUI's international office: to translate several closely-related courses into English, and offer them as a division of studies to other universities to add to their programs. In exchange, these universities will offer a similar English option for our students.

## 2.3 The Organizational Structure of the Department

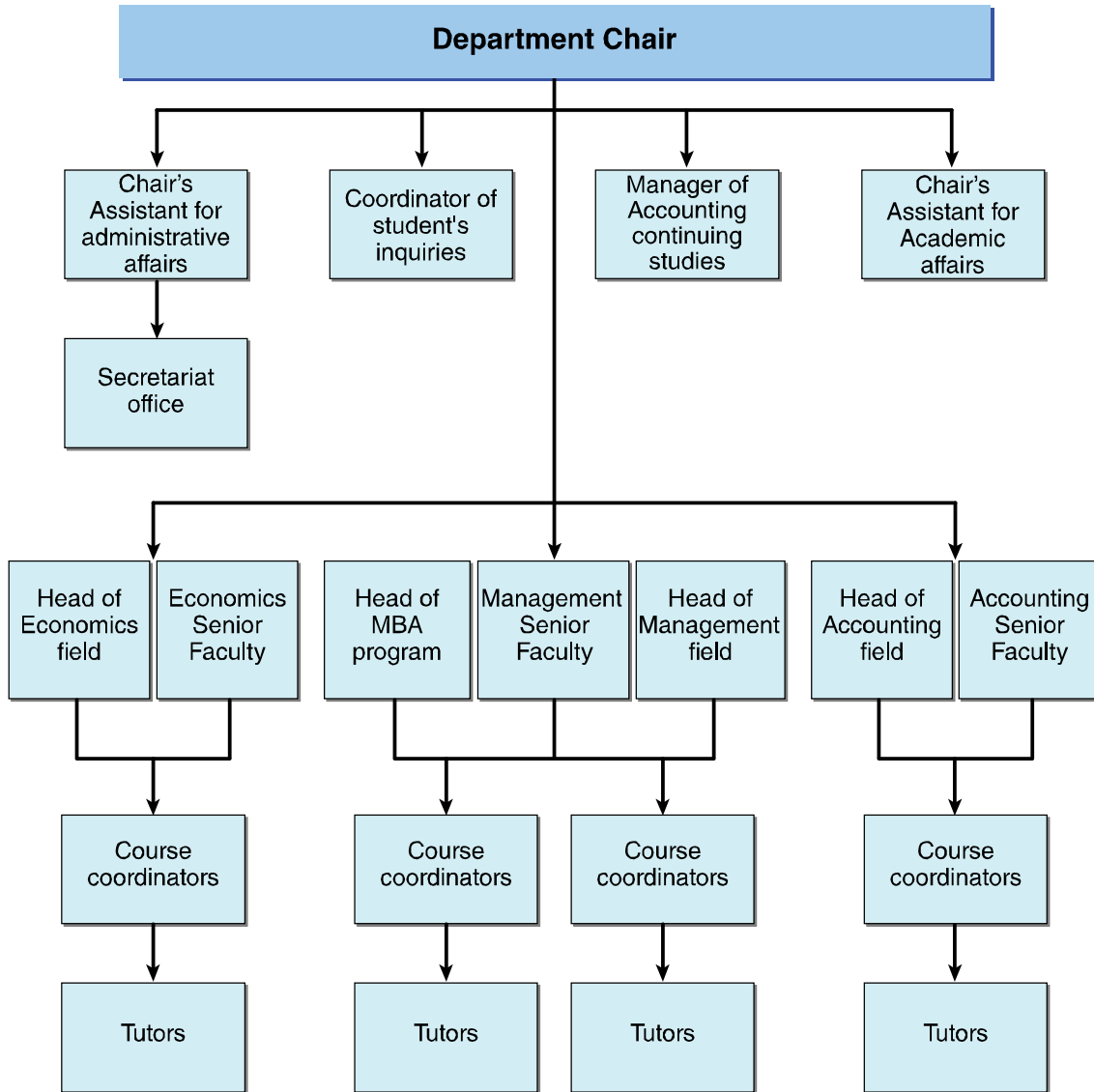
**2.3** Description and chart of the unit's academic and administrative organizational structure (including relevant committees), names of holders of senior academic and administrative positions and list of departments/study programs it operates.

Leading the department is the **Department Chair**, appointed by the president for a three-year period from among the department's senior faculty. The Chair runs the department according to the stated mission and goals, subject to the OUI's rules and procedures, and under the direct authority of the vice-president for academic affairs. Under the Department Chair are the following four positions:

- Head of Management field – In charge of the department's management study programs
- Head of Economics field – In charge of the department's economics study programs
- Head of the MBA program – In charge of the department's MBA program
- Head of the Accounting program – In charge of the department's accounting study programs

Faculty members in these positions are appointed by the president for a three-year period.

**The organizational structure of the Department of Management and Economics**



The main committee related to the department is the Senate's **Academic Subcommittee for Management and Economics**, which includes all of the departmental senior faculty, two representatives of the teaching staff, and three representatives from other departments. The subcommittee examines and votes on all proposals for new courses and course revisions initiated in the department. The chairperson of this subcommittee is independent of the department chair and is appointed for a three-year period by the vice president, from among the department's senior faculty. Note that the academic subcommittee for management and economics and the subcommittee's chairperson do not appear in the chart, as they function independently of the department, as described above.

Currently holding the main positions in the department are the following faculty members:

- Department Chair – Dr. Yishay D. Maoz
- Head of Management field – Dr. Nitza Geri
- Head of Economics field – Dr. Yishay D. Maoz
- Head of the MBA program – Dr. Arie Nachmias
- Head of the Accounting program – Dr. David Ravia
- Chairperson of the Management and Economics Subcommittee – Dr. Mordechai Schwartz

Other main positions in the department are the Coordinator of Student Inquiries, the Chair's Assistant for Academic Affairs, the Manager of Continuing (post BA) Studies in Accounting, and the Chair's Assistant for Administrative Affairs. The latter is also in charge of the department's secretariat. These positions are described in detail in the following chapters.

### 2.3.1 Degree programs

The department coordinates BA programs in management, economics, and accounting.

The department also offers a degree program in management and a degree program in economics as part of a dual-disciplinary BA. The complementary part of the degree comes from a diverse list of 16 disciplines. The most popular dual-disciplinary degrees are: management and economics, management and psychology, and management and computer science – systems & applications.

The department also offers divisions of studies in economics, management, and accounting, which can be combined with other fields of study for a degree in another discipline.

## 2.4 Number of Students

**2.4** Please provide in table format, the number of students in the Unit's departments who are studying and have studied in the unit in each of the last five years according to the level of degree (see the Appendix "student information" – table 1 Student Numbers)

Unlike other universities, the OUI does not require undergraduate students to enroll in a specific department or program. The only formal registration they must undertake is registration for each course. This contributes greatly to the flexibility of OUI studies.

To further increase flexibility, the OUI advises its students to begin their studies with courses that can be used in many programs, such as Introductory Statistics or English courses. This helps new students acquire more knowledge about their own skills and preferences and about the nature of the different studies offered, before committing to a specific discipline.

In order to prevent flexibility from becoming chaos, the OUI operates a large body of counseling services (described in detail in Chapter 4) that help students efficiently navigate through their many options.

Since undergraduate students are not required to formally enroll in a specific department or program, – the measuring of the number of students in each specific study program and department can only be done via estimates based on subjective choices. For the purposes of this report we use the following definition:

An undergraduate student in the department of management and economics in a particular year is a student who:

- (a) has registered for least one course during that year
- (b) has successfully completed, up until (and including) that year, at least two of the courses offered by the department, including at least **one** of the following:
- *Introductory Microeconomics*
  - *Organizational Behavior*
  - *Accounting Principles for Students of Accounting*

These three introductory courses are the gateways for studies in economics, management and accounting, respectively. In each of these three disciplines, successful completion of the introductory course is a prerequisite for registration in most other courses in the study program. Thus, most students in the department take one of these courses as their first or second course. Previous internal OUI analyses have shown consistently that students studying towards degrees in other departments do not tend to take these courses (even if offered by their study program) and it is unusual for students in other departments to take one of these introductory courses plus another course from our department. Thus, condition (b) is both typical of, and unique to, the students of the management and economics department. Since students normally register for the two courses at the beginning of their studies, we use it to define the students in our department.

It should be emphasized that this is not a formal definition, and is not used to officially categorize students. We use it only for the purposes of research, analysis, and evaluation of the department.

Similar to the definition of an undergraduate student in the Department of Management and Economics, we define a "management student" according to the following definition:

A "management student" in a certain year is defined as a student who:

- (a) has registered for least one course during that year.
- (b) has studied, up until, (and including) that year, the course "Organizational Behavior".
- (c) has studied, up until (and including) that year, the course "Marketing management".

We use this definition because we have found that the combination of the two courses is both typical of, and unique to, the students who eventually earn a BA in management.

Unlike undergraduate students, MBA students must formally enroll in the program. Based on the undergraduate definitions given above and official MBA records, the following table shows the number of students in the management and economics department during the past five years:

Year	Number of undergraduate students		Number of MBA students
	All students	Management students	
2009	13,857	7,438	2,462
2010	14,140	7,790	2,729
2011	13,528	7,383	2,584
2012	12,841	7,089	2,467
2013	12,403	6,769	2,472

## 2.5 Number of Graduates

**2.5** Please provide in the format of a table, the number of students who have graduated in each one of the Unit's departments in each of the last five years according the level of degree (first degree, second degree with thesis, without thesis, doctoral degree).

The following table shows the number of graduates in the different study programs of the Department of Management and Economics during the years 2009-2013. The first line refers to the MBA program graduates, and the lines below it refer to bachelor's degree graduates.

	2009	2010	2011	2012	2013
<b>Second degree</b>					
MBA	214	385	357	351	412
<b>Single-Disciplinary BA</b>					
Management	180	177	193	183	177
Economics	21	11	14	22	23
<b>Dual-Disciplinary BA</b>					
Management and Economics	196	206	236	218	213
Management (not with Economics)	215	202	219	228	224
Economics (not with management)	7	14	10	17	10
<b>Single-Disciplinary BA with a Division of Studies in another discipline</b>					
Management	19	23	27	36	44
Economics	15	16	23	9	17
Accounting (with a Division of Studies in Economics)	64	140	195	202	213
<b>Other BA degrees with 50% of the courses in management and economics</b>					
General BA degree in social sciences	285	304	294	319	283
Total BA graduates	1,002	1,093	1,211	1,234	1,204

## 2.6 Deciding upon the Rationale, Mission and Goals

**2.6** Who decides (internal/external bodies) on the rationale, mission and goals of the parent unit and of the study programs? What are the considerations behind these decisions? Are they periodically re-examined and, if deemed necessary, changed? What changes were made? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

The mission and goals of the department, as specified in sub-section 2.2 above, are decided by the department's senior faculty and approved by the OUI's vice president. The general intention underlying these decisions is to match the mission and goals of the department with those of the OUI, as expressed in sub-section 1.2 above.

The goals and objectives are discussed (and if necessary modified) on an ongoing basis in the regular departmental meetings, and in ad-hoc meetings convened for a specific purpose. They are communicated to the department employees, the teaching staff, the students, and the general

public via publications on the department's website, by regular and e-mail, via annual department meetings, and, when relevant, in personal and group meetings of course coordinators and tutors. The most recent change in our mission, as specified in section 2.2, relates to its fourth element, globalization, which was incorporated into our mission in a departmental meeting of the senior faculty and representatives of the teaching staff in January 2014. Underlying this change was the growing interest within the OUI regarding the recent trends of globalization in higher education around the world.

## 2.7 The Department's Perception of the Evaluated Study Programs

**2.7** What is the Parent Unit's perception of the evaluated Study Program within its greater framework? Is the Study Program represented in the Parent Unit's decision-making bodies?

Within the department, and also among the OUI's higher authorities, the study programs in management and economics, along with the MBA program are considered the department's main teaching mission. This is reflected in the department's name and also in the composition of the senior faculty, which equally represent management and economics.

As described above, the department is not formally divided into sub-units. Thus, there is a large measure of involvement by senior faculty members from each discipline in the running of the study programs belonging to other disciplines in the department. This implies an almost full representation of the study program within the two main decision-making bodies of the department: departmental meetings of the senior faculty, and the Academic Subcommittee for Management and Economics.



## Chapter 3 – Study Programs

### 3.1 The Goals, Structure, Contents and Scope of the Study Programs

#### 3.1.1 The study programs in Management and Business Administration

**3.1.1** The name of the department / study programs, a **brief** summary describing its development since its establishment. Please attach a copy of the academic diploma awarded to students.

#### Undergraduate Study Programs in Management

The Department of Management and Economics offers the following undergraduate study programs in management:

- BA in Management
- Dual-disciplinary BA in Management with another discipline
- BA in Management with a division of study in another discipline
- BA in Social Sciences: Emphasis on Management

The dual-disciplinary degree in management is offered in combination with the following disciplines: economics, communication, political science & international relations, sociology, psychology, education (curriculum & instruction studies), history, history of the Middle East and its cultures, film studies, arts, philosophy, computer science – systems and applications, cognitive science, life sciences, chemistry, and mathematics.

An OUI undergraduate degree in management can include a division of study in one of the following disciplines: economics, accounting, work relations, logistics, business law, political science, international relations, communication, public policy, sociology, education, psychology, Judaic studies, history, philosophy, arts, literature, music, film studies, mathematics, and computer science.

In addition, the department also offers a division of study in management that can be added to a bachelor's degree in another field.

These different study programs developed gradually. The first OUI courses in management and in economics were developed for the BA in social sciences that the OUI was authorized to confer in 1980. As the number of these courses grew, the OUI study program for a dual-disciplinary degree in management and economics was accredited. In 1997 The Department of Management and Economics was formed, more courses in management were written, and the study program for a degree in management was approved, along with the other study programs mentioned above.

#### The MBA study program

The Department of Management and Economics offers an MBA program. Its development began during the late 1990s and it was accredited by the CHE in 2003. The program was created in response to the growing demand for university-quality studies in business administration at the graduate level, together with the openness and flexibility that the OUI offers. The undergraduate management courses and the related academic staff that have gradually joined the OUI served as a solid basis for the development of the MBA program. Boosting the initiative further towards its

completion was the formation of the Department of Management and Economics in 1997, which supplied much-needed infrastructure and organization.

### 3.1.2 The aims and goals of the study programs

**3.1.2** Please describe the mission statement of the department/study programs, its aims and goals. What is the Strategic Plan of the department and its study programs?

Since the evaluated study programs are part of the Department of Management and Economics, please see section 2.2 for the relevant mission, aims and goals of the department as a whole. The current sub-section focuses on the specific aims and goals of the study programs in management and business administration.

The purpose of the OUI's **undergraduate program in management** is to give students broad and in-depth theoretical and practical knowledge in management and to qualify graduates with independent study skills to enable them to integrate successfully in a variety of management positions in different organizations. The undergraduate program has the following aims:

- To introduce students to the basic fields which are relevant to management, including economics, mathematics, statistics, and research methods
- To provide students with general knowledge and fundamental skills in main management areas, such as organizational behavior, marketing, finance, accounting, and information systems
- To offer elective courses, advanced courses, and seminars, which allow students to deepen their knowledge in the management fields which interest them the most
- To encourage students to broaden their horizons by offering them a diverse selection of divisions of study in additional fields, as well as dual-disciplinary programs that combine management studies with other disciplines

The purpose of the **MBA program** is to qualify students for middle and senior management positions in business and the public sector. The MBA program has the following aims:

- To impart professional knowledge and skills in the area of management,
- To enable its students to specialize in practical areas, including: business policy and strategy, marketing, accounting, finance, operations, human resources, international management, industrial and business economics, government and public policy, ethics and law, behavioral sciences, decision-making, information systems, and quantitative methods
- To provide the knowledge, as well as the opportunities, to experience methods for diagnosing managerial phenomena, and to impart decision-making and problem-solving skills
- Tools gained in various fields will be applied to analyzing and planning systems and projects from an integrated managerial perspective.

### 3.1.3 Organizational structure of the study program

**3.1.3** Description and chart of the department's academic and administrative organizational structure and its study programs (with relevant committees and names of senior administration).

Since the evaluated study programs are part of the Department of Management and Economics, please see section 2.3 for the structure of the Department of Management and Economics.

### 3.1.4 Location

**3.1.4** Location: the campus where the study program is taught (if the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

The programs are offered to students throughout Israel and abroad. In the OUI's independent study model, the course is taught mainly via textbooks and online materials that are available to the students wherever they are located. The following tables show the dispersion of OUI management study groups throughout Israel in the academic year 2012-2013

#### Undergraduate and Graduate Management Courses (2012-2013)

Region	Undergraduate		MBA	
	No. of Courses	No. of Groups	No. of Courses	No. of Groups
North	22	149	21	53
Sharon	12	43	12	18
Center	30	454	27	106
Jerusalem	21	63	7	12
Shfela	16	66	11	12
South	21	94	17	38
National	8	10	0	0
On-line	14	58	19	164
<b>Totals</b>		<b>937</b>		<b>403</b>

Uniformity of learning materials ensures uniformity of the program wherever it is studied. The final exams in each course are based on a single version administered to all exam locations at exactly the same time. This also contributes to uniformity.

Students may choose to participate in tutorial sessions in study centers located throughout the country, from the Upper Galilee and Golan Heights in the north, to Eilat in the south. Some tutorial sessions are offered online. Although tutorials are designed to fit the needs of those who attend, they do not cause disparities in the program, as they are based on the formal texts and online content materials, and are primarily meant to support students' independent-study.

### 3.1.5 Study program structure and content

**3.1.5** Please describe the study program's structure and content, including specializations/tracks within the program, division of courses according to number of credits and fields within the discipline. How are the mission statement, aims and goals of the program reflected in the study program?

The first six sub-sections of this segment describe the structure and content of the OUI's study programs in management and business administration. The final sub-section (3.1.5.7) discusses how they reflect the mission statement, aims, and goals of the programs. The following table briefly presents the main parts of the undergraduate study programs in management.

**Programs at a glance: Undergraduate programs in management, by course-credits**

Program	Total	Basic	Management	Required	Elective	Advanced
Management degree	108	20	82	36	46	At least 24
Management degree with a division of studies in another field	108	20	64	36	28	At least 18
Management dual-disciplinary degree	110-126	17	45	30	15	At least 12
Social sciences: emphasis on Management	108	17	54	36	18	At least 18

None of the study programs contain specializations or tracks.

**3.1.5.1 Study program towards a BA in management**

This study program (as well as all other OUI bachelor's degrees in management) has three main levels. The first level comprises courses that lay a broad and in-depth foundation of English, mathematics, statistics, computer applications, and economics. The second level includes required courses that comprise the core topics in management. The third level consists of a variety of theoretical and applied elective courses in management. Some of these elective courses are defined as "advanced", due to the depth of analysis and the resulting level of difficulty.

Like most programs of study in the OUI, the BA in management requires its students to earn a total of 108 credits. The breakdown of these 108 credits is as follows:

- Basic courses – 20 credits (6 courses in mathematics, statistics, economics)
- Required courses in management – 36 credits (6 courses).
- Elective courses in management – 46 credits, of which at least 24 credits are from advanced courses in management.
- Elective courses in humanities or in sciences – 6 credits.

Students in this study program are also required to write two seminar papers in management.

In addition to the basic courses listed above, students in this study program must successfully complete non-credited basic courses in English and computer applications. They may be exempted from these courses if they successfully pass preliminary exams in these fields. An additional foundation requirement in this study program is participation in a library skills training session at the library. The study program contains no specializations or tracks.

The following box presents the study program in detail:

## Degree in Management

**At least 108 credits, including at least 24 advanced credits**

Basic courses: required – 20 credits	Level	Credits
Advanced Computer Applications (20127)	introductory	–
Introduction to Statistics for Students of Social Sciences I (30111)	introductory	3
Introduction to Statistics for Students of Social Sciences II (30112)	intermediate	3
Research Methods in Social Sciences (10285)	intermediate	4
Calculus for Students of Economics and Management (10142)	introductory	3
Introduction to Microeconomics (10131)	introductory	3
Introduction to Macroeconomics (10126)	introductory	4

**Management – 82 credits**

Required courses – 36 credits	Level	Credits
Organizational Behavior (10430)	intermediate	6
Introduction to Accounting (10280)	intermediate	6
Marketing Management (10281)	intermediate	6
Financial Theory: Financial Management of Business Firms (10230)	intermediate	6
Technology and Innovation Management (10777)	intermediate	6
Consumer Behavior (10455) or Human Resource Management (10279)	intermediate	6

Electives – at least 46 credits, including at least 24 advanced credits	Level	Credits
Law of Contracts (10800)	introductory	6
Consumer Behavior (10455) or Human Resource Management (10279)	intermediate	6
Fundamentals of Decision Theory and Operations Research (10713)	intermediate	3
Managerial Economics (10426)	intermediate	6
Planning, Analysis and Design of Information Systems (10645)	intermediate	6
Cost and Managerial Accounting (10404)	intermediate	6
Introduction to Public Administration (10437)	intermediate	6
Macroeconomics I (10793)	intermediate	3
Macroeconomics II (10794)	intermediate	3
Operations Management I (10687)	intermediate	4
Social Security (10558)	advanced	6
Labor Laws in Israel (10354)	advanced	6
Corporate Law (10900)	advanced	4
Dynamics of Negotiation (10526)	advanced	4
Strategic Thinking: Game Theory and its Applications to Economics and Business (10599)	advanced	3
Labor and Industrial Relations (10588)	advanced	6
Business Ethics (10523)	advanced	6
Strategic Information Systems (10596)	advanced	6
Strategic Management (10908)	advanced	6
International Management (10517)	advanced	6
Advertising Management (10344)	advanced	6
Financial Statement Analysis (10389)	advanced	6
Survey Methodology (10350)	advanced	6
Equal Opportunity and Non-Discriminatory Employment (10901)	advanced	6
Judgment and Evaluation under Uncertainty (10522)	advanced	6
Dynamic Planning: Applications in Human Resources (10516)	advanced	6
Contemporary Theories of Economic and Social Justice (10960)	advanced	6

**Elective: 6 credits**

At least one elective general education course in the Humanities or Sciences

**Seminar requirements:** Two seminar papers in Management

The following table presents this study program according to sub-fields:

<b>Undergraduate Management Courses by Fields</b>	
<b>Mathematics, Statistics, and computer applications</b> Advanced Computer Applications Introduction to Statistics for Social Sciences I Introduction to Statistics for Social Sciences II Research Methods in Social Sciences Calculus for Students of Economics and Management	<b>Marketing and Advertizing</b> Marketing Management Consumer Behavior Advertising Management Survey Methodology
<b>Strategy, Information Technology, and Innovation</b> Technology and Innovation Management Strategic Management Planning, Analysis & Design of Information Systems Strategic Information Systems	<b>Organizational Behavior</b> Organizational Behavior Human Resource Management Dynamics of Negotiation International Management
<b>Logistics and Operation Research</b> Decision Theory and Operations Research Operations Management I Dynamic Planning: Applications in Human Resources	<b>Accounting and Finance</b> Introduction to Accounting Financial Theory Cost and Managerial Accounting Financial Statement Analysis
<b>Economics</b> Intr. to Microeconomics                      Macroeconomics 1 Intr. to Macroeconomics                      Macroeconomics 2 Managerial Economics Judgment and Evaluation under Uncertainty Game Theory – Economic and Business Applications	<b>Law, Ethics and Society</b> Law of Contracts                                      Social Security Labor Laws in Israel                                      Corporate Law Equal Opportunity                                      Business Ethics Economic and Social Justice Labor and Industrial Relations

### 3.1.5.2 Study program for a dual-disciplinary BA in management and another discipline

For almost every discipline taught in the OUI there is a study program that can be modularly combined with a similarly structured study program from a different discipline, so that together they form a study program towards a dual-disciplinary BA degree in both disciplines. See Section 3.1.1 for a list of OUI dual-disciplinary bachelor's degrees in management and other disciplines.

OUI dual-disciplinary degrees are never fewer than 108 credits, and often require more. The management part of a study program towards a dual-disciplinary degree requires students to earn a total of 62 credits in management studies. The breakdown of these 62 credits is as follows:

- Basic courses – 17 credits (5 courses in statistics and economics)
- Required courses in management – 30 credits (5 courses).
- Elective courses in management – 15 credits, of which at least 12 advanced course credits.

The students in this study program are also required to write one seminar paper in management and one seminar paper in the other discipline. Additional relevant basic courses may be required by the other discipline. The requirements of English, computer applications and library skills training in this study program are the same as in the degree programs described in the previous subsections. The following box presents this study program in detail.

## Dual-disciplinary degree in Management

At least 62 credits, including at least 12 advanced credits

Basic courses: required – 17 credits	Level	Credits
Introduction to Microeconomics (10131)	introductory	3
Introduction to Macroeconomics (10126)	introductory	4
Advanced Computer Applications (20127)	introductory	–
Introduction to Statistics for Students of Social Sciences I (30111)	introductory	3
Introduction to Statistics for Students of Social Sciences II (30112)	intermediate	3
Research Methods in Social Sciences (10285)	intermediate	4
<b>Management – 45 credits</b>		
Required courses – 30 credits	Level	Credits
Organizational Behavior (10430)	intermediate	6
Introduction to Accounting (10280)	intermediate	6
Marketing Management (10281)	intermediate	6
Financial Theory: Financial Management of Business Firms (10230)	intermediate	6
Technology and Innovation Management (10777)	intermediate	6
Electives – at least 15 credits, including at least 12 advanced credits	Level	Credits
Law of Contracts (10800)	introductory	6
Calculus for Students of Economics and Management (10142)	introductory	3
Planning, Analysis and Design of Information Systems (10645)	intermediate	6
Consumer Behavior (10455)	intermediate	6
Fundamentals of Decision Theory and Operations Research (10713)	intermediate	3
Managerial Economics (10426)	intermediate	6
Cost and Managerial Accounting (10404)	intermediate	6
Human Resource Management (10279)	intermediate	6
Social Security (10558)	advanced	6
Labor Laws in Israel (10354)	advanced	6
Corporate Law (10900)	advanced	4
Dynamics of Negotiation (10526)	advanced	4
Strategic Thinking: Game Theory and its Economics and Business Applications (10599)	advanced	3
Labor and Industrial Relations (10588)	advanced	6
Business Ethics (10523)	advanced	6
Strategic Information Systems (10596)	advanced	6
Strategic Management (10908)	advanced	6
International Management (10517)	advanced	6
Advertising Management (10344)	advanced	6
Financial Statement Analysis (10389)	advanced	6
Survey Methodology (10350)	advanced	6
Equal Opportunity and Non-Discriminatory Employment (10901)	advanced	6
Judgment and Evaluation under Uncertainty (10522)	advanced	6
Dynamic Planning: Applications in Human Resources (10516)	advanced	6
Contemporary Theories of Economic and Social Justice (10960)	advanced	6

Seminar requirements: One seminar paper in Management.

### 3.1.5.3 Study program for a single-disciplinary BA in management with a division of studies in another discipline

For almost every OUI single-disciplinary program there is a version that can be modularly combined with a division of studies in another discipline. This version of the BA in management is basically a 108 credit study program. Some combinations may require more credits. These 108 credits are divided among the courses in this study program as follows:

- Basic courses – 20 credits (6 courses in statistics, mathematics and economics)
- Required courses in management – 36 credits (6 courses)
- Electives in management – 28 credits, of which at least 18 are advanced course credits
- Division of studies –24-30 credits, of which at least 6 advanced course credits

The required courses in this study program are the same as in the single-disciplinary program of subsection 3.1.5.1. The list of elective courses available in this study program is also the same as in the dual-disciplinary program.

Students in this study program are required to write two seminar papers; one in management and the other in either management or in the division discipline. English, computer applications and library requirements in this study program are as described in previous subsections.

#### **3.1.5.4 A division of studies in management to be combined in a study program towards a single-disciplinary BA in another discipline**

The Department of Management and Economics offers a division of studies in management that can be combined within a BA in another discipline. This study program includes:

- Required courses in management – 24 credits (4 courses)
- Elective advanced course in management – 6 credits (1 course)

The required courses in this division of studies are the same as in the dual-disciplinary program (subsection 3.1.5.2). The elective course is chosen from among the advanced courses in the list of elective courses in the single-disciplinary program (subsection 3.1.5.1).

#### **3.1.5.5 Study program towards a BA in Social Sciences: Emphasis on Management**

One of the OUI's most popular degrees is the BA in social sciences with an emphasis on management. It is a 108 credit program which is divided as follows:

- Basic courses – 17 credits (5 courses in statistics and economics)
- Required courses in Management – 36 credits (6 courses).
- Electives – 49 credits, of which at least 18 credits must be from management courses.
- Courses in humanities or in sciences – 6 credits.

The required courses in this study program are the same as in the single-disciplinary program of subsection 3.1.5.1. The list of elective courses available in this study program is also the same as in the dual-disciplinary program (subsection 3.1.5.2).

The students in this study program are also required to write two seminar papers in management. English, computer applications and library requirements are as described in previous subsections.

#### **3.1.5.6 The MBA program**

The MBA program is made up of courses totaling at least 45 credits, as follows:

- Required courses – 21 credits (7 courses)
- Elective courses – 18 credits (6 courses)
- Seminars – 6 credits (2 seminars)



Each course or seminar yields 3 credits. The 6 elective courses are chosen from a list of 35 MBA courses in 10 clusters. Students must choose these 6 courses from at least 3 different clusters.

Students may be exempted from certain required courses if they have already studied the material in their undergraduate courses, in which case, the 45 credits requirement are fulfilled by electives.

The study program also includes 7 basic courses in economics, mathematics and statistics that yield no credits in the program. Students are exempted from each of these courses if they have successfully studied the relevant material previously in a CHE-accredited academic institution. The following box presents this program in detail. Each course in the program yields 3 credits.

## **M.B.A. – Master of Business Administration**

### **Supplementary studies**

Introduction to Microeconomics (10131)  
 Introduction to Macroeconomics (10126)  
 Mathematics for MBA Students (91415)  
 Mathematics for MBA Students (Linear Algebra (91416)  
 Introduction to Statistics for Social Sciences I (30111)  
 Introduction to Statistics for Social Sciences II (30112)  
 Research Methods in Social Sciences (10285)

### **Required studies – 21 credits**

Operations Research (13001)  
 Accounting for Managers (13002)  
 Marketing (13003)  
 Management and Organizational Behavior (13004)  
 Financial Management (13005)  
 Corporate Law for Managers (13018)  
 Competitive Business Strategy (13015)

### **Electives – at least 18 credits**

#### **■ Financing Cluster**

Financial Modeling (13022)  
 Financial Statement Analysis & Firm Evaluation (13008)  
 Capital Markets and Financial Intermediaries (13033)

#### **■ Management, Marketing and Advertising Cluster**

Issues in Consumer Behavior (13013)  
 Advertising: Theory and Practice (13014)  
 Planning and Conducting Surveys (13010)

#### **■ International Management Cluster**

Multinational Financial Management (13035)  
 International Economics - Monetary Aspects (13020)  
 Culture and Management (13019)  
 Global Strategic Alliances (13038)  
 Entrepreneurship: Theory and Practice (13043)

#### **■ Business and Industry Economics Cluster**

Location Theory (13026)  
 Econometrics: Managerial Applications (13029)  
 Game Theory with Business Applications (13044)

#### **■ Management and Public Policy Cluster**

Public Policy: Theory to Practice (13037)  
 Strikes and Lockouts in a Democratic Perspective (12018)  
 Democracy and Democratization (12003)

#### **■ Ethics, Law and Taxation Cluster**

Labor Law (13011)  
 Business Ethics for MBA Students (13012)  
 International Trade Law (13042)  
 Principles of Income Tax (13036)

#### **■ Operations Management Cluster**

The Strategy of Operations (13027)  
 Operations Management in Organizations (13034)  
 Project Management for Business Administration (13032)

#### **■ Quantitative Methods and Information Systems Cluster**

Analysis and Design of Information Systems (13021)  
 Information Systems Policy (13006)  
 Economics of Information Goods (13030)

#### **■ Accounting Cluster**

Managerial Accounting (13009)  
 Corporate Value Creation (13041)

#### **■ Organizational Behavior in Management Cluster**

Dynamics of Negotiation (13017)  
 Statistical Techniques for Manpower Planning (13016)  
 Leadership in Organizations (13023)  
 Participation Programs in Work Organizations (13031)  
 Labor Relations in Globalization (13040)  
 Performance Appraisal at Work: Evolution & Change (13039)

### **Seminars 6 – 6 credits**

Electronic Markets (13801)  
 Knowledge Management (13802)  
 Globalization and Financial Markets (13401)  
 The Information Value of Financial Reports (13101)  
 Labor Economics (13501)  
 Behavioral Economics and Finance (13201)  
 Information Systems Development Methodologies (13803)  
 Critical Organizational Behaviors and Performance (13901)

### 3.1.5.7 Mission, aims and goals, as reflected in the study programs

The mission, aims, and goals of the Department of Management and Economics were described in [section 2.2](#). They are derived from the mission of the OUI, which was described in [section 1.2](#). The more specific aims and goals of the department's study programs in management and in business administration were also described in subsection 3.1.2.

A key element in the department's mission is to teach with a high level of flexibility with regard to time, location, and study pace. The structure of all the study programs surveyed in this chapter strongly reflects this aspect of our mission, as no course is part of a cluster that must be taken together, in contrast to the common method of dividing courses into "1<sup>st</sup> year", "2<sup>nd</sup> year" and "3<sup>rd</sup> year". Thus, the structure of these programs enables taking each course whenever convenient.

Another element of the mission that can be observed from the contents of the study programs is the high level of teaching. This is reflected in the comprehensive coverage of canonical subjects within the required courses of each program. In addition, the elective course requirements amount to more courses than in the corresponding study programs of most other universities in Israel.

The more specific goals of comprehensively covering the basic and canonical topics in management studies, along with offering a variety of more specific important topics (see subsection 3.12), are fully satisfied in the OUI study programs in management and business administration. The manner in which the contents of these programs achieve these goals was presented in the previous subsection.

Other elements of the mission are reflected in the learning methods, which reflect the OUI's unique teaching model, and develop students' independent study skills.

### 3.1.6 Providing courses to other units

#### 3.1.6 Does the study program provide courses to other units?

The study programs in management and the MBA program provide courses to other OUI degree programs. One prominent example is the BA in social sciences: emphasis on administration and public policy, offered by the Department of Sociology, Political Science, and Communication. This program offers, within its electives, 12 courses from the BA study program in management. Another example is the MA in educational administration, policy and leadership, offered by the Department of Psychology and Education, which utilizes seven of the MBA courses.

In addition, students from other universities often elect to take a few of their courses at the OUI, and have these courses accredited within their own university's study programs.

### 3.1.7 Internationalization

#### 3.1.7 Are there any int'l features in the department (students exchange, teaching in English etc.)?

OUI students are not limited by geography. In the 2012-13 academic year, more than seven hundred OUI students studied from abroad. Their learning materials are delivered to them via

international courier, and they have access to all of the digital tools which facilitate learning without attending a physical class. They take their exams at Israeli embassies and consulates around the world. Exams in Israel and abroad are, in general, identical and conducted at the same time, with only slight deviations. In Israel, OUI exams are conducted in the afternoon, which means that students in the USA, Europe or South America (which represent the majority of OUI students abroad) take them at a reasonable time of the day too (between 8 am and noon). The OUI is constantly investing resources in improving the services offered to students abroad.

At present, the department does not offer courses in English. Nevertheless, we anticipate that in the next few years we will be part of an OUI initiative to begin offering some of our courses in English, in classes where Israeli students will study in collaboration with English-speaking students abroad. We expect that the first such courses will be those which already use a textbook in English, and those which are uniquely attractive to international students, such as International Management, Strategic Management, and Advertising Management.

In addition to offering OUI courses in English, we anticipate that through student exchange agreements reached with universities abroad (both distance-teaching and traditional universities), OUI management students who are motivated to do so will study a selected number of their courses in universities abroad, and receive credit that will count towards their degree.

### 3.1.8 Planning and managing the study program

**3.1.8** Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

In the OUI, the creation of new courses and programs of study, and the revising of existing ones, are highly structured, careful, and controlled processes. They are initiated by senior faculty members in the department and are usually developed by OUI faculty members together with teaching staff, in consultation with scholars from other universities as reviewers.

Two subcommittees of the Senate play important roles in these processes: The Subcommittee for Management and Economics, and the Social Science Subcommittee.

Decisions on creating or revising courses of the evaluated study program are made by the Management and Economics Subcommittee. [As described in detail in sub-section 2.3](#), the subcommittee comprises all the senior faculty of the department, three senior faculty members from other departments, and representatives of the department's teaching staff.

Decisions on the structure of the evaluated study program are discussed by the Senate's Social Science Subcommittee, which comprises all senior faculty members from all three OUI social sciences departments: Management and Economics, Psychology and Education, and Sociology, Political Science and Communication. All major decisions regarding the structure of the study programs of these departments require the subcommittee's approval. The current chair is Dr. Denis Charbit, from the Department of Sociology, Political Science and Communication.

The decisions of these subcommittees have to be approved by the Senate. Major decisions may require the approval of additional bodies, such as the president or the vice-president.

Following is a description of the process of creating and revising OUI study programs.

### **3.1.8.1 Design of study programs**

New OUI programs of study are initiated by senior faculty members and are usually developed by OUI faculty, together with teaching staff, in consultation with scholars from other universities. In most cases, one of the initiators also heads the program and is responsible for its operation. Every program undergoes the following stages before it is approved:

1. The proposal is submitted to the OUI program team, a university committee that either approves or rejects the program, based on academic and economic considerations.
2. If approved, the program is submitted to experts in other universities for evaluation.
3. The department revises the program, according to the reviewers' comments.
4. The Social Science subcommittee discusses the program.
5. If approved by the subcommittee, the Senate discusses the program.
6. If approved by the Senate, the program is submitted for approval to the CHE.

Programs are continuously evaluated and updated, as necessary. Major changes in the programs go through stages 2-5, as specified above.

Notable decisions on the design of the management and MBA study programs during the past five years include:

- The decision to create the MBA with Thesis study program. Approved in 2012 by the Social Science Subcommittee and the Senate. Still requires CHE approval.
- A series of decisions on new combinations of dual-disciplinary undergraduate degrees in management and other fields (for example, cognition sciences, film studies), and new combinations of undergraduate degrees in management with a division of studies in another discipline (for example, work relations, logistics, business law, public policy, and computer science). These have been approved by the Social Science Subcommittee and the Senate.
- A decision to replace the course Planning, Analysis & Design of Information Systems, with the newly developed course Management of Technology and Innovation, as a required course in all management study programs, from the 2014-2015 winter semester onward. Planning, Analysis & Design of Information Systems remains as an elective. This was approved in 2012 by the Social Science Subcommittee and the Senate.

### **3.1.8.2 Development of new courses**

The need to develop new courses, or replace existing ones, is referred to the Dean of Development and learning technologies and to the department chair, with a detailed rationale. If deemed justified, permission is granted to proceed. The intended head of the development team (either an internal senior faculty member, or an external scholar who is a senior lecturer or professor at another university) submits a proposal. The proposal states the rationale, defines the scope (in terms of credits) and the prior knowledge assumed, and describes the contents in detail. New authors who have not previously written OUI study materials are asked to submit a writing sample (15-30 pages of the proposed course). Two or three expert referees from different

universities review each course proposal and provide written comments. They are asked to address content, structure and quality, and the feasibility of covering the content within the timeframe proposed. The referees are also asked to compare the proposed course with parallel or similar courses in other institutions, if relevant. If the course is based on an existing textbook, the referees receive the book for inspection; in the case of revision of an existing course, they receive the original together with the proposal. The head of the development team may suggest referees, but the final list of reviewers is decided upon by the chair of the Management and Economics Subcommittee, in order to enable referees to remain anonymous if they wish. The referees' comments are answered in writing by the proposer of the course.

After the reviews have been collected and responded to, all the information is presented to the Management and Economics Subcommittee, and discussed at a meeting in the presence of the proposer. The proposal is either rejected or approved, with or without changes. Following approval by the subcommittee, proposals need to be approved by the president and by the Senate, before development begins. When a first draft of the study materials is available, it is reviewed by readers (who are free to elect whether to be anonymous or not) and, at the author's discretion, corrected according to their remarks. The next steps include editing, improvement of pedagogical aspects, graphic design, proofreading, and publishing. The entire procedure may last a year or longer in simple cases (e.g. preparing a study guide for an existing text, without translation) to over three years for writing text from scratch or for translation plus a study guide.

Specific decisions on the development of new courses in management during the past five years are presented below:

- The decision to develop the course Emotions in Organizations for the MBA program. The proposal was approved in 2013 by the Management and Economics Subcommittee, the Senate, and the president.
- The decision to develop the course Management of Technology and Innovation for the undergraduate management programs. Approved in 2011 by the Management and Economics Subcommittee, the Senate, and the president.

### **3.1.8.3 Updating courses**

Outdated courses are discontinued or revised. Proposals for updating courses are brought before the head of the Management and Economics Subcommittee, and if needed (depending on the extent of the update) may go through a procedure similar to that of new courses. Minor updates do not require formal procedures. Senior faculty and course coordinators are expected to detect the need for such changes and execute them or supervise their implementation.

During the past five years the Management and Economics Subcommittee has approved a large number of proposals for revisions in courses. A partial list of courses approved for comprehensive revision by this subcommittee includes the undergraduate courses International Management; Strategic Management; Planning, Analysis and Design of Information Systems; and Advertisement Management, and the MBA courses Leadership in Organizations, Strategic Information Systems, and Business Ethics for MBA Students.

### 3.1.9 Supervising the contents

**3.1.9** Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

The main element in the OUI's teaching model is independent study from the course's textbook and other formal materials. Thus, the main part of the contents that are actually submitted to the students is known to the letter and in advance to all bodies involved in supervising teaching.

Second in importance in the OUI's teaching model are the tutorial sessions. The content taught in these sessions has several strong anchors to the course's formal materials. The first anchor is the defined target of these tutorials – to help students understand the contents in the course's formal materials. Another anchor is the supervision of the tutors by the course coordinator in a formal and documented process coordinated by the Office of the Dean of Academic Studies. The supervision is done mainly via regular class visits by the course coordinator and also derives from active structured communication channels between the course coordinator and the students. These channels include email, regular phone hours, and the discussion forum on the course's website, which is continuously active and serves as a meeting place for students, tutors, the course coordinator and the senior faculty in charge of the course. The third element in anchoring the tutorial sessions to the course's formal materials are the course assignments and exams which are prepared by the course coordinator under the supervision of senior faculty members. The assignments and exams are uniformly administered to the students in all the tutorial classes and help focus the tutorial sessions on the textbook content and the other course materials.

### 3.1.10 Involvement of non-academic bodies

**3.1.10** Are non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between the Business School and the Manufacturers' Association or Industrial Factories)?

No non-academic bodies are involved in the running and activities of the OUI's management study programs and in the MBA study program.

### 3.1.11 Collaboration with other departments

**3.1.11** To what extent does the department collaborate with other departments of/outside the institution?

A main area of collaboration with other departments is the double-disciplinary study programs. As described in [subsection 3.1.5.2](#), each discipline has a study program that can modularly fit into a dual-disciplinary study program, together with a similar study program from another discipline. Yet, the modular fit may not be perfect, due to a certain degree of overlap between courses, and joint efforts by faculty members of the two relevant departments may be required. Similar collaboration is necessary in the case of BA programs with a division of studies in another discipline.

Collaboration between the Department of Management and Economics and two other OUI departments has yielded the BA in Social Science: Emphasis on Behavioral Sciences, which combines studies in management, psychology, and sociology.

Another example of inter-departmental collaboration relates to courses in the undergraduate management study programs which are offered by other departments. Examples of such courses are Calculus for Students of Economics and Management (operated by the Department of Mathematics and Computer Science), and Introductory Statistics for Social Studies (operated by the Department of Education and Psychology), which are required basic courses in management study programs. Another example is the course Judgment and Evaluation under Uncertainty for Students of Management and Economics which is offered by the Department of Education and Psychology but was created specifically for management and economics study programs. The development and revision of such courses are done in cooperation with other departments. The courses are taught solely by the teaching staff of the department offering the course.

OUI faculty members also cooperate regularly via joint membership in the subcommittees of the Senate and the Senate itself.

Cooperation in research between faculty members specializing in management and colleagues from other departments is widespread. Two OUI research institutes serve as important hosts for such cooperation – The Research Center for Innovation in Learning Technologies and The Research Institute for the study of Policy, Political Economy and Society.

There is also widespread cooperation on a personal level between members of the Department of Management and Economics and members of other departments. This is reflected in joint research and in joint participation in OUI duties, such as ad-hoc committees appointed by OUI central authorities. In particular, it is OUI policy that academic committees for recruiting senior faculty members for a specific department also contain one member from another department.

There is ongoing collaboration between OUI faculty and colleagues at schools and management departments at other universities and colleges, who participate in the design, development and teaching of the courses as authors, advisors and lecturers.

### 3.1.12 Directions for future development

**3.1.12** What are the future development plans of the evaluated study program, and how were they decided upon?

The development plans for both undergraduate and graduate study programs follow from the strategic plan described in [section 2.2](#). These plans were established through departmental meetings and brought before the vice president for academic affairs and the president.

Today, after more than ten years running the undergraduate program in management and the MBA program, we feel that the majority of course and program development has been successfully completed and most of our current efforts are invested in the ongoing process of updating and improving our existing courses. We are also intensively engaged in improving our

course delivery, mainly by incorporating up-to-date online teaching methods and utilizing innovative technologies.

Apart from that, the major new project being developed in the coming years is the MBA with a Thesis study program, subject to approval by the CHE.

The plan to translate some of our undergraduate management courses into English, in order to create a possibility of international two-way exchange studies with universities abroad, was approved in a department meeting in early 2014, but its execution is conditioned on OUI management approval, and on recruiting additional senior faculty members.

An outline of a plan to enhance our graduate studies by adding one or more specialization tracks to our MBA program (in information sciences, organizational counseling, and marketing) was submitted in April 2014 to the OUI's Academic Development Committee, which was appointed in 2014 by the president, and headed by the vice-president. A formal plan for this project awaits the conclusion of the committee's work and the publication of its recommendations.

### **3.1.13 Summary – achieving the mission and goals of the study program**

**3.1.13** In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

The undergraduate study programs in management and the MBA study program definitely achieve their aims and goal (which were specified in section 3.1.2). In particular they achieve those aims and goals related a key aspect of the OUI's mission – to provide high-quality university-level studies, coupled with a large measure of openness and flexibility in the study process. As shown throughout this chapter – the contents of the programs comprehensively cover the canonical material in these fields, their quality is carefully supervised via the highly structured process of course development and via the highly supervised system of learning tools that support the study process, and they are taught via the OUI's teaching model, which creates the desired openness and flexibility in studying.

Although we have achieved this part of the mission, we intend to build upon it even further in the forthcoming years, as specified in the strategic plan of the management and economics department ([subsection 2.2](#)).

The courses in these study programs are, in general, well-updated and of good quality. One of the goals is to push this situation further – raise quality even more, and shorten updating cycles significantly.

The flexibility that characterizes OUI management and MBA studies can also be further raised. We intend to do so, mainly, by making greater use of technology in the learning process; for example, by offering online tutoring more extensively.



The evaluated study programs are based on carefully developed textbooks and other formal learning materials, and thus achieve another element in our mission, namely – to enrich the entire Israeli higher education community with quality learning materials.

Both the flexibility which students have in choosing their courses and setting their pace towards the degree, and the teaching method which underscores independent study, help the study programs achieve our aim of providing students with independent learning skills. We wish to increase this by adding academic literacy courses to our undergraduate programs. A plan for that goal is currently underway.

Achieving all these aspects of the mission is a product of the main strength of the study program – the OUI's teaching model – together with the OUI's highly structured and carefully supervised processes of course development and teaching.

The **main weakness** of the management and MBA study programs is the heavy workload of the senior faculty of the management and economics department. A relatively small number of senior faculty members must allocate time for course development and revision, and are also responsible for supervising the OUI's large-scale teaching. The time needed for all of this comes at the expense of research, long-term planning, and investment in the academic long-term potential of the department.

## 3.2 Teaching and Learning Outcomes

### 3.2.1 Teaching

The OUI's teaching model is based on the independent study of formal learning materials. Therefore, in order to evaluate "teaching" at the OUI, one must first carefully define the term as it applies to the OUI's instructional methods. In order to do this, we have included a brief summary of our study process. As already described above, the main elements of our teaching model are:

- Course materials, such as textbooks, video lectures and study guides, developed by senior faculty as a core component of their teaching responsibilities;
- Textbooks, which are mailed to students and serve as the main study materials;
- Course assignments and problem sets, which are mailed to students, and are also available on the course websites;
- A variety of additional learning materials on each course's website, which include recorded video lectures, supplementary readings, solutions to assignments, sample exams, and more;
- A selection of classes from which students may choose;
- Tutors are assigned to each class. Each tutor:
  - meets with the class on a regular basis to help students navigate the textbook. Most classes meet at study centers throughout Israel. Other classes meet interactively online.
  - checks and grades assignments submitted by students via mail, online, or in class
  - offers individual weekly support by phone at pre-determined hours
  - offers continuous support online via the course website's interactive discussion forum
- Course coordinators for each course:
  - hire, direct, and supervise the tutors
  - write the course assignments and exams, under supervisory senior faculty members

- administer the course website
- handle all administrative issues connected to operation of the course

Thus, the teaching process at the OUI differs from that of traditional universities with regard to the main element of teaching – delivering knowledge from a faculty member to the student. In traditional universities, faculty members deliver their knowledge via frontal lectures, while in the OUI they deliver their knowledge by writing textbooks and preparing other learning materials for self study.

OUI tutors can be compared to teaching assistants in a regular university because they do not determine and design the study materials they teach, and because their tutoring sessions are intended to help the student with material taught by faculty members.

Course coordinators are tutors too, and must tutor at least one class per year. All tutors and course coordinators must have at least a second degree in a relevant field. Course coordinators in the MBA program must have a PhD in a relevant field.

### 3.2.1.1 Evaluating teaching

**3.2.1.1** Does the Department have a structured system for evaluating teaching? If 'yes', please specify what the process includes. How the results of the evaluation activities are used, specifically, the negative findings about faculty members' teaching?

The main teaching activity of OUI senior faculty is "course development", a term that refers to writing textbooks and preparing other materials for new courses, as well as revising the contents of already-existing courses. This process is overseen, via continuous monitoring, by the OUI's Development Unit, which operates under the authority of the Dean of Development and Learning Technologies. The course development process is as follows:

- A senior faculty member submits a development project proposal to the Development Unit.
- The development unit sends the proposal for evaluation to several referees from other universities who are experts in the relevant field. Reviewers (who may elect to remain anonymous) are paid 1,250 NIS for this service.
- If the intended author has not previously written texts for the OUI, he or she must also submit a writing sample of an independent-study pedagogical text to the development unit. The writing sample is sent to two reviewers, who are usually OUI senior faculty members.
- After referee reports on the proposal and the writing sample (if required) are returned, the Management and Economics Subcommittee discusses the proposal and approves or rejects it. The subcommittee's approval requires the reaffirmation of the Senate and the President.
- Once approval is granted, writing begins. Courses are divided into units, which the authors submit, upon completion, to the development unit, which sends the manuscript to reviewers from other universities, as was done with the proposal. The reviewers may require that corrections be made to the text, and that the corrected text be re-sent to them for evaluation.
- Each unit that has been approved by the reviewers is sent for language editing.

Negative evaluations by the referees prevent further progress of the course development. Thus, the major portion of OUI teaching reaches the students only after it has been positively evaluated.

OUI senior faculty members do not have tenure, and are instead employed by contracts which are renewed every few years. While promotion in academic rank depends mostly on research achievement, contract renewal depends greatly on productivity in course. Thus, negative evaluation of senior faculty teaching may lead to termination of employment.

Courses and learning materials are evaluated, both while being written, and also after the development has ended and the course is being taught. Specifically, each course is re-evaluated every seven years by the senior faculty of the Department of Management and Economics, in a process administered by the Office of the Dean of Development and Learning Technologies.

Tutorial sessions serve as yet another instructional means at the OUI. Tutors are evaluated by course coordinators in a highly structured process directed by the Office of the Dean of Academic Studies. The main elements of this evaluation process are as follows:

- At the end of each semester, students complete a survey about the course in general, and the tutors' performance in particular.
- Course coordinators visit tutorial on a regular basis, and document their impressions.
- Course coordinators check sample assignments in order to monitor the tutor's effectiveness in grading and constructively commenting on student work.
- Based on the above, and on observing other facets of the tutor's activities, course coordinators complete evaluation forms provided by the Office of the Dean of Academic Studies.
- Course coordinators meet the tutors to discuss the evaluations, and clarify expectations.
- Following these meetings, the reports are submitted to the Office of the Dean of Academic Studies.
- Each tutor undergoes evaluation every one or two years.
- Tutors whose evaluations do not meet a certain threshold may be dismissed through a process initiated by the Office of the Dean of Academic Studies.
- Some tutors with low evaluations may be advised to contact the OUI's training department which will offer them a variety of ways in which they may improve their teaching skills.

### 3.2.1.2 Fostering excellence in teaching

#### 3.2.1.2 How does the unit foster excellence in teaching? How are excellent teachers rewarded?

The OUI does not have a formal process for rewarding senior faculty for excellence in teaching, since the development of learning materials is evaluated in a manner that is too detailed and course-specific to be reduced to a simple measure that allows reliable comparison between the production of the different senior faculty members.

Tutors too are not directly rewarded for excellence, but there are several channels by which they may indirectly benefit from it. First, it may encourage course coordinators to assign them to more classes, which raises their salaries. An excellent tutor also has better chances of being recruited by the course coordinators of several related courses, which also contributes to salary and employment stability. Second, excellent performance may be advantageous when applying for a course coordinator position. In general, the policy of the Department of Management and Economics is that a course coordinator must first be an outstanding tutor.

To foster further excellence in teaching, the policy of the Department of Management and Economics is that course coordinators must assign their best tutors (most preferred – themselves) to the online classes. These classes are critical because they are uploaded to the course's website, remain there until the end of the semester, and are viewed repeatedly by all of the course's students, including those who participate in non-web tutorial sessions.

Finally, as already mentioned, the OUI's training dept works with tutors to improve their skills.

### 3.2.1.3 Enhancing teaching

**3.2.1.3** Does the institution have a center for the enhancement of teaching? If not, does the institution/ unit/department offer the teaching faculty systematic activity, such as courses/in-services/training/instruction and guidance programs in order to improve the quality of teaching?

Currently the OUI offers no specific programs for enhancing the pedagogical writing skills of its senior faculty members, or for developing other learning resources such as online materials, and recorded lectures. The quality of the learning products the senior faculty members create relies therefore on their self-acquired skills, and on the strict and continuous evaluation of development processes described in sub-section 3.2.1.1 above.

With regard to tutorial sessions, the OUI requires training for all employees involved in tutoring, even though most tutors and coordinators have prior teaching experience from other academic frameworks. The training department of the Office of the Dean of Academic Studies provides instruction for course coordinators and tutors, including these main resources:

- A mandatory workshop for new course coordinators. The multi-day workshop covers the following main topics: OUI orientation, assignment and exam preparation, OUI database proficiency, and website management.
- A mandatory workshop for new tutors. The four-day workshop covers the following topics: OUI orientation, grading assignments and providing effective feedback, tutoring skills, and learning skills for students.
- Each semester, a variety of workshops are offered to tutors and course coordinators on a wide range of topics, including: dealing with a heterogeneous group, effective use of presentations, learning skills, effective use of voice, dealing with professional burnout, and more. A list of workshops is sent to tutors and coordinators at the beginning of the semester, allowing them to select and participate in the workshops that interest them.

In many courses, a large amount of informal, yet intensive, tutor training and mentoring takes place among the team of tutors of each course, led by the course coordinator, and based on the course's specific characteristics and needs.

### 3.2.1.4 Mentoring new faculty

**3.2.1.4** Do new faculty members receive special support? Does the department have a mentoring program for new faculty? If 'yes' – please specify.

A new recruit to the senior faculty begins his or her employment at the OUI with the status of "guest". Within two years, either a procedure for changing status from that of guest to senior

faculty member is started, or the recruit leaves the OUI. The procedure is initiated immediately after the Management and Economics Subcommittee approves a proposal that the guest has submitted for a new course or for a major revision of an existing one.

Once the new recruit arrives and the period of being a guest begins, the department chair assigns a veteran faculty member to help the newcomer become acquainted with the department and the university. The mentor guides the guest with regard to the OUI's administrative and academic processes. In particular, the mentor helps the guest pass the threshold requirement of planning a course and having the plan approved.

The status of guest formally grants the new recruit the same duties and rights as members of the senior faculty, including the same salary as members with the same academic rank. The Department of Management and Economics, usually frees guests from most administrative duties, in order to help them focus on submitting their proposal and having it approved. This also gives them the opportunity to enhance their research portfolio for the determination of their academic rank, should they be accepted as faculty members.

A dedicated research grant of 20,000 NIS is given to recruits upon their arrival. In addition, new recruits receive the same research funds as faculty members with the same academic rank.

New course coordinators begin their employment two months before the beginning of the semester. The office of the Dean of Academic Studies provides an orientation, including guided visits to various OUI units (human resources, library, computer center, etc.). The department chair connects them to veteran course coordinators to mentor them in their first year. In addition, new course coordinators participate in workshops conducted by the training department, as described above.


### **3.2.1.5 Information technology in teaching**

**3.2.1.5** Describe the use of information technology in teaching and learning: methods, scope, types of courses etc.


Information technologies play a particularly central role in teaching and learning at the OUI, as they are especially well-suited to effective distance learning.

#### **3.2.1.5.1 Course websites**

Each course (undergraduate and graduate) has a website that provides administrative information as well as enrichment materials and links to databases and websites pertinent to the subject matter. The website explains concepts, directs students to recent research not included in the course's textbook, presents topics taught in wider and more up-to-date contexts, includes samples of past exams, and provides guidance on writing assignments. The website also allows for virtual group study, by enabling students to participate in discussion groups with the course coordinator and the tutors. The websites are managed by the course coordinators, with assistance from the department instructional technologies coordinator. Course websites can be accessed at any time, from any computer in the world. The following box shows a typical homepage (translated):



THE OPEN UNIVERSITY OF ISRAEL



SHOHAM

**Organizational Behavior (10430) Site**  
 Semester 2014b  
 Teaching Coordinator: Lior Lev ✉  
 Teleprocessing Coordinator: Sigal Sapir ✉



[Help](#) | [Library](#) | [Study guidance](#) | [Course staff](#) | [Facilitator Portal](#) | [Sheilta](#) | [System Tasks](#) | [Utilities](#) | [My Courses](#)

**Announcements**

- Good luck to those taking exams on 9/7
- Access feedback via the unit 11 tab
- Feedback includes comments, explanations, and sample answers to questions

[General Forum](#)

Hi everybody,  
 The course feedback survey for Semester II 2014 has been uploaded to the site and will be available between 28/5 and 21/6. We value your feedback!


-  [General forum](#)
-  [Course booklet \(Word\)](#)
-  [Exam forum](#)



- [+ First steps on the website](#)
- [+ Course booklet](#)
- [+ Video](#)
- [+ Study resources](#)
- [+ Actions](#)

**Study resources**

- [+ Study Skills](#)
- [+ Units 1, 2 Assignment 11](#)
- [+ Units 3, 4 Assignment 12](#)
- [+ Units 5, 6 Assignment 13](#)
- [+ Units 7, 8 Assignment 14](#)
- [+ Units 9, 10 Assignment 15](#)
- [+ Units 11, 12 Assignment 16](#)
- [+ Test preparation](#)
- [+ Dictionary](#)
- [+ Audio book](#)
- [+ e-book](#)
- [+](#)
- [+](#)



SHOHAM The Center for Technology in Distance Education

All websites include:

- A "bulletin board" for administrative notices (e.g., submission dates of assignments) and messages concerning subject matter (e.g., posting of new materials, or assignment solutions)
- Information concerning course requirements, and all assignments
- Links to relevant databases and literature

- Forums where students, tutors, and the coordinator, who may be spatially remote, can hold asynchronous discussions. Students can ask questions, request clarifications, discuss assignments and receive help from their fellow students and from the teaching team. The forum is particularly important for students who cannot attend tutorial sessions.
- Explanations related to material in submitted assignments
- Samples of past exams
- Links to the online assignment system: The system enables students to submit assignments and receive feedback online. It allows students, tutors and the course coordinator to know exactly where each assignment is at any given time.

Course websites may also include:

- Presentation files or other materials used during tutorials, enabling students who could not attend the live sessions to access those materials at a later date online
- Recorded video tutorial sessions that students can watch at their convenience
- Wiki: tools that enable students to work collaboratively

Advanced course and graduate course websites may also include an introductory lecture, seminar presentations from previous years, and newly-published articles.

### 3.2.1.5.2 Online tutorial sessions

**Ofek video tutorials:** Conducted by experienced course coordinators or tutors, these sessions are transmitted live via the internet to students' personal computers and to classrooms throughout the country. Students communicate with the tutor via a chat system. Ofek tutorials are recorded, indexed and become available on the course website for the benefit of all students participating in the course, and not just those registered in the Ofek class.

**Video-Conferencing (VC):** Tutorials via VC allow students to participate and communicate with the tutor from any VC classroom in the country. VC tutorials are also transmitted via the internet, enabling students at home to participate and communicate with the tutor via chat. The taped VC tutorial is accessible from the course website, allowing all course participants, and not just those registered for the VC class, to view it at any time.

Over the past few years, the Ofek and VC online sessions have become very popular among students. The popularity stems from the flexible access to these sessions, and also from the fact that the Department of Management and Economics assigns its best tutors to these classes. Yet, there are also deficiencies in this type of teaching. In particular, the ability to ignite a dynamic discussion is rather limited in such classes. Consequently online teaching is more widespread in the more technical-mathematical courses.

### 3.2.1.5.3 Online and digital textbooks

A large number of the OUI's textbooks have an online version which contributes to flexibility in studying, as it enables students to access their textbook online, and to use portable devices such as laptops or iPads. The texts in the online versions are usually identical to those in the printed versions. Yet, the online versions contain a variety of additional features made possible by the electronic medium, the main one being the use of online links for references in the text, such as articles or other textbooks, and learning activities on the course's website. Online links may also

be implanted under objects in the text, and not just under references that exist in the printed version. For example, links may be implanted under the names of people, events, and locations, leading to additional information about them.

Recently, the OUI has started developing courses with electronic possibilities embedded in them already during the initial phases of development, which implies taking these possibilities into account in the planning phase (rather than converting existing print textbooks into e-books). The first course developed this way is Technology and Innovation Management. Digital links are incorporated into the printed version by using QR-codes implanted on the margins of the pages.

### 3.2.1.5.4 Department and program websites

The department website provides information for students, including links to descriptions of all programs and courses, a list of faculty members and links to their personal pages, a list of course coordinators and academic advisors, and contacts for all department staff. It also links to the OUI library, to the Academic Counseling Center, and to various student services.

**MBA program website:** The website serves as a gateway to the program, and provides links to a variety of administrative and academic information. It also includes links to the course sites. The homepage of the MBA program website is shown below (translated).

The screenshot shows the homepage of the MBA program website. At the top, there is a banner with the university logo and the text 'THE OPEN UNIVERSITY OF ISRAEL'. Below the banner, there is a navigation bar with 'LOGIN' and several links: 'Contact us', 'Register for seminars', 'Register for courses', 'Apply and register', 'Academic counselors', 'Staff', 'Pedagogic model', and 'Study programs'. The main content area is divided into several sections:

- Study zone:** A vertical list of links including 'Courses at a glance', 'Library and Information databases', 'Discussion group', 'Recommended website', 'Databases', 'Videos', 'Statistical Consulting', and 'Hebrew exam'.
- Announcements:** A section with a title 'Announcements' and three items: 'Congratulations to our MBA graduates, who received their degrees on 28.5.14', 'Link to the print announcement published in the press', and 'Early registration for Summer semester 2014'. A note below says 'Please check for email confirmation'.
- Course websites:** A vertical list of course titles with their IDs: 'Competitive Business Strategy (13015)', 'The Strategy of Operations (13027)', 'Business Ethics for MBA Students (13012)', 'Global Strategic Alliances (13038)', 'International Trade Law (13042)', 'Corporate Law for Managers (13018)', and 'Dynamics of Negotiation (13017)'.
- Events and Conferences:** A section with a title 'Events and Conferences' and a large empty box below it.
- Self-Evaluation Report:** A section with a title 'Self-Evaluation Report' and a gold medal icon. The text reads: 'An international team of experts appointed by the CHE for the evaluation of MBA programs has given a positive and enthusiastic review of the Open University's management program, emphasizing the special contribution it has made in the realm of university-level studies.'
- The Open Management Magazine:** A section with a title 'The Open Management Magazine' and a book icon. The text reads: 'Published by the MBA program, this journal promotes dialogue with managers in Israel, who are natural partners in the promotion of management studies at Israeli universities.'
- Economic forum:** A section with a title 'Economic forum' and a group of people icon. The text reads: 'An online group where academics, businesspeople, and politicians discuss current economic issues of national and social significance.'



### 3.2.1.5.5 The grade site

This user-friendly site enables academic staff to extract diverse statistical data on student performance on assignments and exams, and to compare assignment and exam scores from different semesters or parallel study groups. The site includes grade distributions, averages and standard deviations of test grades, assignment grades, and correlations between assignment and test grades. It is an important evaluation tool, widely used to detect and correct flaws in the presentation of subject matter, or in the wording of assignments and exam questions. It also helps to identify study groups that seem to be lagging and may need special support.

### 3.2.1.5.6 Electronic databases

The OUI library subscribes to major scientific databases in all fields taught at the OUI, including management and economics. These databases include Jstor, Web of Science, Econlit, and many others. Thus, the OUI provides faculty and students with convenient access to updated data and academic publications, including easy and institutionally paid downloading of full-text articles.

## 3.2.2 Learning Outcomes<sup>1</sup>

### 3.2.2.1 Desired learning outcomes

**3.2.2.1** What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated? Are LO defined in the course syllabi?

In general, the learning outcomes of the OUI's study programs in management and business administration are of the following types:

- **Acquisition of knowledge:** In particular, knowledge about the facts, models and theories that are perceived as important in the contemporary teaching of management and business.
- **Acquisition of skills in the fields of management and business administration:** In particular, the ability to analyze situations and texts (both academic and professional) with the analysis tools students learn during their studies, and the ability to apply these tools to decisions and actions.
- **Acquisition of learning skills:** Indirectly, via the OUI learning process (rather than from specific course content), students are expected to acquire independent learning skills that should serve them in their future studies and occupations.

Customarily, learning outcomes are specified to students at the beginning of each unit (chapter) of the course textbooks. They are also specified in each course description on the OUI website. More detailed descriptions are mailed, along with other materials, to students at the beginning of each semester and are also uploaded to course websites.

The learning outcomes of each course stem from the more general decisions on its aims and goals. As described above, these decisions are shaped during the process of course development or during a major revision of an already existing course. These processes are highly structured, involving not only the author of the course, but also other members of the department, and

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1 Definition of learning outcomes (LO) by the Bologna working group on qualifications: “LO are what a learner is expected to know, understand and/or be able to do at the end of a period of learning.”

culminate in a meeting of the Management and Economics Subcommittee which discusses the course proposal and decides whether to approve it or not. As described above, this subcommittee comprises the senior faculty members of the department, together with three senior faculty members from other departments, and representatives of the department's course coordinators.

The following box shows the opening page of the course *Technology and Innovation Management* and specifies the intended learning outcomes of its first three chapters:

### Learning outcomes in an OUI management textbook

#### ***Technology and Innovation Management***

##### ***Part 1: Fundamentals of Technology and Innovation Management Chapters 1-3***

##### **Learning outcomes**

The first part of this course comprises three chapters and its aim is to present to the readers three basic concepts: Innovation, Technology, and Strategy. Readers that complete these three chapters will understand the importance of effective Technology and Innovation Management (TIM) to the economic success of organizations as well as of nations. These chapters examine the significant role of TIM decisions on the overall strategy of the organization, as well as the social implications of constantly striving for Innovation.

We expect that after studying chapters 1-3 readers will:

- be able to define innovation and technology, and to distinguish them from the similar concepts of invention, discovery and patent.
- be familiar with the concept of strategy and be able to explain the strategic importance of informed TIM, and its contribution to the success of the organization.
- understand the concept of the business model, and will be acquainted with examples of innovation at the product, service, process and organization level.
- understand the national importance of proper TIM.
- become acquainted with the "Social Construction of Technology" (SCOT) perspective, and will be able to analyze the broad social implications of innovation from several different perspectives.
- be familiar with the concept of the knowledge-based organization and will be able to explain the strategic importance of information systems in such an organization.

### 3.2.2.2 Measuring learning outcomes

#### 3.2.2.A Examinations and exercises

**3.2.2.A.1** Describe the method of examinations and their character, the relative weight of each type of examination in the program (written/oral/open/multiple-choice etc.).

Written final exams are held at the end of each OUI course. Usually the exam grade accounts for 70%-100% of the final grade, with the remainder determined by grades on written assignments.

Multiple-choice questions do not provide effective assessment for most OUI management and MBA studies, and therefore are used only sparsely. Only a handful of courses are relatively technical-mathematical in nature, and therefore make intensive use of multiple-choice questions. Among these courses are Introduction to Microeconomics, Introduction to Macroeconomics, and Finance Theory.

Most final exams include one or two broad open-ended questions that require integration, analysis, and reference to several topics and/or approaches. Shorter questions focusing on one particular topic are also included, as well as questions on definitions and explanations of concepts. With these different types of questions, exams are supposed to test students' familiarity with theories, phenomena, events and concepts that have been learned, and also to test their ability to apply the theories and concepts to a particular event or phenomenon that does not appear in the course material.

The following question is taken from the 2014 winter semester final exam in the course *Human Resource Management*. The question is based on an article from the daily business journal *The Marker* which was published several weeks before the exam, and attached to the exam booklet. It is a typical question in OUI undergraduate courses in management in its scope, style and its attempt to encourage students to link the course contents to real-live materials.

**Question 1 (35 points)**

Please read the attached article, "Human resources – enough with organizing parties", which was published in *The Marker* on 13.11.2013, and answer the following questions regarding the article:

- a. Which managerial paradigm (among those specified in unit 1.2) is reflected in Crow's words?
- b. What recruitment source (among those discussed in unit 6.3) is adequate for selecting employees of the kind that Crow suggests hiring?
- c. What payment method is most appropriate, according to Crow? (Please refer to the article "recognizing individual contribution with pay" studied in the course).
- d. Which of the tools of human resource management (among those specified in units 5, 6, 7, 8, 10, 11) is the most important one, according to Crow?
- e. To what extent is Crow's approach compatible with the view of strategic management of human resources (which was studied in unit 11.1)?

Grades in all courses are on a scale of 0-100, with a passing grade of 60. To pass a course, students must meet the course assignment requirements and receive at least 60 on the final test. Grades are not factored to achieve a desired grade distribution. Exams are graded anonymously.

In each course, students have the option of repeating the exam. The second exam score overrides the first, even if it is lower. A student who fails both exams and would like an opportunity to pass must re-enroll in the course and re-fulfill all of the course's requirements.

### 3.2.2.2.A.2 Who writes the examinations and exercises and how is their validity assessed?

Exams are written by the coordinator of each course, under the guidance and supervision of the senior faculty member who serves as the course's academic supervisor. Often this senior faculty member is also the one who has created or revised the course.

The type of validity the OUI seeks for its tests is Content Validity which means that test items must reflect the knowledge and skills defined as the course's learning outcomes. In particular it refers to knowledge about terms, concepts, and theories, and their application in situations in the field of management. The assessment of this type of validity is based mainly on the expertise in the relevant field of the faculty member that serves as the academic supervisor of the course. Accumulated statistics on tests results over time help the course coordinator and the academic supervisor improve the exams' validity and its assessment.

Much effort is invested in preventing the repetition of exam questions from semester to semester. Course coordinators can access the OUI's question bank which includes questions that have appeared on previous assignments and exams, together with detailed statistics on student performance with regard to these questions. Re-used questions are expected to be sufficiently altered, and course coordinators must also include completely original questions on every exam. Questions that have been found to be problematic are removed from the question bank.

### 3.2.2.2.A.3 Who grades the examinations and exercises? Please describe the feedback given to students, apart from the grade.

Each course coordinator is required to grade at least thirty exams each term. The remaining exams can be graded by the coordinator or by tutors of the course under the coordinator's supervision. Comments are written on the examination booklet. Students may request a photocopy of an examination booklet (for a fee) up to five weeks after notification of the grade.

The policy of the Department of Management and Economics is that only veteran, highly skilled, and reliable tutors may participate in exam grading. Tutors who participate in grading receive financial compensation in the form of additional payment to the regular salary.

Students may formally appeal a grade. An appeal cannot be examined by the original grader.

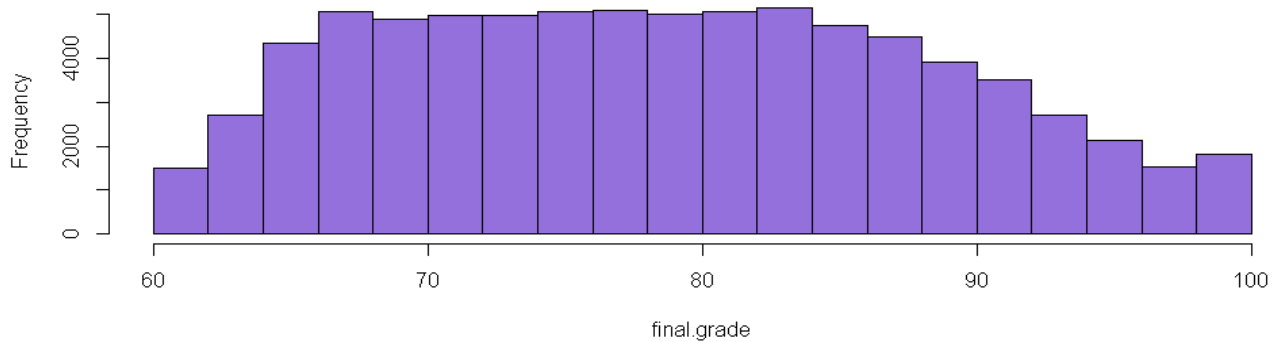
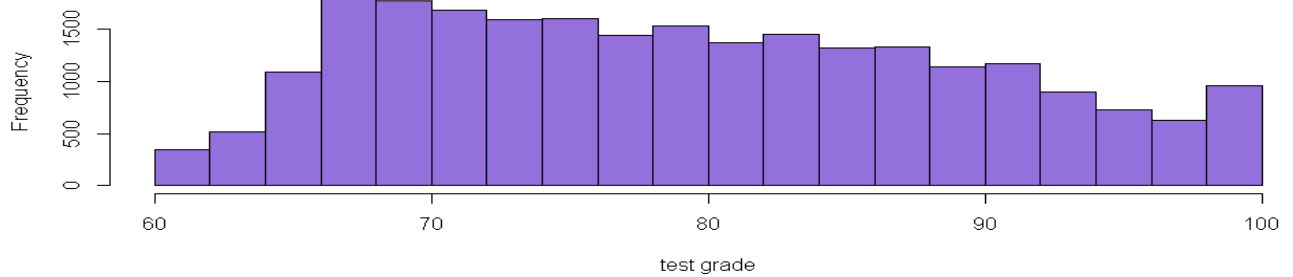
### 3.2.2.2.A.4 Please present the distribution of the final grades over the last three years in the format of a histogram (in all degree levels).

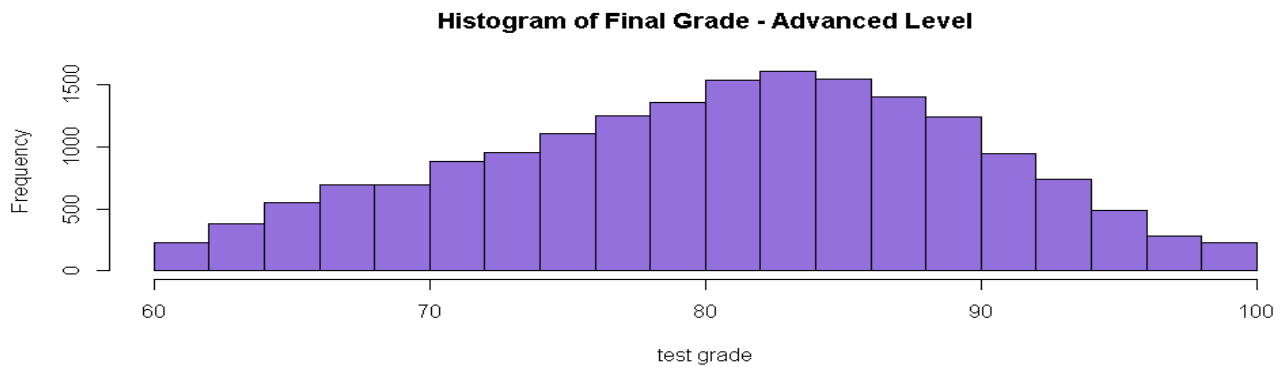
#### **Undergraduate students**

The following table and histograms present statistics of final grades in all undergraduate management courses over the past three years. Students who fail in a course do not have a final grade and therefore the data on average grades and the histogram refer only to those who successfully completed their courses. The table does not contain data on the courses in statistics and computer applications, as these courses are operated by other departments and taught to students from several departments, and not just those of the Management program.

**OUI final grades in undergraduate management course 2010-2013**

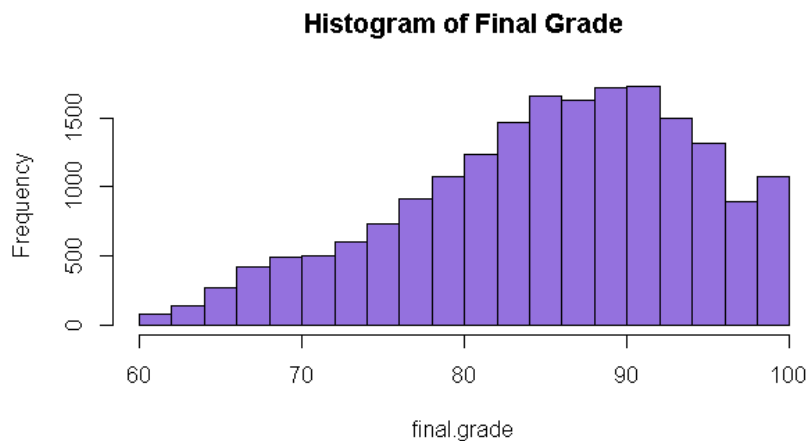
Course level	# of courses	Enrollments	Completed the course		Final grade	
			#	%	Mean	SD
Introductory	4	44,138	24,378	55	78.8	10.1
Intermediate	11	50,527	35,975	71	76.8	9.9
Advanced	16	20,005	18,083	90	80.1	8.8
<b>Total</b>	<b>31</b>	<b>114,670</b>	<b>78,436</b>	<b>68</b>	<b>78.2</b>	<b>9.8</b>

**Histogram of Final Grade****Histogram of Final Grade - Opening Level****Histogram of Final Grade - Intermediate Level**



### Graduate students

Final grade statistics in all MBA courses over the past three years are presented in the following histogram. Here too, the final grade data refer only to students who successfully completed their courses.



The relatively high final grades distribution of the MBA should be attributed to two main reasons: First, the distribution is based only on the final grades of those who passed their courses, as the others do not receive a final grade; Second, admission to the MBA program is based on sufficiently high achievements in BA studies, and on sufficiently high GPA in the program's cluster of prerequisite courses in economics, mathematics and statistics, which implies that each student accepted to the program has the specific skills needed for academic success in this field.

### 3.2.2.B Written assignments (seminar papers, projects, theses, dissertations, etc.)

**3.2.2.2.B.1** Describe the types of written assignments and other projects required in the program, their contents and scope.

The first part of this sub-section includes a description of the regular course assignments (such as weekly problem sets), followed by a description of pre-seminar assignments and seminar papers.

Written assignments are an essential component of teaching and learning at the OUI. Writing helps students cover course material systematically, understand the course content, and extract the main ideas from the texts. Feedback on written assignments helps students recognize and

maintain academic expectations and improve test writing skills. Students' written answers also provide feedback to the teaching staff on how well students understand the course material and what difficulties they are encountering.

In all courses, students are required to submit between 3-5 mandatory written assignments. In most courses, there are also additional optional assignments. The assignments and dates for submission appear on each course's website, as well as in the course booklet that is sent to students, together with the learning materials before the beginning of each semester. At tutorial sessions, tutors provide guidelines for writing the assignments. In most courses, guidelines also appear on course websites.

Each assignment has a relative weight depending on its difficulty and complexity. Assignments in management courses generally amount to 15%-30% of the overall grade. In a case where the average grade on assignments is below 60, and the final exam grade is a low pass, the assignment grades may lower the course grade to below 60, and the student will fail the course. In a borderline case such as this, the final exam will be re-checked by another faculty member before the student is failed. Students may turn to the course coordinator to appeal an assignment grade.

The assignments include different tasks that serve various purposes. All assignments in management and business administration courses are designed to integrate the concepts, theories, events, phenomena and processes studied, as well as to assess student mastery of content. The assignments are also designed to stimulate integrative discussions on key issues raised in the course and to practice applying them to events, situations and phenomena that are not part of the course material. Assignments also serve the basic didactic goal of improving writing skills.

As in exams, multiple choice questions are used only in a few courses which are more technical-mathematical, such as Introduction to Microeconomics, Introduction to Macroeconomics, Financial Theory, and Introduction to Accounting.

Assignments allow students to express and apply the knowledge they learn, and also provide them with immediate feedback, allowing them to correct past mistakes, improve future assignments, and prepare for exams. Students are required to submit their assignments on schedule, and to deal independently with complex issues, which is unique to OUI students. A high level of self-discipline is required, and because most students do not have a campus life (including regular encounters with other students and faculty) the individual effort invested in assignments is relatively high.

**Pre-seminar assignments:** All advanced undergraduate management courses include a pre-seminar assignment meant to provide students with the basic skills needed to write a seminar paper. This mandatory assignment must be completed with a grade of at least 60 in order to pass the course and with a grade of at least 70 in order to write a seminar paper in this course (two seminar papers are required in order to complete the study program and earn the BA degree).

The pre-seminar assignments are wider in scope than regular assignments. Students receive personal guidance from their tutors for these assignments. These assignments require students to complete a smaller-scale and partial version of a seminar paper of the type that they will do later in their studies. In the full seminar paper they will have to independently identify a research

question, present it within its context in the existing literature, offer a viable procedure for answering it, execute their suggestion, and come up with an answer. At the pre-seminar assignment stage the emphasis is not on the importance of the research question per se, and not on answering it, but rather on acquiring skills: understanding the scientific format, searching for academic resources, quoting and writing a bibliography correctly, and internalizing the importance of consistency between the research question and the scientific tools that are suggested for answering it.

**Seminar papers:** To earn an undergraduate degree, students are required to write two seminar papers, integrating the skills and knowledge that they have acquired in their advanced courses.

In the OUI's undergraduate management studies, a seminar paper can be written only in a field in which the student has already successfully passed an advanced course. The course coordinator oversees the writing of the seminar paper.

Seminar papers are written with the guidance, supervision and final evaluation of a person with a PhD in the relevant field. As described above, the Department of Management and Economics currently comprises just eight senior faculty members, while annually, several hundred management students face the seminar paper requirement (see the data in sub-section 2.5 for the annual number of management graduates). Therefore, the vast majority of OUI seminar paper supervisors are faculty members from other universities who are paid for each supervising task. Tutors and course coordinators with a PhD may also serve as supervisors for seminar papers, and receive the same pay as senior faculty members from other universities.

After successfully completing an advanced course, students submit a seminar paper proposal to the relevant course coordinator. Course coordinators do not suggest specific topics, because formulating the topic is part of the seminar paper process. If the course coordinator approves the proposal – she or he refers the student to a supervisor, based on the topic chosen.

According to OUI procedures, a student and a supervisor must meet several times to formulate the research question, methodology, contents and preliminary bibliography. Students then submit a proposed outline and a list of references which must be approved by the supervisor. Following approval, the student writes the paper independently and is required to submit it within six months, during which the student and the supervisor may meet as necessary. After submitting the paper, another meeting is held for discussing the paper. Following that meeting, the supervisor sends a copy of the paper, with comments, a detailed evaluation, and the final grade, to the course coordinator. The OUI's senior faculty member serving as the academic supervisor of the course also reads the supervisor's report and approves, or disapproves, the final grade. If a grade and evaluation are rejected, the supervisor of the seminar receives instructions for re-evaluation.

In all advanced management courses, students receive a detailed guidebook for writing seminar papers. The booklet is posted on the department website and on the websites of advanced courses. Seminar papers previously submitted by students are also available on the department's website, in the specific courses' websites, in the library, and in course coordinators' offices.

The passing grade for seminar papers is 60, and the grade is included as part of the overall degree grade. Over the past three years (2011-2013), management undergraduates have submitted 5227



seminar papers. The average grade was 83.9 (SD = 8.2). These high grades reflect the fact that seminar papers are written towards the end of the degree program, when students are more academically experienced and have already acquired a variety of scholastic skills.

Some advanced management courses offer students workshops for writing their seminar papers. These workshops, attended by between 10-20 students, are led by lecturers who supervise the students in writing their seminar papers post-workshop. The 4-6 workshop meetings are considered to be very helpful, based on the large percentage of submissions resulting from them.

**Graduate students' seminars:** Students in the MBA program must actively participate in two seminar courses of their choice, subject to the approval of an academic advisor. Seminar courses are taught by senior faculty members from the OUI and other universities, and are based on lectures rather than textbooks. Group meetings are held throughout the semester and attendance is mandatory. Seminars have no more than twenty students and occasionally use distance learning technologies (online live lectures). The lecturer of the seminar is also the supervisor of the process in which students write their seminar papers.

The first meetings of the seminar are devoted mostly to lectures about its specific field. During that stage, the lecturer also prepares up-to-date literature to assist students in choosing their seminar topics, and monitors the process of researching and writing the papers within the framework of the group meetings, as well as evaluate the papers. Papers approved by the supervisor are presented by the students to the class in the last few meetings of the seminar.

There are no exams in seminars, so final grades are based mainly on the paper written during the course of the seminar. The seminar grade is based on the following criteria: the academic significance of the topic, clarity of presentation, description of theoretical background, literature review, relation of the theoretical background to the topic, accuracy and currency, logical structure, discussion of conclusions, writing quality, and correct use of scientific reporting procedures. The oral presentation is assessed on the basis of the student's mastery of the topic and the logical structure of the lecture.

#### **3.2.2.2.B.2** Who writes the assignments and how is the validity of the assignments assessed?

The regular assignments of an OUI course are written by the course coordinator, under the guidance and supervision of the senior faculty member who is the academic supervisor of the course. The questions in the assignments change from semester to semester. As in the case of tests, the validity sought is content validity and its assessment relies on the expertise of the academic supervisor in the relevant field.

#### **3.2.2.2.B.3** Who grades the written assignments?

Regular assignments are submitted to tutors, usually through the online assignment system, by mail, or in class meetings. The tutors grade the assignments on the basis of criteria provided by the course coordinator and return them to the students with detailed feedback and a grade.

As described in detail in sub-section 3.2.2.B.1 above, pre-seminar assignments are graded by the tutors and seminar papers are graded by the senior faculty members supervising the writing.

**3.2.2.2.B.4** What methods are applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students?

On regular assignments, the feedback includes correcting mistakes, highlighting missing components in the answer, commenting on wording and structure, and providing a general evaluation that may include encouragement and reinforcement. Feedback also relates to the structure of the answer, its layout, syntactic structure, clarity, reasoning, and the use of sources and examples.

After the submission date, detailed solutions to regular assignments are often posted on the website to enable self-assessment, in addition to the feedback on individual papers provided by the tutors. In the less mathematical courses it is strongly emphasized that the posted solution is not necessarily the only true solution, and that students should therefore pay special attention to the personal feedback in their own assignments.

For the evaluation and feedback on pre-seminar assignments and seminar papers, see the detailed description in sub-section 3.2.2.2.B.1 above.

**3.2.2.2.B.5** What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.

Currently, there are no large-scale final projects, seminars or theses in the OUI's management study programs and in the OUI's MBA program. It should be noted however, that a study program for an MBA with thesis has already been approved by the OUI's Senate, and is about to be submitted for the approval of the CHE.

#### **3.2.2.2.C Training and field work**

There is no training or field work in the OUI's study programs in management and business administration.

#### **3.2.2.2.D Other methods applied to measure student achievement**

There are no other methods for measuring student achievement.

### **3.2.2.3 Summary of learning outcomes**

**3.2.2.3** To what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

Study programs at the OUI are based on independent study via formal learning materials which are supplied to tens of thousands of students each semester in Israel and abroad. As a result of these features, all aspects of teaching at the OUI are highly structured and closely monitored.

In particular, the processes of evaluating teaching and measuring learning outcomes are highly structured and closely monitored, as described in detail throughout this sub-section. In fact, we view the ability to directly observe teaching performance and evaluate learning outcomes as one of the strengths of our teaching model.

The reliability of the methods we use for measuring teaching and learning outcomes implies that the final grade distribution reliably reflects the degree to which our students have acquired the intended learning outcomes. Using the final grade data of 2010-2013 (presented in subsection 3.2.2.2.A.4) for that purpose reveals that the intended learning outcomes were achieved to differing degrees: Some students acquired them very well, as their high grades demonstrate, others have not acquired them well enough and therefore have failed the relevant courses. In-between are students with median-range grades, indicating a similar degree of acquiring the intended learning outcomes. The resulting normal distribution around a mean grade of (about) 75 and standard deviation of (about) 10 seems to fit our expectations for combining the high academic standards of our course materials with the large and varied population we teach, and also with our teaching methods.

A crucial point that was presented in detail in subsection 3.2.1.1 concerns the evaluation of teaching. As noted, teaching in the OUI is based on writing textbooks and preparing other learning materials for independent study. Due to the highly structured review process, which is an integral part of the preparation of these materials, the key components of our teaching are, in fact, assessed **before** they are actually executed, and therefore reach our students only after they have been favorably evaluated.

## Chapter 4 – Students

### 4.1 Entry Requirements

**4.1** What are the entry requirements/criteria for the program (first degree and advanced degrees), including the "on probation" status.

#### **Undergraduate programs**

As described in the first chapter, the OUI's open admissions policy enables students to enroll in undergraduate study programs with no formal prerequisites (such as the high-school matriculation certificate, psychometric test score, or prior academic experience).

#### **Graduate program**

Students from an accredited institution of higher education with a GPA of 80 and above are accepted automatically. Students with a GPA below 80 are considered by the MBA Admissions Committee (a personal interview may be required in certain cases). At least three years of proven managerial experience is advantageous.

Students with an undergraduate degree in fields other than management, who lack foundational courses in Statistics, Economics, Research Methods and Mathematics are accepted on academic probation and are required to take the courses they lack and pass them with an average grade of 75.

Admission is valid for two years from the date of notification. Admissions-related decisions are made by the MBA Admissions Committee.

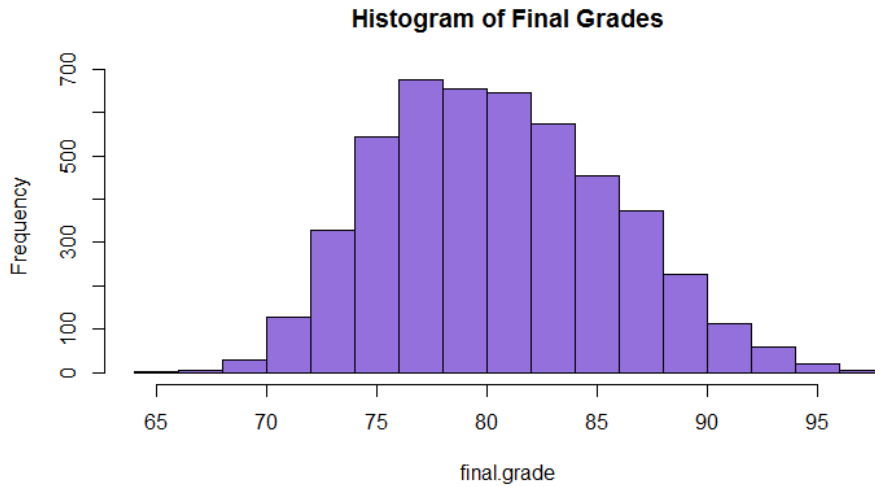
### 4.2 Admission data

**4.2** In the format of a histogram, please present the range of psychometric test scores or the equivalent, as well as the range of matriculation averages of the students that were admitted to the program in the last five years. If there is a discrepancy between the admission criteria and the de facto admission data please elaborate.

As indicated above, the university's open admissions policy enables students to enroll in OUI undergraduate courses with no prerequisites. The prerequisites for entering the MBA program were described in the previous sub-section and are based mostly on BA performance. The histogram below presents the distribution of MBA students according to their BA final average grades.

As the histogram shows, approximately half of the students are accepted into the program automatically with a GPA above 80. The rest may be accepted into the program after a detailed review of their cases by the MBA Admission Committee. The histogram also shows that most of the cases approved by the committee have a GPA from 75-80.

### Histogram of MBA students according to their BA average grades



### 4.3 Admitted and Enrolled students

**4.3** Please submit data in table format concerning the number of applicants, admitted students, and enrolled students in the last five years (divided by degree) as follows: a. Numbers of applicants; b. students admitted on probation; c. number of students who started studying in the program; d. number of students that completed their studies, including those admitted "on probation".

#### Undergraduate programs

The OUI open admissions policy for undergraduate studies renders the questions of application and admission irrelevant. Data on the number of students who study in the program (c), and the number of those who acquired a BA (d), were presented in Chapter 2 (subsection 2.4 and 2.5), and will be presented again in subsection 4.7 which deals with dropout rates.

#### Graduate program

**Admission data:** The table below presents the number of applicants, and number of students admitted to the MBA program in the last five years.

	Applicants	Admitted unconditionally	Admitted on probation	Passed probation		Admitted (total)	
				#	%	#	% (of applicants)
2009	1,058	41	962	502	52	543	51
2010	1,220	86	1107	579	52	665	55
2011	1,026	70	938	424	45	494	48
2012	916	94	807	386	48	480	52
2013	1,062	203	848	405	48	608	57
<b>Total</b>	<b>5,282</b>	<b>494</b>	<b>4,662</b>	<b>2,296</b>	<b>49</b>	<b>2,790</b>	<b>53</b>

Most of the students accepted on academic probation must still successfully complete some of the foundational course requirements of the program. Credits and grades earned in these courses cannot be used towards MBA studies. Students may also be accepted on probation if they have only a very small number of academic requirements left for completing their bachelor's degree and do not want to miss the entire semester before starting their MBA courses. Students on

probation may be allowed to start taking MBA courses, but on a limited basis and subject to specific authorization by the MBA Admission Committee for each course.

As the table shows, most applicants are accepted into the program, either straight or on academic probation. This is mainly due to the very clear entry requirements which can be found on the program's website and in brochures distributed at the OUI study center. Admission requirements are also explained to potential applicants by academic counselors and by representatives at the OUI's Student Information Call Center and the OUI's Prospective Students Call Center. It is therefore unlikely that a student with a small chance of being accepted would apply.

The table also shows that most applicants are accepted on probation and about 50% pass the probation period and are admitted into the program. The other 50% can be roughly divided into about 20% who never start their studies at all, although accepted, and 30% who fail to complete the foundational course requirements.

The following table presents graduation and dropout rates for students who were fully admitted to the program (immediately or after successfully passing probation):

	Admitted	Graduated		Still active		Dropped out	
		#	%	#	%	#	%
2009	543	296	55	95	17	152	28
2010	665	337	51	169	25	159	24
2011	494	143	29	232	47	119	24
2012	480	26	5	354	74	100	21
2013	608	1	0.2	564	93	43	7

As the table shows, 55% of the students who applied in 2009 and were fully admitted into the program graduated by 2014, 17% are still studying towards the degree and 28% have dropped out. This leads to a prediction of about 70% graduates among these students. The numbers in the other years seem to be consistent with the 2009 pattern.

#### 4.4 Advancement Towards the Degree, and Graduation Requirements

**4.4** Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) for the program?

##### Undergraduate students

Since OUI study programs are not divided into academic years, and students register for individual courses, advancement from year to year is not applicable to OUI studies. The closest analogy is the advancement from introductory courses with no prerequisites, to intermediate-level courses and then to advanced courses. Most intermediate courses have, as prerequisites, other

courses that supply required content. Each advanced course has prerequisites too, as well as the requirement of earning 36 credits before enrolling in advanced courses.

As specified in detail in Chapter 3, the general requirements for a bachelor's degree in management are: completion of at least 108 credits (required and elective courses as specified in the programs; at least 24 credits in advanced courses; two seminar papers; fulfillment of English-language requirements, and bibliographic instruction in the library).

### **Graduate students**

Acceptance to the MBA program is determined by the MBA Admissions Committee. The admission requirements are:

- bachelor's degree from an institution accredited by the CHE
- GPA above 80 in the bachelor degree studies
- successful completion of a cluster of foundational courses with a GPA of 75

Most candidates with a BA in management, economics, or accounting will effectively have the third requirement nearly fulfilled by their undergraduate courses. Candidates with a BA in other disciplines may need to take the foundational courses they lack, with a status of academic probation until their successful completion.

Candidates with an undergraduate GPA below 80 are not automatically accepted to the program, and their cases are brought for consideration by the MBA Admissions Committee.

Students with special needs receive considerable assistance during their studies (described in detail in subsection 7.5) and may benefit from affirmative action upon their admission. Students whose undergraduate records are insufficient for automatic admission to the program may, like all applicants, apply for consideration by the MBA Admissions Committee. The committee has a policy of affirmative action and examines each case individually. Each decision is made on a case-by-case basis, rather than by pre-determined rules, in order to take into account the uniqueness of each student's situation.

Admissions criteria were determined in 2003 during the creation of the MBA program; they were subsequently refined and approved during departmental meetings of the senior faculty and were approved by the Senate, the President and the CHE. They are related to the aims of the program (which were described in detail in subsection 3.1.2) in the following way:

- Entry requirements are not based on high school matriculation grades, psychometric exam scores or the GMAT, reflecting the openness which is part of the OUI's mission (see Chapter 1, subsection 1.2) from which the program's aims are derived.
- admissions requirements based on BA achievement reflect the aim of maintaining high academic-teaching levels, in line with the commonly-accepted standards of MBA studies in Israeli universities and abroad. To achieve this goal, the MBA courses are much more advanced than undergraduate courses, and are therefore relevant only to students from the upper part of the BA final grade distribution, with very few exceptions.

To complete an MBA, students must earn 45 credits in required courses, elective courses and seminars. As mentioned above, students without the necessary background will be required to complete supplementary studies in basic courses that do not grant graduate level credits. Required

courses include core courses in management. The multi-disciplinary nature of graduate studies in business administration, as well as the diverse range of supplementary, required, elective, and seminar courses, enable students to plan a study program based on a wide variety of courses. Students are required to study a minimum of six elective courses from at least three (out of ten) clusters.

Advancement from year to year is irrelevant to the OUI, but students must meet any course prerequisites. Students may set their own pace, but have to complete the degree within five years.

**Degree Eligibility:** Students receive an MBA following completion of all the courses and seminar papers in their approved final program of study.

## 4.5 The Dropout Rate

**4.5** What is the yearly drop-out rate of students from the program over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to prevent, reduce or increase drop-out?

Measuring and interpreting the dropout rate at the OUI should be undertaken with much caution because many of the OUI undergraduate students are not necessarily studying towards a degree. The flexible nature of OUI studies means that students may take only a partial program for a variety of reasons:

- Some students discontinue their studies for a certain period of time and resume them after one or two years or more, so that discontinuation of studies for one year does not necessarily indicate what is usually considered “dropping out”. Some “dropouts” declare that the break is only temporary, and later resume their studies and eventually graduate from the OUI. Students who discontinue their studies are entitled to return to the university to complete their degree at any time. All their previous courses are accredited.
- Some students enroll in one or more courses, not necessarily with the aim of pursuing a degree, but to enhance their knowledge, to provide an additional challenge beyond their everyday activities or to keep abreast of their profession while continuing their work.
- Some students are referred to the OUI by other universities in order to complete course requirements or supplementary courses prior to their acceptance to advanced courses or to graduate studies at these institutions.
- Some students use the "bridges" program, which enables students to begin their undergraduate studies within the flexible framework of the OUI and transfer to other institutions, after earning a sufficiently high GPA in a specifically determined set of courses.
- The open admissions policy, together with the high level of academic courses, means that some students are not able to meet the requirements of the management program and choose to continue in other OUI programs.
- The flexibility of OUI studies enables students to combine studies with work and family commitments. Therefore, relative to other universities, it is more likely that OUI students may temporarily or permanently abandon their studies due to non-academic life events.



Notwithstanding the reservations specified above, in order to estimate the perseverance and dropout rates of our students, the OUI defines "dropouts" as students who have not enrolled in any courses at the OUI for three or more consecutive semesters.

The table below presents the dropout statistics in undergraduate management programs.

### Students' graduation and dropout in undergraduate management programs

Year	Enrolled	Graduated		Still enrolled		Dropped out	
	#	#	%	#	%	#	%
2009	7,438	4,182	56%	949	13%	2,307	31%
2010	7,790	3,853	49%	1,351	17%	2,586	33%
2011	7,383	3,126	42%	1,902	26%	2,355	32%
2012	7,089	2,272	32%	2,714	38%	2,103	30%
2013	6,769	1,216	18%	3,935	58%	1,618	24%

In each row the numbers refer to the **all** the students enrolled in management studies in that year, and not to those who started their studies in that year. Thus, for example, the table shows that in 2009 7438 students were enrolled in management studies by the time this report was written (April 2014) 56% of these students have already graduated, 13% of these students were still enrolled and 31% have dropped-out. Assuming that the future dropout among them will be balanced with a similar amount of return of dropouts leads to a prediction that eventually there will be about 65%-70% graduates among the 2009 management students. The rates in the other years seem to be consistent with the 2009 pattern.

The data regarding graduation and drop-out rates for the MBA program was presented in detail in subsection 4.3 above, and shows a similar 70% graduation rate for the students in the program.

In general, the Department of Management and Economics finds these rates satisfactory, as they show that the majority of our undergraduate students earn a degree, despite the high academic demands of OUI studies on the one hand, and the open admission policy on the other.

### Steps taken to reduce dropout rates

**At the university level:** The challenge of increasing student retention while maintaining high academic standards has accompanied the OUI since its establishment. Over the years, varied measures were taken to investigate the issue and contend with its implications. This study of the issue has led to the definition of a "dropout" as a student who has not taken a course in the previous three semesters. The Evaluation Department conducts a survey every two years (on average) among all such students. A questionnaire is mailed to them prior to the registration period for the following semester, along with registration forms, and students are asked if they would like to receive academic counseling in preparation for their possible return to studies.

In 2012, the Retention Unit was established within the department of Academic Counseling and Study Guidance. The Retention Unit focuses on students who have dropped out after reaching an advanced stage in their studies (over 72 credits). The unit's main goal is to bring students back to a regular study schedule, so as to help them complete their degree. Over 2,000 students who were defined as 'dropouts' have been targeted by the unit and over 40% have either completed their degrees or returned to their studies. It was decided that the unit should focus on bringing back

students who had already dropped out and on preventing future student dropout. Efforts have included conducting writing workshops, assisting students from disadvantaged social groups (such as ultra-Orthodox Jews and Israeli Arabs), funding students who have financial hardships, increasing counseling services (see more details below), learning skills workshops, and more.

In order to prevent the dropout of students in the early stages of studies, the focus in recent years has been on the strengthening of learning skills, mostly via efforts by the Study Guidance Unit, which is part of the Department of Academic Counseling and Study Guidance. The guidance unit offers individual and group study skills training, including organizational strategies, effective reading of academic material and texts, summarizing information, analyzing questions and formulating answers, and exam preparation. The unit also offers guidance in writing seminar papers. In addition, informational sessions are offered to prospective students.

In July 2014, OUI management appointed a committee to suggest ways of identifying students likely to drop out, and to formulate strategies to help them overcome their obstacles. The process aims to integrate logistic and academic elements in a holistic approach. The committee is expected to submit its suggestions by the end of 2014.

**At the departmental level:** The management and economics department has conducted complementary activities to increase student perseverance. These have included preparatory workshops in specific courses which were identified as having high dropout rates (such as Introduction to Microeconomics and Calculus for Management and Economics); complete sets of recorded lectures in Arabic in several key courses (including Introduction to Microeconomics and Introduction to Accounting); seminar workshops which provide the students with tutored sessions, group support and a well-structured process of academic writing; increasing the variety of seminar courses; an effective departmental counseling service to guide students as to the courses best suited to their capabilities and preferences; flexible learning programs which accredit courses from other academic programs; encouraging the best tutors to teach the largest classes; and more.

With survey data showing that much of the dropout rate in later stages of studies is related to difficulties writing seminar papers, the Department of Management and Economics has added a pre-seminar assignment to each advanced course, in order to better prepare students for writing their seminar papers. The beneficial aspects of pre-seminar assignments were described in detail in Chapter 3, subsection 3.2.2.B under the subtitle "Pre-seminar assignments".

## 4.6 Student Participation in Faculty Research

**4.6** To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

**Undergraduate studies:** Management students do not participate in the research projects of faculty members, mainly because senior faculty members usually do not interact with students in class, as their teaching is done through the writing of textbooks.

**Graduate studies:** Since the MBA is currently a non-thesis program, MBA students are also not involved in faculty members' research, although final projects do require some individual research work. We hope that in the next couple of years our thesis program will be approved by the CHE and students will take an active role in research and academic writing.

## 4.7 Counseling Systems

### 4.7.1 Counseling and assistance before and during studies

**4.7.1** Describe the system of academic counseling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.

The flexibility in studies at the OUI necessitates a uniquely large body of counseling services to help students efficiently navigate through the many options they have. The main elements of the counseling services are:

**The Department of Academic Counseling and Study Guidance:** This is a large unit which manages a range of academic counseling services. Approximately fifty professional counselors advise students via phone, internet, and in personal meetings at the Raanana campus and in study centers country-wide. The unit also has counselors who provide guidance services in nearly every study center on a daily basis. The counselors are highly experienced and are attuned to the needs and aspirations of the students. All counselors hold a Master or Ph.D. and most of them are also employed as tutors at the OUI, and therefore are familiar with the OUI's unique characteristics. As counselors, they receive continuous training and updating of academic changes taking place in the university. In particular, they are trained in using the OUI's academic information system ("Oracle") which enables them to counsel within the context of each particular student's academic status and needs. Academic counselors assist students with a variety of issues, including

- describing specific disciplines and courses
- helping students decide upon a degree program
- helping students understand their course options for particular semesters
- helping students build a long-range study program to be submitted to the Study Program Approval Committee
- monitoring each student's advancement towards a degree
- helping students become aware of the types of learning support offered by the OUI and selecting the appropriate ones for their needs
- directing students to sources of information on specific matters

Counselors document each meeting with a summary placed in the student's file via the Oracle system. No limit is placed on number of advising sessions. Phone or email counseling sessions take place within hours of a student's request, and appointments for face-to-face meetings are generally scheduled within one or two days.

**Field-specific counseling:** Field-specific counseling is provided by senior faculty members, course coordinators, and experienced tutors. Each course coordinator is required to provide a weekly hour of counseling. Senior faculty usually provide one hour of phone counseling per

week as well, although it is not officially a job requirement. In particular cases, the department may request tutors to assist in counseling. The field-specific counseling in the Department of Management and Economics is under the management of the chair's assistant for academic affairs. In addition, field-specific counselors may meet students in person on the OUI campus in Raanana and at study centers throughout the country. Counseling by field-specific advisors is professional and academically oriented and refers mostly to specific courses and their content. Students may obtain field-specific counseling mainly via the department's website which includes a list of counselors' weekly hours. Students may also be referred to field-specific counseling by counselors from the Department of Academic Counseling and Study Guidance, when there is a student request for more specific knowledge of the relevant field.

**Academic counseling in the MBA program:** Since the MBA program is much more structured than the undergraduate program, counseling for these students is conducted by the department and its academic staff, and is monitored by the MBA Admissions Committee. Academic counseling is available to anyone interested in joining the program, and the academic staff can be reached either directly (through the program's website), or through the academic counseling system. Students in the program are encouraged to approach any member of the staff, in person, for academic counseling. They are also encouraged to make use of the course websites' discussion forums, which are regularly visited by staff members in order to provide guidance. Students make wide use of these options.

**The Prospective-Students Call Center:** This OUI unit receives calls from prospective students, documents all inquiries and personal details and holds information sessions for the benefit of the prospective students with the aim of familiarizing them with the Open University's unique study method, sophisticated technologies and flexible academic programs. Students are then encouraged to make an appointment for an individual counseling session at one of the study centers, in order to assist them in their first steps at the OUI.

**Counseling and assistance for students with learning disabilities:** Extensive efforts are invested in students with learning disabilities. The Center for Students with Learning Disabilities provides assistance to students with diagnosed learning disabilities. Students may ask for a meeting to discuss their diagnosis and its implications for dealing with academic tasks, and they can also receive guidance to improve their study skills. Guidance sessions focus on managing time, analysis strategies, organizing answers, strategies for reading and summarizing theoretical material, and preparing for and taking exams.

Guidance is either provided individually or in small groups, and is given by subject-matter experts or student-tutors in the appropriate field of study. Individual meetings with tutors specializing in learning strategies are conducted at study centers throughout the country.

#### 4.7.2 Career Counseling and Guidance

**4.7.2** Are counseling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity

The Guidance and Placement Unit in the office of the Dean of Students, also known as *Opjob*, serves as a coordinating body between OUI students and organizations providing academic and

career counseling services, as well as employment placement services. The unit coordinates and manages these services on the OUI campus and at the study centers.

More than 3,500 jobs were advertised on the *Opjob* website in 2012-2013, and e-mails were sent out directly to target populations, customized to field of study, area of residence, stage of study etc.

Several career guidance workshops were held at various campuses. One workshop was geared towards students with special learning needs and four workshops were offered on searching for employment. In addition, 100 meetings were held with new employers with the goal of expanding the existing employer base.

Information published by *OpJob* can be found on the website of the Dean of Students, on bulletin boards at study centers, and in brochures mailed with study materials.

## 4.8 Student Inquiries and Complaints

**4.8** What are the mechanisms that deal with student complaints? Please provide a list of students' complaints over the last two years and the way they were resolved.

The immediate address for many student complaints in a specific course is the course coordinator. Complaints may be submitted by email or by phone (at scheduled times).

Less immediate but more serious complaints are addressed to the department's Coordinator of Student Inquiries (CSI) who is in charge of handling all student inquiries, requests, and complaints. The CSI is expected to have a broad organizational perspective that addresses all courses and study programs and to handle all matters from this broad perspective. The policy of the Department of Management and Economics is to appoint a veteran course coordinator to this position, in order to ensure that the students' complaints are handled by a person highly familiar and experienced with related matters. The current CSI is Mordechai Sassoon who is also the coordinator of the Human Resources Management course. Considerations applied in making decisions are standardized and therefore do not discriminate between students. The CSI has the authority to overrule the decisions of the course coordinators and issue alternative decisions.

Most student requests pertain to special exceptions to the prevailing academic rules, such as taking an exam after the entitlement date, re-enrolling in a course after failing twice, taking an additional exam, completing course requirements after the due date, receiving permission for a later submission of seminar papers, etc.

All the inquiries are handled according to predetermined guidelines, and the CSI considers each request on its merits in accordance with the student's specific situation. As an academic advisor, the CSI is able to check whether the request indicates a specific difficulty in one course or reflects a lack of suitability for the chosen academic program. In the latter case, students are advised to meet with a general or field-specific counselor, and in some cases they are encouraged to receive assistance from the Center for Students with Learning Disabilities.

Another type of inquiry concerns complaints about tutoring or exams. The CSI collects the relevant course coordinator response and then handles the issue, possibly together with the relevant senior faculty members such as the academic supervisor of the course or the department's Chair. The following table presents examples of the most frequent complaints and the sources of information the CSI uses in order to examine their cause:

Topic of complaint	Sources of information
"The final exam was too difficult"	<ul style="list-style-type: none"> <li>- course coordinator's response</li> <li>- The opinion of the senior faculty member supervising the course</li> <li>- The student's previous academic achievements (attained through the Oracle web-system)</li> </ul>
"low quality service to student on the course website"	<ul style="list-style-type: none"> <li>- checking the course website for speed and quality of answers given to students</li> <li>- course coordinator's response</li> </ul>
"Tutor's guidance was not good"	<ul style="list-style-type: none"> <li>- Checking the tutor's previous semesters' grades</li> <li>- checking the course website</li> <li>- course coordinator's response</li> </ul>

Since considerable importance is given to the quality of teaching at the OUI, complaints are examined very carefully. If the grievance is even partially justified, the teaching staff is required to take steps to ensure that the oversight is not repeated. Students who have submitted a complaint receive a letter with detailed reference to their claims. Appeals to the CSI are submitted by email, either directly to the CSI, or via the department's secretariat office.

Students not satisfied with how their appeal has been handled within the department may appeal to the office of the Dean of Academic Affairs, or to the Coordinator of Student Appeals in the President's Office. In such cases the department is requested to supply a response to the relevant office, and it is decided whether or not to change the department's decision.

## 4.9 Rewarding Outstanding Students/ Financial Assistance

**4.9** What financial assistance is provided to students with financial problems and to outstanding students? What other types of financial support is available to students?

Outstanding students who meet predetermined criteria are awarded a certificate of academic excellence. The list of outstanding students is published once a year by the Dean of Students; students do not submit candidacy. Certificates are awarded on two levels: The President's List – weighted grade average of 95 and above, and the Dean's List – weighted grade average of 90-95. In the 2012-2013 academic year, an average grade of 95 or over was earned by 224 students, and 1,100 students completed their degrees with an average of 90-95, placing them on the Dean's List. President's List students receive a tuition scholarship for one course at the OUI.

**Financial assistance:** Students may apply for a financial assistance scholarship, provided they have successfully completed at least one course and are registered for the semester for which their application is considered.

## 4.10 Maintaining Contact with Graduates and Employers

**4.10 Alumni:** do the institution and/or the department keep contact with their alumni, employers, and employment market? Please specify the extent of integration of alumni into the labor market (especially relevant when the study program is "professional"): where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify study area and degree level). Relevant surveys would be appreciated.

**Maintaining contact with OUI graduates:** The OUI has over 30,000 graduates. The OUI Alumni Association publishes a newsletter twice a year and conducts monthly activities, including trips, lectures, and cultural events, which are publicized on the alumni website. In addition, the Alumni Association contributes scholarships to students annually. The OUI is also interested in maintaining contact with its graduates in order to learn from their experiences about the contribution of the degree to their personal, professional and academic lives. To this end, the evaluation department administers an annual survey to OUI graduates.

**The MBA Alumni Club:** The OUI MBA Alumni Club was established as a joint initiative of a group of alumni of the first MBA class and the MBA faculty in the Department of Management and Economics, to address the alumni's academic and professional interests. The aim of the club is to assist graduates, and to foster close relationships among the alumni, between alumni and the OUI, and with the economic and industrial sectors.

**Survey among bachelor's degree recipients:** In May 2014, the OUI conducted a survey among its 2009-2014 graduates. Of 3,978 BA graduates in management who received a questionnaire, 1,097 responded. Of these, 308 (28.1%) continued on to master's degree studies; 136 at the OUI, and the rest at other Israeli universities and colleges. 84% of the graduates stated that studies at the OUI prepared them well for higher studies. 87% of the graduates reported that they had been working prior to their studies. 25% changed jobs after graduation, while 75% did not do so.

The distribution shown in the table below reflects the graduates' opinions on how the studies contributed to several aspects of their lives. The majority reports a positive effect on their social status and personal development; 29% report a raise in salary after graduation.

<b>Improvement after studies at the OUI (BA)</b>	<b>N</b>	<b>%</b>
Raise in salary	311	29.3%
Promotion to a more senior position or rank	355	33.4%
Other improvement in employment conditions	193	18.2%
Transferring to a better workplace	171	16.1%
Improved social status	254	23.9%
Personal development	499	47%
Other improvement	39	3.7%
No improvement	264	24.9%

### **Survey among MBA students:**

We surveyed 614 graduates of our program. Nearly all of our graduates were employed during their studies (96%), and 81% held management-related positions. Almost 23% of the graduates

considered PhD studies. A vast majority of graduates mentioned that they were highly satisfied with their MBA studies (varying from 85% to 93% depending on the various aspects of the study program). 87% of the 598 who responded to a question regarding their current occupation did not change their workplace after graduation. Yet, their professional status and salary were enhanced.

<b>Improvement after studies at the OUI (MBA)</b>	<b>N</b>	<b>%</b>
Raise in salary	133	22.2%
Promotion to a more senior position or rank	165	27.6%
Other improvement in employment conditions	61	10.2%
Transferring to a better workplace	59	9.9%
Improved social status	117	19.6%
Personal development	310	51.8%
Other improvement	33	5.5%
No improvement	173	28.9%

#### 4.11 Summary – Strengths and Weaknesses

**4.11** In summary, what are the strengths and weakness of the issues specified above?

In the students-related issues evaluated in this chapter, the main strengths of the management program are the open admissions policy and the flexibility of studies – features that are part of the OUI's mission. As described above, the openness of the BA studies is absolute, with no entry prerequisites, and the MBA program is exceptionally (although not completely) open, as it is based only on the applicant's BA record.

Another related strength is the very large body of counseling services. The counselors are professional and experienced to a degree that is exceptional relative to other universities, and derives directly from the unique flexibility the OUI offers its students. We intend to push this strength even further, via a new plan, to be initiated in the 2014-2015 winter semester, in which a group of professional counselors will head the departmental counseling services.

Students have several addresses for all kinds of enquiries. In particular, there are many ways to appeal the decisions of the department's officers. We view this as a strength, as it provides structure, allows monitoring the handling of students' appeals, and ensures its integrity.

Despite the open admissions policy, approximately 70% of undergraduate management students reach a degree. As was explained in detail, many others do not study towards a degree, but to achieve other goals. We therefore view the degree-completion rate as evidence of the effectiveness of the efforts to prevent dropout, which are another strength of the program.

A possible weakness relates to the rate of dropout in the early stages of studies. The strategy so far has concentrated on the learning environment and on offering students a variety of tools for improving their learning skills, both general and course-specific in some core courses. While this is apparently helpful, it is possible that, along with these measures, the OUI's programs for lowering dropout rates should also include a more direct approach of identifying typical dropout points and targeting proactive assistance to students.



## Chapter 5 – Human Resources

### 5.1 Faculty (Academic Staff)

As described in previous chapters, the academic staff at the OUI, and in particular in the management and MBA programs, consists of a relatively small number of senior faculty members and a large number of tutors and course coordinators.

As in traditional universities, OUI senior faculty members have three general categories of responsibility: research, teaching, and academic administration duties. The research and academic administrative responsibilities are similar to those in traditional universities, while the teaching component is different. Instead of lecturing, senior faculty at the OUI develop learning materials for new courses, update and revise existing courses, and collaborate with course coordinators in managing the courses.

**Course coordinators** have both administrative and academic responsibilities. As part of their academic responsibilities, they are expected to:

- Prepare exams and assignments, and formulate criteria for their assessment
- Provide supplementary learning materials
- Administer course websites
- (in advanced courses) approve seminar paper topics, refer students to a supervisor, and monitor seminar papers
- Grade exams
- Evaluate appeals concerning exam and seminar paper grades
- Recruit and advise supervisors who mentor students in writing their seminar papers
- Monitor tutors (visit tutorial sessions; sample student assignments)
- Provide feedback to tutors and answer questions
- Handle academic issues pertaining to students (address questions, identify difficulties, etc.)
- Provide individual academic counseling to students

The managerial responsibilities of the course coordinators are:

- Recruit tutors and assign them to study groups around the country
- Manage course-related administrative issues vis-à-vis OUI administrative bodies
- Handle student inquiries: special requests pertaining to examinations, submitting different/additional assignments, changing study groups, participation in tutorial sessions, etc.
- Manage the administrative aspects of seminar papers

The tutors' responsibilities include:

- Preparing materials for tutorial sessions
- Leading tutorial sessions, which may include lecturing, elucidating difficult topics, discussing assignments, fostering discussion
- Responding to students on the course website's forum
- Evaluating assignments and providing feedback and grades
- Responding to student inquiries by phone, e-mail, or in person during weekly office hours

The Management program staff includes 4 senior faculty members, 55 course coordinators, and approximately 300 tutors. Senior faculty are described in Table 2A and course coordinators in

Table 2B. The responses to this chapter's eight questions about faculty will be divided according to the three categories of staff – senior faculty, course coordinators, and tutors.

### 5.1.1 Areas of Specialty

#### 5.1.1 How are the faculty members divided into areas of specialty in the discipline?

**Senior faculty:** The relatively small number of senior faculty members does not allow coverage of all specializations in management. Rather, each member's expertise is reflected in his or her research (see Chapter 6 for more details). The responsibility of acting as the academic supervisors of the courses is shared by the senior faculty members, mostly according to their specializations. Senior faculty members are also responsible for the development of new courses and for updating of existing courses. When this requires expertise that the senior faculty members do not have, the department may outsource the writing to an expert in the field who is a senior faculty member in another university.

**Course coordinators:** The coordinator of each course is a subject-matter expert for that course. In the BA program they should have at least an MA or an MBA. In the MBA program they should have a PhD. They are encouraged to pursue a PhD and to engage in research in various ways.

**Tutors:** Tutors have expertise in each course they tutor. This expertise is based on academic education, as well as on subsequent training. In all programs they must have at least a second degree. They are periodically evaluated, as detailed in chapter 3, sub-section 3.2.1.3.

### 5.1.2 Specialization and skills

#### 5.1.2 What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training?

**Senior faculty members** are chosen for their research excellence, and their positions at the OUI require a variety of skills, in accordance with their responsibilities. These include research, course development, and teaching expertise, good communication skills, and administrative abilities.

- **Research:** Senior faculty members are expected to conduct internationally recognized scientific research. The level of the research is demonstrated through active participation in international academic conferences, and by reviewing for, and publishing in, internationally recognized peer-reviewed academic journals and conference proceedings. Active involvement in the international scholarly community is essential for the development and updating of courses, for the supervision of teaching by faculty, for the guidance of students writing seminar papers in advanced courses, and for mentoring graduate-level students. Moreover, this involvement enables senior faculty to approach colleagues from other universities for assistance with the development of course material in areas where expertise does not exist within the OUI.
- **Course development:** Senior faculty members are expected to have excellent pedagogical writing skills in order to develop and update OUI courses and course materials. Course development includes developing proposals for new courses and study programs, writing new

learning materials, and updating and revising existing courses. It also involves academic responsibility for translations, for learning materials written by external experts, and more.

- **Teaching and monitoring teaching:** Each course is academically supervised by a senior faculty member. Every senior faculty member is responsible for overseeing the work of several course coordinators whose courses touch upon his or her field of specialization. These monitoring activities vary, but may include approving the exams written by the course coordinator, reviewing assignment feedback to students, observing tutorial sessions, approving seminar papers, and other contributions to the successful operation of the course by the course coordinators and tutors. The main skills required are knowledge of the course's subject-matter.
- **Managerial (service) roles:** OUI faculty members are involved in university-wide academic administration tasks. Due to the small number of senior faculty members at the university, most members carry a heavy managerial load. The OUI's recruitment policy is based solely on academic skills, resulting in varying administrative skills among senior faculty members. The distribution of administrative duties among senior faculty members therefore requires taking this heterogeneity into account.

**The role of course coordinator** at the OUI is a professional position. It is unique to the OUI and is therefore difficult to compare with positions at other universities. It has two main components: academic and administrative.

Based on the above job description, course coordinators must demonstrate the following skills: subject-matter expertise, excellent teaching abilities, good interpersonal skills (as they work with many students, tutors, and OUI administrators), IT skills, and other management skills.

**Tutors:** Tutors are expected to be competent in the subject matter of the courses they tutor, and thoroughly familiar with their textbooks and other course materials. Tutors must have the computer skills needed to update the course website and involve students in the discussions on the course forum.

### 5.1.3 Updating of staff members

**5.1.3** What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program?

Senior faculty members keep updated in their area of expertise by virtue of their on-going scientific research and scholarly activities and interaction in their areas of specialty.

A prerequisite for the hiring of course coordinators and tutors is the expectation that they will remain academically up-to-date. Although there are no formal mechanisms in place, there is a policy of encouraging them to remain current in their field, by providing funds for travel to international conferences and through interaction with the senior faculty. This policy relies mainly on opting to hire staff that hold, or study towards, doctoral degrees, and are active researchers. To this end, the OUI supports their research via financial aid and administrative benefits (see chapter 6 for more details).

Course coordinators are responsible for enriching the tutors' knowledge and skills. Some coordinators conduct professional discussions, as well as providing support and sharing current articles and other materials with tutors on the course websites.

#### 5.1.4 Rules, criteria and procedures for appointment

**5.1.4** What are the rules, criteria and procedures for appointing the head of the study program and the staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? What steps are taken to ensure that the faculty are informed of these policies and procedures? Are you satisfied with these procedures?

The department chair and heads of study programs are appointed positions. Senior faculty, course coordinators, and tutors are hired.

The department chair, the head of the management program and the head of the MBA program are nominated by the faculty from among the senior faculty, and appointed by the president. Criteria are abilities, seniority, and rank. Each appointment is usually for three years.

**Senior faculty:** Recruiting and promotion procedures are similar to those at other universities and are based on high-quality research output.

Recruitment of new faculty members is conducted according to the OUI's long-term plan for each department. The plan is based on the research and teaching needs of the department. Exceptions to this rule are possible in specific cases; for example, if an opportunity arises to recruit a faculty member of unusual merit. All recruitment processes are initiated by the president.

The academic promotion process of a senior faculty member can be initiated by the president, a member of the Academic Committee, or by a senior faculty member at a rank above the current rank of the candidate. After consultation with scholars in the specialization area of the candidate, the president decides whether to open the promotion process. If so, the president appoints an ad-hoc professional committee that receives at least three external experts' reviews of the candidate, evaluates the candidate for promotion according to accepted academic standards, and presents the summary of the evaluation to the relevant University Appointment Committee (one committee for appointments to lecturer and senior lecturer, and one committee for appointments to associate professor and full professor). On the basis of the professional committee's review, the Appointment Committee decides on the promotion.

While the nomination and academic promotion procedures for senior faculty of the OUI are similar to those at other Israeli universities, there are two fundamental differences:

- *Guest status:* A new recruit enters the OUI's senior faculty in the status of a "guest" and has two years to move from this position to that of senior faculty member. The procedure for becoming a senior faculty member is initiated after the new recruit's first course proposal has been approved in the relevant subcommittee. Salary during that period is equivalent to that of a faculty member of the same academic rank. A special academic committee is formed by the president to consider acceptance of the guest into the senior faculty.
- *Lack of tenure for senior faculty:* the OUI's senior faculty members do not enjoy tenure. Instead, their contracts are renewed on a periodic basis by the president following a review

process. The decision not to renew a contract requires the president bringing the case before a committee.

**Course coordinators** are recruited through a carefully controlled selection process. An internal call for applicants is written by a committee appointed by the department head, and is distributed to all OUI employees. Applications are pre-screened to ensure compliance with the pre-requisites, and all eligible applicants are evaluated by the committee. A short list of candidates is created, who are asked to produce recommendation letters, and are interviewed by the committee. If no employees of the OUI are found to meet the requirements of the position, the process is repeated, and the call is distributed both internally and externally. Such cases are rare, as a comprehensive knowledge of OUI systems is required for the managerial component of the positions. The recommendation of the committee is subject to the approval of the dean of academic studies and the vice president for academic affairs. The course coordinator's position has four ranks, with promotion from one rank to the next dependent on academic degree, research conduct, and contribution to course development. Ranks 1 and 2 are for course coordinators without a PhD, and ranks 3 and 4 are for coordinators with a PhD.

**Tutors** are employed based on a short-term semester-by-semester contract, though many work as tutors in a long-term capacity. The collective agreement with tutors states that recruitment of a new tutor can only occur when a study group is opened and no current OUI tutor who is academically fit for that course agrees to teach it. This process requires the approval of the department's chair and the department must report it to the Dean of Academic Affairs.

In general, the department is satisfied with the recruitment, appointment and promotion procedures of the senior faculty. Indeed, the procedures require extensive bureaucratic work, and are sometimes lengthy. Yet, on the other hand, they include checks and balances that ensure equity and professionalism, and minimize the negative influence of favoritism and bias.

The department is generally satisfied with the process of recruiting course coordinators and tutors. The extreme restrictions placed on hiring new tutors, however, may need attention in the coming years. While acknowledging the importance of giving significant priority to tutors already employed by the OUI, the current extreme form of this priority may lead to mediocrity. The reason for that is that the more excellent tutors are also the ones most likely to experience meaningful success outside the OUI, such as completing their PhD studies, or getting a lucrative job promotion. Due to the requirement to fill vacant study groups with a tutor from among the existing pool of tutors, the replacement will certainly be a capable one, but not necessarily an excellent one. Allowing a small yearly quota for new tutors could balance the need for providing meaningful job security while maintaining an infusion of promising new staff.

### 5.1.5 Head of the study program – Role description and credentials

**5.1.5** What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

The head of the management program is a member of the senior faculty who is responsible for the overall processes of developing and updating the program. This work is performed in close collaboration with the other senior and teaching faculty members and includes initiating new

study tracks, decisions concerning new course development, and updating and revising existing courses. Together with the department chair, the program head is also responsible for recruiting course coordinators, and for improving the quality of teaching and services to students. Experience in the OUI and the department, academic excellence in research and in course development, and managerial abilities are important for the position.

### 5.1.6 Definition of Employment

**5.1.6** How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

**Senior faculty members** hold full-time positions. Since their teaching responsibilities are fulfilled mainly through the development of new courses, updating existing courses, supervision of the work of course coordinators, etc., the definition of full employment does not include a quantitative component of teaching hours.

**Course coordinators:** Their appointment percentage is primarily determined by the number of students enrolled in their courses. Through careful planning and allocation of course coordination positions, any substantial changes in employment status and, consequently, salary, can usually be avoided. Course coordinators are employed via a collective work agreement, on a personal contract basis.

**Tutors** are employed under a newly signed collective work agreement which links their employment status and their remuneration to the number of tutoring hours and students enrolled in study groups.

### 5.1.7 Seminar and thesis advisors

**5.1.7** Are staff members obliged to serve as advisors for final projects, theses and dissertations? Are there criteria for assigning advisors to the above-mentioned papers and projects?

Currently, none of the management programs include theses, dissertations or final projects. Some faculty members act as supervisors of masters and PhD theses in other universities. Staff members who hold a PhD are able to supervise seminar papers in advanced courses in which they have the academic expertise.

### 5.1.8 Recruiting and absorbing teaching staff

**5.1.8** What is the policy regarding recruiting and absorbing teaching staff (senior and junior) and what are the future recruitment plans to the study program? How are these plans made and by whom?

**Senior faculty:** Planned recruitment and absorption of senior faculty is proceeding according to the president's five-year plan. In accordance with the current five-year plan (Oct. 2011–Sept. 2016), we have, in 2014, completed filling all senior faculty positions by recruiting three new senior faculty members. As described in the department's mission, aims, and goals (section 2.2), departmental meetings of the senior faculty have led to the conclusion that more department members are needed. A formal request was sent in April 2014 to the Committee for assessing

Academic Development, which was appointed by the president to prepare a long term plan for OUI academic functions and related personnel.

**Course coordinators** Recruitment of course coordinators is based on the course offerings. Every course offered by the department requires a coordinator. New coordinators are recruited before launching new courses, and when existing coordinators resign or retire.

**Tutors** are recruited by the course coordinators, based on the ongoing demand for classes, qualifications, and geographic preferences.

## 5.2 Technical and Administrative Staff

**5.2** Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The Department of Management and Economics depends on its administrative staff for its operation, in particular:

- The Chair's Assistant for Academic Affairs
- The Coordinator of Students Inquiries
- The Chair's Assistant for Administrative Affairs
- The Secretariat office

**The Chair's Assistant for Academic Affairs** is directly responsible for coordinating the extensive student advising offered by the department; supervising the distribution of courses and study groups throughout the country prior to each semester; overseeing the inclusion of departmental studies information in all university publications, in particular the OUI's annual catalog; continually updating all printed and online OUI publications in real time about every relevant new information regarding the studies in the department; and overseeing many academic aspects of course development processes in the department.

In addition to these direct responsibilities, the chair's assistant is also in charge of assisting the chair in all academic affairs. This includes help with acquiring and processing information, advice and participation in consultations, and help in executing decisions.

The OUI's unique distance-teaching model makes academic teaching highly structured, and therefore calls for exceptional skills in fulfilling this position. In addition to the intrinsic personal skills, a high level of familiarity with the department and with OUI academic features and procedures is mandatory. Tali Mendelson is the current Chair's Assistant for Academic Affairs, and is also the coordinator of the International Management course.

**The Coordinator of Students Inquiries (CSI)** is the address for inquiries and appeals from the many thousands of students we teach each year. The role was described in detail in section 4.8. Mr. Mordechai Sassoon serves in this position, and is also the coordinator of the Human Resources Management course.

**The Chair's Assistant for Administrative Affairs** is responsible for managing the secretariat office; handling all human resource issues for the department's hundreds of employees, including

salaries, room allocation, etc; helping to determine and manage the department's budget; and assisting the Chair in all administrative aspects, including information, advice, and implementation. The OUI's distance-teaching model relies on a large amount of administration, and the task of coordinating the activities of the department with those of the large administrative body surrounding the department requires exceptional managerial skills and a deep knowledge of the OUI's many units. Ms. Smadar Baum currently holds this position.

**The Secretariat Office** includes seven administrative coordinators who provide administrative assistance to the department chair and to faculty members, including extensive assistance to course coordinators, and cooperation with the administrative units of the OUI.

### 5.3 Summary

**5.3** In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

**Senior academic staff:** The OUI is founded on the concept of a very small cadre of senior faculty who provide academic leadership to large programs. This situation is evident in our management program where a small number of senior academic staff in management are responsible for the education of approximately 7,500 students a year. Despite the size challenge, we believe our academic staff is highly dynamic, diverse, and fully dedicated to the mission of the OUI and of the department. Our faculty is carefully selected to ensure that they are flexible and capable of dealing with the unique academic and administrative challenges of the OUI, while still maintaining a high level of academic research, and contributing significantly to the international academic community. The high level of trust among members of the senior academic staff is key to its success.

**General administrators and course coordinators:** The administrators and course coordinators are an asset to the department. They are a group of knowledgeable and dedicated professionals who, in general, have many years of experience with the OUI. Most were selected and promoted from the ranks of more junior employees at the OUI, and they have an in-depth understanding of their role and of the roles of those they manage and collaborate with. Despite the significant workload they carry, they perform their duties effectively, and provide mutual support. When openings for these positions in the department are announced, we have the advantage of being able to select out of a diverse and extensive pool of internal applicants.

**Tutors:** Unlike other positions in the department, this area suffers from weaknesses that could have a negative influence on the department's future. The department's tutors are professional, effective and dedicated to their work, and in general, students are satisfied with the instruction they receive. Nevertheless, recent changes in the employment structure and in the contractual relationship with the instructors make it more difficult to recruit excellent new tutors, and to retain our top talent. Management instructors and tutors are sought-after by almost all institutes of higher education in Israel, and if the trend continues, we risk deterioration in the professionalism and quality of our tutors. Tutors are not only the ones who work most closely with our students, but they also provide a major pool of talent for more senior positions at the OUI. We can not afford to accept mediocrity as the standard for tutors, without risking the quality of our program.



## Chapter 6 – Research

### 6.1 Perception of Research

#### 6.1 What is the department's perception of research, and what are the expected outcomes?

Research is fundamental to the identity of the Department of Management and Economics. The main criterion for hiring new faculty is excellence in research, and conducting research is a major part of the academic role. Faculty members are expected to achieve high research standards within their fields, to publish in leading journals, present their work in academic conferences, and contribute to the academic community. The research accomplishments of faculty members are rewarded institutionally, and faculty members are promoted primarily based on their research accomplishments. Research also creates institutional benefits by keeping faculty members current in their fields of research, and by facilitating the development of high-quality courses. In addition, it is essential for our new research masters program in management, which has been approved by the OUI Senate and will soon be submitted to the Council for Higher Education.

The OUI also supports active research by the teaching staff, (i.e., tutors and course coordinators), although it is not formally part of their job definition. The support is both financial (e.g., internal grants for travel for presenting papers at international conferences) and in terms of work conditions.

The following box lists publications in refereed journals, from 2010 to the present, of the OUI's four senior faculty members specializing in management. The list includes only publications during employment at the OUI, and therefore omits publications by two new recruits who will join the OUI after the 2013-2014 academic year. For complete data on publications by the department's senior faculty (including pre-2010 publications of current members, publications of book chapters, publications by the new recruits, and publications of the department's senior faculty member specializing in economics) see the appended CVs of the department's senior faculty members.

#### Publications since 2010 of OUI senior faculty specializing in Management

##### Nitza Geri

Bar-Lev, R., **Geri, N.**, & Raban, D. R. (forthcoming). Developing a financial statement-based effectiveness measure of interorganizational systems' contribution. *Journal of Computer Information Systems*.

Gafni, R., **Geri, N.**, & Aziz, Y. (2014). Daily deals Websites: Mostly but not all about location. *Journal of Computer Information Systems*, 54(4), 80-87.

**Geri, N.**, Gafni, R., & Winer, A. (2014). The u-curve of e-learning: Course website and online video use in blended and distance learning. *Interdisciplinary Journal of E-Learning and Learning Objects*, 10, 1-16.

Silber-Varod, V., & **Geri, N.** (2014). Can automatic speech recognition be satisficing for audio/video search? Keyword-focused analysis of Hebrew automatic and manual transcription. *Online Journal of Applied Knowledge Management*, 2(1), 104-121.

- Gafni, R., **Geri, N.**, & Bengov, P. (2014). Investigating the effect of tangible and virtual rewards on knowledge contribution in online communities. *Online Journal of Applied Knowledge Management*, 2(2), 1-11.
- Gafni, R., & **Geri, N.** (2013). Do operating systems affect perceptions of smartphone advantages and drawbacks?. *Issues in Informing Science and Information Technology*, 10, 175-184.
- Gafni, R., & **Geri, N.** (2013). Adoption patterns of a juridical knowledge base. *J. of Information, Information Technology, and Organizations*, 8, 25-39.
- Geri, N.** (2012). The resonance factor: Probing the impact of video on student retention in distance learning. *Interdisciplinary J. of E-Learning and Learning Objects*, 8, 1-13.
- Geri, N.**, & Geri, Y. (2011). The information age measurement paradox: Collecting too much data. *Informing Science Journal*, 14, 47-59.
- Geri, N.** (2011). If we build it, will they come? Adoption of online video-based distance learning. *Interdisciplinary J. of E-Learning and Learning Objects*, 7, 225-234.
- Gafni, R., & **Geri, N.** (2010). Time management: procrastination tendency in individual and collaborative tasks. *Interdisciplinary J. of Information, Knowledge, and Management*, 5, 115-125.
- Gafni, R., & **Geri, N.** (2010). The value of collaborative e-learning: Compulsory versus optional online forum assignments. *Interdisciplinary J. of E-Learning and Learning Objects*, 6, 335-343.
- Eshet-Alkalai, Y., & **Geri, N.** (2010). Does the medium affect the message? The effect of congruent versus incongruent display on critical reading. *Human Systems Management*, 29(4), 243-251.

### **Yoram M. Kalman**

- Kalman, Y.M.** & Ravid, G. (forthcoming). Filing, piling, and everything in between: The dynamics of email inbox management. *Journal of the American Society for Information Science and Technology*.
- Kalman, Y.M.** (2014). A race to the bottom: MOOCs and higher education business models. *Open Learning: The Journal of Open and Distance Learning*, 29 (1), 5-14.
- Kalman, Y.M.** & Gergle, D. (2014). Letter repetitions in computer-mediated communication: A unique link between spoken and online language. *Computers in Human Behavior*, 34 (1) 187-193.
- Kalman, Y.M.**, Scissors, L. E., Gill, A. J., & Gergle, D. (2013). Online chronemics convey social information. *Computers in Human Behavior*, 29(3), 1260-1269.
- Kalman, Y.M.**, Geraghty, K., Thompson, C.K., & Gergle, D. (2012). Detecting linguistic HCI markers in an online aphasia support group. *Proceedings of the 14<sup>th</sup> international ACM SIGACCESS conference on computers and accessibility*, pp. 65-70. NY: ACM Press.

**Kalman, Y.M.** & Rafaeli, S. (2011). Online pauses and silence: Chronemic expectancy violations in written computer-mediated communication. *Communication Research*, 38(1), 54-69.

Elgali, Z., & **Kalman, Y. M.** (2010). The construction of failure and success concepts in K-12 ICT integration. *Interdisciplinary J. of E-Learning and Learning Objects*, 6, 281-292.

**Varda Wasserman** (Joined in 2011)

Kachtan, D. & **Wasserman, V.** (forthcoming). (Un)dressing masculinity: The body as a site of ethno-gendered resistance. *Organization*.

**Wasserman, V.** (2012). Open spaces, closed boundaries – Transparent workspaces as clerical female ghettos. *International J. of Work, Organization and Emotion* 5(1): 6-21.

**Wasserman, V.** & Frenkel, M. (2011). Organizational aesthetics: Caught between identity regulation and culture jamming. *Organization Science* 22(2): 503-521.

**Wasserman, V.** (2011). To be (alike) or not to be (at all): Aesthetic mimicry in organizational spaces. *International J. of Work, Organization and Emotion* 4(1):22-41.

**Adi Amit** (Joined in 2012)

Sagiv, L., **Amit, A.**, Ein-Gar, D., & Arieli, S. (in press) Not all great minds think alike: Systematic and intuitive cognitive styles. *J. of Personality*.

**Amit, A.**, & Sagiv, L. (2013) Tough decisions: Motivated processing of attributes and alternatives in complex choices. *Organizational Behavior and Human Decision Processes*, 121 (1), 104-117.

**Amit, A.**, & Sagiv, L. (2013) The preferensort: A holistic instrument for career counseling. *J. of Career Assessment*, 21 (2), 249-264.

**Amit, A.** & Gati, I. (2013) Table or circles? Comparing two methods for choosing among career alternatives. *Career Development Quarterly*, 61 (1), 50-63.

## 6.2 Strengths and Uniqueness in Research

### 6.2 What are the department's special strengths and uniqueness in research?

**Diversity of research areas:** The OUI senior faculty members specializing in management conduct research in a wide range of fields, including: communication, information systems, social psychology, and organizational sociology. This diversity reflects the interdisciplinary nature of the field. Two new senior faculty members specializing in marketing and multicultural management will join after the 2013-2014 academic year and extend the coverage of the field. The diverse research interests of faculty members are reflected in their contribution to course development and teaching, specifically in the broad repertoire of advanced and graduate courses offered by the department.

**Interdisciplinary cooperation:** Although the small number of senior faculty at the OUI (about ninety senior faculty members in all) causes an extraordinarily heavy workload (including teaching and administrative duties), the close interaction creates opportunities for cross-departmental research collaborations, which are reflected in three unique OUI research institutes. The department is highly involved in two of them (more details are provided in section 6.7):

- **The Research Center for Innovation in Learning Technologies:** This research center is one of the main reasons that the OUI is at the leading edge of practice and research in integrating technology into teaching and learning processes. Studies are conducted by researchers from fields such as education, psychology, information systems, innovation, computer science, and communication, as well as staff from the Shoham Center for Technology in Distance Education.
- **The Research Institute for Policy, Political Economy and Society:** This interdisciplinary research center supports research in diverse fields, such as political science, economics, sociology, organizational behavior, gender studies, leadership, communication, and education. This diversity provides a unique opportunity to offer new research perspectives on the interrelationships between policy formation and implementation, as well as social, organizational, political and economic processes and mechanisms.

Both research institutes hold seminars throughout the academic year with participants from within and outside the OUI, as well as an annual international conference of 1-2 days.

### 6.3 Leading Journals

**6.3** Please list in a form of a table the leading journals in the field (listed according to ranking,) including a separate column of faculty publications in these journals.

Perhaps more than any other discipline, management hosts a large and diverse collection of fields including Organizational Behavior, Organizational Sociology, Finance; Information Systems, Marketing, Operation Research and others. Consequently, there is also a large amount of overlapping between management and other disciplines such as psychology, communication and economics. Due to this diversity of fields within the discipline and overlapping with other disciplines – assembling a list of leading journals in management is bound to end with a relatively long list and also, possibly, a rather subjective list.

The table below shows the leading journals in management, divided by field. In the case of journals which have published the work of a current OUI faculty member, the author's name (in bold letters), together with co-authors and publication year, are specified. The list was assembled by bringing together the highly accepted *Financial Times' List of top 45 Journals Used in Business School Research Rankings* and the Hebrew University of Jerusalem's lists of leading journals in the different fields of management. Some leading journals from the top of the Hebrew University's list in related fields such a psychology or communication, related to the research of the OUI management faculty members, were added too. The *Financial Times'* list and the Hebrew University's lists are appended in the CD accompanying this report. Publications of new faculty arriving after the 2013-2014 academic year are not included in this table.

## Leading Journals in Management

<b>General Management, Organizational Behavior, Social Psychology</b>	
<i>Academy of Management Journal</i>	
<i>Academy of Management Review</i>	
<i>Administrative Science Quarterly</i>	
<i>J. of Applied Psychology</i>	
<i>J. of Management</i>	
<i>J. of Management Studies</i>	
<i>Academy of Management Perspectives</i>	
<i>Strategic Management Journal</i>	
<i>Organization</i>	<b>Kachtan &amp; Wasserman</b>
<i>Organization Science</i>	<b>Wasserman &amp; Frenkel (2011)</b>
<i>Organization Studies</i>	
<i>Research in Organizational Behavior</i>	
<i>J. of Personality</i>	Sagiv, <b>Amit</b> , Ein-Gar, Arieli (in
<i>Organizational Behavior and Human Decision</i>	<b>Amit</b> , & Sagiv (2013)
<i>Personnel Psychology</i>	
<i>Journal of Applied Psychology</i>	
<i>J. of Experimental Social Psychology</i>	Roccas, & <b>Amit</b> (2011)
<b>Operation Research, Information Systems &amp; Computer-Based Communications</b>	
<i>MIS Quarterly</i>	
<i>Management Science</i>	
<i>Operations Research</i>	
<i>J. of Operations Management</i>	
<i>International J. of Production Research</i>	Rosolio, Ronen, & <b>Geri</b> (2008)
<i>Production and Operations Management</i>	
<i>J. of the Am. Society for Inf. Science and Technology</i>	Kalman and Ravid (forthcoming)
<i>Information and Organization</i>	
<i>Communication Research</i>	<b>Kalman &amp; Rafaeli</b> (2011)
<i>Information Systems Research</i>	
<i>J. of Computer-Mediated Communication</i>	<b>Kalman</b> , Ravid, Raban, & Rafaeli
<b>Finance</b>	
<i>J. of Finance</i>	
<i>J. of Financial and Quantitative Analysis</i>	
<i>J. of Financial Economics</i>	
<i>Review of Financial Studies</i>	
<b>Marketing</b>	
<i>J. of Consumer Psychology</i>	Hornik, Ofir, & <b>Shaanan-Satchi</b>
<i>J. of Consumer Research</i>	
<i>J. of Marketing</i>	
<i>J. of Marketing Research</i>	
<i>Marketing Science</i>	

## 6.4 Publications of Teaching Staff

**6.4** Please provide a list of additional publications in the last five years (only by the teaching staff of the evaluated study program) according to refereed journals, books (originals or editions), professional journals, conference proceedings, professional reports, prizes etc. Please include data on impact factor

The following table shows publications in refereed journals of the teaching staff (tutors and course coordinators) of the program. The table is restricted to publication from the past five years that were published under the OUI's affiliation. Impact factor, when available, are in parenthesis.

Teaching staff	Books and Publications in refereed journals in the last 5 years
Ruth Gafni	<ul style="list-style-type: none"> <li>– <i>Issues in Informing Science and Information Technology</i></li> <li>– <i>Interdisciplinary J. of E-Learning and Learning Objects</i></li> <li>– <i>Interdisciplinary J. of Information, Knowledge, and Management</i></li> </ul>
Shaul Zionit	<ul style="list-style-type: none"> <li>– <i>Management Decision</i> (0.62)</li> </ul>
Baruch Keren	<ul style="list-style-type: none"> <li>– <i>Omega</i> (3.02)</li> <li>– <i>International J. of Logistics Systems and Management</i></li> <li>– <i>International J. of Productivity and Performance Management</i></li> <li>– <i>International J. of Engineering Management and Economics</i></li> <li>– <i>Health Care Management Science</i> (0.70)</li> </ul>
Shlomo Y. Tarba	<ul style="list-style-type: none"> <li>– <i>EuroMed J. of Business</i></li> <li>– <i>Thunderbird International Business Review</i></li> <li>– <i>Global Business and Economics Review</i></li> <li>– <i>J. of Transnational Management</i></li> <li>– <i>International J. of Organizational Analysis</i></li> <li>– <i>International Studies of Management &amp; Organization</i></li> <li>– <i>European J. of International Management</i> (0.47)</li> <li>– <i>International J. of Cross-Cultural Management</i></li> <li>– <i>World Review of Entrepreneurship, Management and Development</i></li> <li>– <i>European J. of Cross-Cultural Competence and Management</i></li> </ul>
Rinat Shaanan-Satchi	<ul style="list-style-type: none"> <li>– <i>J. of Consumer Psychology</i> (1.71)</li> </ul>
Nissim Cohen	<ul style="list-style-type: none"> <li>– <i>Bitachon Sociali</i> (Hebrew)</li> <li>– <i>Public Management Review</i> (0.99)</li> <li>– <i>International J. of Humanities and Social Science</i> (0.59)</li> <li>– <i>Health Economics, Policy and Law</i> (1.80)</li> <li>– <i>Administration &amp; Society</i> (0.47)</li> </ul>
Hana Ornoy-Rudnick	<ul style="list-style-type: none"> <li>– <i>Global Business and Economics Review</i></li> <li>– <i>Project Management J.</i> (0.57)</li> <li>– <i>World Review of Entrepreneurship, Management and Development</i></li> </ul>
Eyal Lahav	<ul style="list-style-type: none"> <li>– <i>J. of Socio Economics</i></li> </ul>
Sagi Gershgoren	<ul style="list-style-type: none"> <li>– <i>Administration &amp; Society</i> (0.47)</li> </ul>

## 6.5 Research Funds

**6.5** What are the research funds (in \$) of the institution, faculty/school, evaluated unit/study program in each of the last five years according to the source of funding: competitive sources (government/non-government), non-competitive public funds, other non-competitive funds (non-government), internal funds, donations. Please refer also to the research infrastructure: laboratories, specialized equipment and maintenance budget (level and sources of funding).

The following table shows the OUI's, and the management program's, research funds in 2010-2014. It is based on a currency translation rate of \$1=3.5NIS for funds received in NIS.

**OUI and management program Research funds** (in 1,000 US\$)

			2010	2011	2012	2013	2014
External funds	Competitive	OUI	562.4	715.6	1,040.8	811.3	766.6
		Program	-	-	-	-	44.9
	Non-Competitive	OUI	300	318.5	268	399.4	326.8
		Program	-	-	79.1	52	-
Donations		OUI	16.3	15.2	-	-	-
		program	-	-	-	-	-
Internal funds		OUI	799	936.8	1,003.8	1,063.9	1,389.3
		program	29	32.8	21.2	26.6	65

The term "competitive" is a label given to a specific list of 12 funds: Israel Science Foundation (ISF); Ministry of Science Research Foundations; US-Israel Bi-national Science Foundation (BSF); US-Israel Bi-national Agricultural Research and Development Fund (BARD); German-Israeli Foundation for Scientific Research and Development (GIF); The Israel Foundation Trustees – The Ford Foundation (IFT); The EU Framework Programme for Research and Innovation (Horizon 2020); National Institutes of Health (NIH); German-Israeli Project Cooperation (DIP); The Israel Cancer Research Foundation (ICRF); Ministry of Health Research funds (MOH); Ministry of Agriculture Research funds (MOA).

Thus, the term "non-competitive" should not be misunderstood - all of the funds that the OUI management faculty has received in this category come from foundations with competitive, often tough, scientific requirements for the funds they allocate. They are termed "non-competitive" merely to differentiate them from the 12 funds that the CHE has labeled "competitive." For a detailed list of the funds received by the OUI management faculty people see subsection 6.6.

**Research infrastructure:** The Department of Management and Economics is in the process of establishing infrastructure for experimental behavioral research. During the past two years, a departmental ethics committee was formed. The department is currently planning the establishment of a behavioral lab in one of the OUI study centers. A formal proposal for the lab has been submitted to OUI authorities and awaits approval. Currently, OUI management faculty whose research requires lab services for behavioral experiments, interviews, etc, usually use the facilities of their co-authors in other universities, or hire research lab services in other universities. Financing for these services may come from the Research Authority's general budget, rather than from the faculty member's research funds.

## 6.6 Grants, Honors, Fellowships

**6.6** Please list grants, honors, fellowships/scholarships, etc received by faculty (senior and junior).

Over the past five years, faculty members were awarded the following research grants:

- Varda Wasserman, 2012-2015, \$61,700, The Rothschild Caesarea Foundation.
- Varda Wasserman (with Orit Ramon and Sonia Roccas), 2013-2014, \$8,600, Jerusalem Center of Jewish-Christian Relations.
- Varda Wasserman, 2013-2014, \$8,600, Ruppin Academic Center and Joint Israel.

- Nitza Geri, 2012-2014, \$40,000, The Israel Internet Association.
- Gregory Yom-Din (teaching staff), 2013-2015, \$35,703, The Israel National Institute for Health Policy Research.
- Adi Amit, 2014-2015, \$57,140, The Israel Science Foundation.
- Yoram Kalman (with Yoav Yair), 2014-2016, \$17,700, EU Lifelong Learning Program – Erasmus.
- Varda Wasserman (with Dalit Yassour), 2014-2015, \$64,000, The Israel Science Foundation.

## 6.7 Chairs, Research Institutes, and Research Centers

**6.7** Provide a list of Chairs, research institutes, research centers and research facilities established in the last five years, including specialized laboratories.

**The Research Center for Innovation in Learning Technologies** was established in 2010, replacing the Chais Center for the Integration of Technology in Education (founded in 2004). This research center investigates the integration of innovative learning technologies into teaching and learning processes. It currently includes about fifty faculty members from different OUI departments, and a part-time research fellow. The center operates in close collaboration with the Shoham Center for Technology in Distance Education, and focuses on forging close ties among members of the Israeli research community. To this end, the center organizes a variety of ongoing academic activities, including research seminars, symposia, and conferences.

The center organizes the annual two-day Chais Conference for the study of innovation and learning technologies, which hosts hundreds of delegates, and publishes a book of the refereed conference proceedings. Since 2009, extended versions of selected best papers of each conference undergo refereeing, and are published in a special volume of the *Interdisciplinary Journal of E-Learning and Learning Objects*.

Management faculty members, as well as teaching staff, take an active role in center-sponsored activities. Dr. Nitza Geri is serving as head of the center since October 2012. She has served as the chair of the organizing committee of the Chais Conferences of 2008 and 2009, and Dr. Yoram Kalman served as chair of this committee in 2012 and 2013. Dr. Geri (since 2004) and Dr. Kalman (since 2009) are also members of the steering committee of the center.

**The Research Institute for Policy, Political Economy and Society** is an interdisciplinary research center aiming at advancing the study of theoretical, empirical and applied issues associated with the interrelationships between policy formation and implementation, as well as the social, organizational, political, and economic processes involved. The institute encourages studies on varied relevant topics such as education, labor relations, macroeconomic management, mechanisms of intergenerational transfers, welfare, environment protection and military-civil relations. Its focus is on Israel, using a comparative approach, and exploring the global dimensions of policy formation and its organizational implementations.

In order to foster a dynamic research environment for scholars from different disciplines, the institute organizes international and local seminars and conferences, publishes a series of working papers, and provides research assistance to its members.



Dr. Varda Wasserman, from the management program, has been head of the institute since May 2014, and Dr. Yoram Kalman, also from the management program, is one of the board members.

## 6.8 Research Students

**6.8** Please provide data on research students (master degree with thesis, doctoral degree): overall number (internal/external), sources of funding, level of funding, number of graduates (of the university, faculty/school, parent unit/study program) in each of the last five years.

The program currently does not offer research degrees.

Since mentoring graduate students is also an important professional role for academics, our senior faculty members usually co-supervise research students from other universities and research collaborations. Since 2009, the four senior faculty members of the management program have advised 13 students from other departments and universities (e.g., The Hebrew University of Jerusalem and University of Haifa) towards advanced degrees.

## 6.9 Commercialization Unit

**6.9** Is there a commercialization unit in the institution? Briefly describe its function: number of patents registered and where have they been registered.

In 2008 the OUI founded a commercialization unit: The OpMop Ltd. Technology Transfer subsidiary of the OUI. The OpMop strives to protect the proprietary rights of research conducted at the OUI, and seeks to support the commercialization of research conducted at the OUI. Three patents have been registered since the establishment of OpMop Ltd.

The OUI has focused its outreach activities on the educational, rather than commercial, field. The OUI is the largest academic publisher in Israel, with an output of one million Hebrew-language volumes annually, as well as a limited number of texts in Russian and Arabic for our non-Hebrew-speaking students. The OUI books are required or recommended reading for students in all Israeli universities and colleges. As the primary and, in many fields, the only source of academic materials in Hebrew, the OUI represents the major source of academic information worldwide to the highly regarded Israeli academic community. As such, the OUI enjoys the cooperation of academic authors and publishers who, through the outlet of OUI publications, find their way to Israeli academic textbooks.

## 6.10 Cooperative Activities

**6.10** Please list cooperation activities by department members both in Israel and abroad.

Faculty members have established extensive research collaborations with colleagues in Israel (Tel Aviv University, the Hebrew University, Haifa University, etc.) and abroad (including Northwestern University, University of Amsterdam, Nova Southeastern University, Harvard University, and University of Michigan).

## 6.11 Consulting

**6.11** Please list the major consulting activities done by faculty.

No consulting was done by faculty members during the past five years.

## 6.12 Level of Synergy

**6.12** What is the level of synergy between research and teaching needs at the various degree levels?

One of the OUI's unique characteristics is the small number of faculty members in relation to the larger number of teaching staff.

Faculty members' research interests are reflected in their contribution to course development and teaching, especially in the broad repertoire of advanced and graduate courses offered by the department. Selected teaching staff are relied upon for teaching and course development in domains that are outside the expertise of faculty members.

With the opening of the new MBA with thesis program, students will have the opportunity to conduct research under the supervision of faculty members. In addition, once the behavioral research lab is established, research students will be able to conduct lab experiments.

## 6.13 Points of Strength and Weakness

**6.13** In summary, what are the points of strength and weakness of the research, and are you satisfied with the research outcomes of your department?

One of our strong points is the university's awareness of, and support for, research. Strength is also reflected in the excellence of our researchers and the impact of their research in terms of grants, publications, collaborations, and service to the community.

A potential, but currently somewhat limited strength is our access to the unique data generated by the OUI's large-scale, highly documented, and very diverse teaching processes.

The main weakness of OUI research is the small size of the senior faculty. This limits our ability to create internally-based research teams. To reduce the effect of this limitation, most of our faculty collaborate with researchers outside the OUI.

Another weakness is the lack of a behavioral lab for experiments, interviews and other research-related functions that would serve the management and economics department. We hope that OUI authorities will respond positively to the department's formal request for such a facility.

## Chapter 7 – Infrastructure

### 7.1 Location

**7.1** Where the unit is physically located in the institution, in which building, and where does the study program under evaluation operate? Do other study programs share the building?

The Department of Economics and Management is located on the third and fourth floors of the Technologies Building on the Raanana main campus. The offices on these floors are distributed among senior faculty members and course coordinators from all three of the disciplines: economics, management (undergraduate and MBA program) and accounting. There are no classrooms in the building, as most of the tutorials are given at OUI study centers.

### 7.2 Physical Infrastructure

**7.2** Please describe the overall physical infrastructure that serves the unit and the evaluated study program. Please refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

**Faculty offices:** Senior faculty members have their own offices; course coordinators share offices. Standard furniture in each office includes a desk, chairs, telephones, a computer for each occupant, wall cabinets, and bookshelves. On each floor, there is a large kitchenette equipped with refrigerator, microwave, kettle, and a beverage machine (free of charge). The kitchenette also serves as a shelter and as a technical services room, with a network printer, scanner and photocopier. A fax machine and scanners are available in the department's secretariat office.

**Conference rooms:** A departmental conference room is available for faculty meetings. The conference room seats approximately 15 people comfortably and has infrastructure for audio-visual equipment and Internet connection.

The OUI campus in Raanana has two lecture halls (70-150 seats), one large auditorium (350 seats), and 19 conference rooms (12-20 seats) allocated to the department upon demand. The conference rooms, which are used for committees, seminars, presentations, interviews, etc., are set up for audio-visual equipment and Internet connection, and have a coffee corner. Conference rooms must be reserved in advance and any special equipment requests must be specified. Facilities for different types of meetings are also available at the main OUI study centers in Jerusalem, Tel Aviv, Haifa, Beer Sheva, and Givat Haviva. The OUI also runs Beit Daniel, a retreat on Mount Carmel near Zichron Yaakov, where it hosts conferences, workshops, and seminars.

**Study centers:** During the 2013-2014 academic year, 46 OUI study centers, out of a total of 91 located throughout Israel, held 1,462 management tutorial sessions and MBA courses. A total of 6,710 undergraduate students (including students living abroad) were enrolled in 31 management courses, and 2,472 students were enrolled in 42 MBA courses, as presented in the table below:

### Study Centers and Campuses

	2009	2010	2011	2012	2013
No. of OUI study centers	66	64	68	75	91
No. of management courses taught (undergraduate & graduate)	48	45	44	46	46

### Undergraduate Management Courses

	2009	2010	2011	2012	2013
No. of campuses where undergraduate management courses were taught	47	43	42	44	43
No. of management courses	31	31	31	31	31
No. of study groups opened	1,245	1,177	1,114	1,026	991

### MBA Courses

	2009	2010	2011	2012	2013
No. of campuses where MBA courses were taught	17	22	25	22	24
No. of MBA courses	41	45	45	44	42
No. of study groups offered	380	462	462	458	471

In most cases, classrooms are furnished with desks for two, and occasionally with tablet-arm chairs, and have access to electric outlets and internet connections. In the largest study centers, classrooms are equipped with permanent computers and overhead projectors for use by instructors, whereas in others, this equipment must be ordered in advance for specific tutorial sessions.

The OUI has a centralized classroom allocation system for tutorials at study centers, which is managed by the OUI's Department of Study Facilities. In all study centers, electronic boards provide real-time schedules and class locations.

**Interactive distance learning:** In certain courses, lectures and tutorial sessions are held through a synchronized interactive distance learning system. The lecturer or tutor and the students are located in various distant sites (class, office, home etc.) and employ a variety of communication technologies to conduct a common lecture or tutorial session. These interactive classes use a variety of audio-visual aids, including presentations, photos, videos and other illustrative materials.

The two main systems of internet-based distance tutorials are:

- **OFEK system:** A live interactive broadcasting system of tutorial sessions from OFEK studios, located on the OUI campus, and transmitted directly to the student's PC. Students are encouraged to interact with the tutor and other students. The communication between tutor and students during the live broadcast is by phone and chat. Lectures and tutorial sessions broadcast live via OFEK are recorded, and are accessible to students on the course websites for further review, or instead of live participation.
- **Video-Conference (VC).** This system enables broadcasting live class video lectures to several classes simultaneously. The lecturer may be in one class and the students can see and

hear the lecturer and all of the other students from distant classes. In some courses the VC system is accessible by student PCs via real time internet broadcasting, and students can chat with the lecturer. VC sessions are also recorded and are available for students on course websites.

**Computerization:** OUI studies are based, in large part, on online materials and activities. The OUI provides software to students according to the requirements of the various courses. The software programs are licensed and usually downloaded from the internet. The academic teaching staff provides support on content issues. Computer classrooms located in the large study centers are available for student use.

**Computer Networks:** A three-layer Local-Area-Network (LAN), with backbone bandwidth of 4-8 gigabits/second, is spread over the buildings on the Raanana campus: Edge switches (operating at layer II) on the users' floors, aggregation switches (operating at layer III) at the building level and core switches (also operating at layer III) at the campus level. Fast Ethernet links (100 megabits/second) or (where needed) Gigabit Ethernet links (1000 megabits/second) connect end-users' workstations to the LAN. A Wide-Area-Network (WAN) (4-10 megabits/second) connects the OUI regional campuses. The OUI is connected to the Israel Academic Network (ILAN) and through this network to the internet. The current main uplink to IUCC (and the internet) is 10 Gbit/sec primary line, with a 1 Gbit/sec backup line.

The OUI provides secure remote access communication (SSLVPN – virtual private network over SSL) to all employees requiring such communication. Wireless networks (WLANs) are installed in Raanana and in most OUI regional study centers to provide users access to specific computer services through a personal computer with a wireless adapter. The wireless network covers public and student areas such as the library, classrooms, laboratories, and lecture halls.

**Security:** The network is secured using several layers of firewalls and related security solutions.

**Computer services:** Intra-organizational e-mail, online calendar and schedule management, and shared activities, based on the MS-Exchange system; internet e-mail; access to the Internet; file servers for central and backed-up storage of personal and departmental documents and files; printing services for the variety of printers on campus; MS-Office package; statistical packages; a secure system for remote access (SSLVPN) to organizational computer services and to OUI information system services.

**Computer support:** The computer support unit provides periodic workshops on various applications and software at different levels. On-call support provides personal trouble-shooting support. The help desk can be reached by phone or e-mail. Its response is quick, courteous and efficient. The help desk takes remote control of the user's computer (with permission) and solves most problems instantaneously. Faulty equipment is rapidly replaced. Users who connect to the OUI system from their home computers receive similar support services.

In accordance with our mission statement, the distribution of classrooms in study centers throughout the country enables the OUI to achieve flexibility of time and location. Flexibility in studying is achieved by adding the option of various distance learning systems to the face-to-face tutorials in several of our study program courses.

### 7.3 Laboratories

**7.3** What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

Currently the Department of Management and Economics has no laboratory for its research. The department submitted a plan for developing a laboratory for behavioral research in management and economics to the OUI's administration in 2013. Currently, departmental faculty members rely on other solutions for their lab needs, such as working with co-researchers from other universities and using their laboratories, or renting laboratory services from other universities.

### 7.4 Library and Information Technology (IT)

**7.4** Describe the library, including computerized databases, which serves the students and the teaching staff of the study program, its strengths and weaknesses.

The OUI's central library offers reference, loan, and information services to students, faculty and administrative staff. The library collection includes all OUI publications (study materials, video and audio cassettes); collections of books, journals, and CDs; a digital collection of bibliographic databases, electronic journals, digital books, an exam database, a course reader database, a database of sample chapters from OUI course books, etc. Almost all electronic materials and most library services are accessible online.

**The collection available to management students and faculty:** Among the library's 17 bibliographic databases and over 100 full-text databases, one is a management database and 26 others are multidisciplinary academic databases that include management. Of the library's 45,671 electronic journals (unique titles), 1857 are e-journals in management. The electronic book collection includes 129 e-books and 3 OUI management courses (in Hebrew). The print collection includes multi-volume OUI textbooks from 42 management courses, 2374 books, and 68 print journals in the field of management. All required texts are mailed to enrolled students; students can search for, and download, the full text of articles in electronic journals, as needed.

**Location:** The library occupies a four-story building on the OUI campus in Raanana, spanning a total area of 2,000 sq. meters. The library has reading halls (54 seats and 17 computer stations), a training classroom (15 computer stations), multimedia storerooms, and staff offices.

**Library hours:** Three days a week from 09:00 to 16:30, twice a week from 09:00 to 19:30, and on Fridays from 09:00 to 13:00.

**Library staff:** The library employs 16 librarians with academic degrees in library and information studies; 15 hold graduate degrees. The director holds a PhD in Library Science.

The Library Committee, composed of the Director of the Library and senior faculty members representing the disciplines taught at the OUI, provides assistance in all issues pertaining to acquisition policy, updating the library, and development of the library collection.

**Training:** As a prerequisite of advanced courses, students must pass an exam in information literacy. Online training developed by the library provides training tutorials on the various

subjects that comprise information literacy: introduction to library resources, deconstructing citations and citing sources, using the online catalog, database searching concepts, locating sources online or in the library, searching specific databases and searching with a discovery tool, evaluating information sources, and more.

**Assistance:** During all library hours, librarians offer advisory services and assistance to students and faculty in searching for information, using electronic resources. Distance services (online and by telephone) are provided 45 hours a week.

**Acquisitions policy:** Acquisitions can be initiated by an academic staff member or the library staff, subject to the approval of the relevant department chair or the dean of academic studies, and taking into consideration the available inter-library loan services. Literature required for faculty research may be purchased through the library services via faculty research funds.

In recent years the library has expanded its collection through quite large acquisitions of new titles. Faculty members' requests for the acquisition of books are generally approved and effectuated rapidly. The library is currently expanding its collection of e-books, thus making the acquisition of new titles easier and faster. The development of the e-books collection will facilitate students' and faculty members' access to new titles.

The inter-library loan service, which functions very efficiently, facilitates access to articles in journals to which the OUI library does not subscribe, and to books that it does not own. Agreements with most other university libraries provide faculty and students with access to these libraries for reference and loan services.

## 7.5 Accessibility

**7.5** Do the institution and the study program take steps to enable convenient access of students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

All facilities on the Raanana campus and in study centers throughout the country are accessible to students with disabilities, in accordance with Israeli law, and the OUI's mission of openness.

**Physical access:** In coordination with the Department of Study Facilities and the Center for the Organization of Exams, study and exam centers are adapted for students with motor disabilities. Those confined to their homes receive special tutoring and may take exams at home. The department offers individual home tutoring to students with motor disabilities, with the financial assistance of The Center for Students with Special Needs.

**Special exam conditions:** In accordance with their specific learning needs, students receive special modifications for exams, including extended time, use of a word processor, assistance from a proctor (who reads, writes, and copies the exam), various aids (an enlarged or recorded exam questionnaire, enlarging paper, Braille pages, closed circuit TV, a magnifying lens, etc.).

**Access to services:** The Coordinator for Students with Special Needs personally assists students with disabilities and coordinates contact with entities inside the university and without.

**Access to study material:** As specified earlier, all students, including students with special needs, receive their study materials for each course, each semester, by mail. Additional study materials are available online on the course website, which is accessible to all students enrolled in the course. With advance notification, students with a legal blindness certificate or with a visual disability can receive the study material recorded on audio cassettes (in coordination with the *Aleh* Association and libraries for the visually impaired). Upon request, tutorials are recorded and sent to students who are unable to participate.

**Distance services for students:** As specified above, the library provides access to a wide variety of online databases, including full-text download availability for most academic journals. This enables all students, as well as students with disabilities, to enjoy easy access to rich academic materials. Moreover, the library offers distance photocopying services (for a fee). Book sections and articles, from the OUI library and other university libraries in the country, are scanned and e-mailed to students upon request.

In addition, almost all academic services, such as accessing learning materials, submitting assignments and consulting with tutors, are available online and by phone, which helps students with physical limitations.

**Regional libraries:** Regional libraries, offering OUI course books and additional materials, are located at the main study centers. The OUI has agreements with libraries in most other universities in Israel to provide reference and loan services for OUI students and staff.

## 7.8 Strengths and Weaknesses of the Physical Infrastructure

7.8 In summary, what are the points of strength and weakness of the physical infrastructure?

**Strengths:** The physical infrastructure of the OUI is one of the most complicated, yet remarkable, in terms of its distribution, operational flexibility, and efficiency. It serves about 45,000 students per semester, and yet enables most students to study in classrooms near their place of residence or in other convenient locations. Although the study center network is an integral part of the wider OUI framework, each center has also adapted its facilities, hours of operation, administrative support and technical systems to meet the specific needs of its own student populations.

The library service is of good quality and the option of connecting to a wide range of leading journals and to receiving the full text of articles electronically is valuable, especially since library services are limited in some of the study centers used by more remotely-located students.

The computerized systems are well-developed and offer a solid platform for the OUI's extensive online study resources.

The Raanana main campus is comfortable, well-equipped and well-maintained.

**Weakness:** In order to provide classrooms throughout the country, some are located in buildings which serve other purposes, such as schools, community centers, or other municipal buildings. Thus, although all facilities satisfy set requirements, study centers may differ in terms of the quality of their physical infrastructure with regard to level of technological devices, furniture,



handicap accessibility, and supportive facilities, such as libraries, copy machines, or even parking availability.

## 7.9 Facilities on a National Level

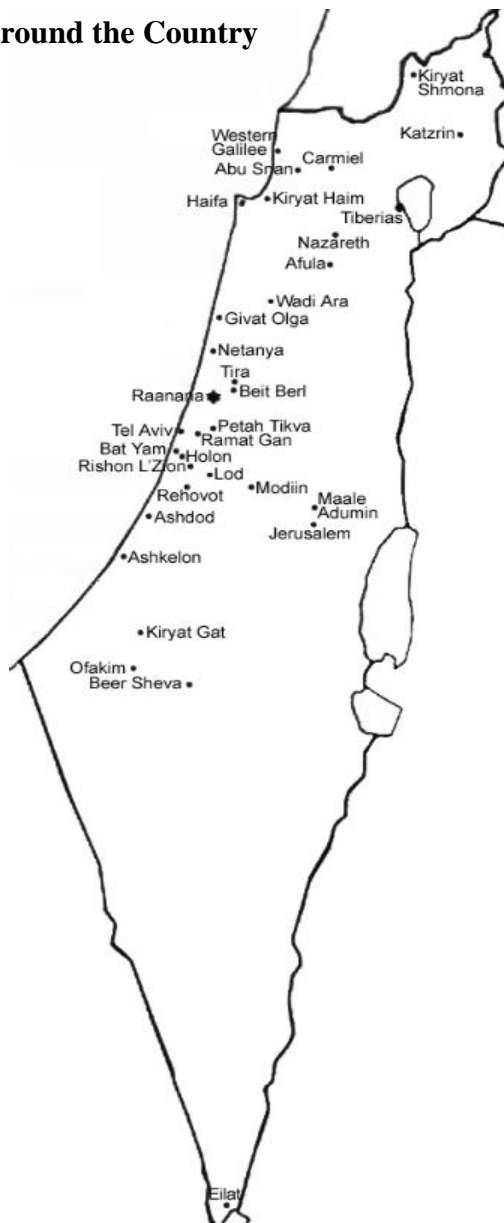
**7.9** From your point of view if there is a need for facilities that can serve the evaluated field on a national level, such as research centers, libraries etc. please describe them.

No suggestions have been raised by The Department of Management and Economics faculty members participating in the writing of this report.

## 7.10 Diagrams and Map

**7.10** Diagrams of the building, a map of the institution and a list of special equipment and other relevant materials may be added to this section.

### Main OUI Study Centers around the Country



## Chapter 8 – Self-Evaluation at the Open University

### 8.1 The Self-Evaluation Process

**8.1** Please describe the way that the current Self-Evaluation process was conducted, including methods used by the parent unit and the department/study programs in its self-evaluation process, direct and indirect participants in the process etc. What are your conclusions regarding the process and its results?

The self-evaluation process at the OUI is directed by the **Coordinator of Self-Evaluation**. The coordinator, who is appointed by the president from among the senior faculty, supports the departmental team that works on the self-evaluation process, ensures that the team has easy and prompt access to all OUI data, and transfers the know-how accumulated in the past to the units currently involved. The coordinator also serves as a liaison between the CHE, the evaluated OUI units, and the academic management of the university. The current coordinator is Dr. Iris Shagrir, who is a senior faculty member in the Department of History, Philosophy and Judaic Studies.

The Department of Management and Economics placed the self-evaluation process at the forefront of its endeavors for the 2013-2014 academic year (together with the recruitment of three new faculty members) and placed the department Chair in charge of preparing the report. In a departmental meeting in late 2013, various sections of the evaluation were distributed among the department's senior faculty members. Each one was offered assistance from the Chair and from the Chair's Assistant for Academic Affairs, as well as logistical assistance from the secretariat's office. A schedule for the entire process was determined.

The main evaluation tool was the questionnaire itself with the subjects that its questions direct to, and the data it specifies for answering those questions. In each part of the report, producing an evaluation out of the answers to the questions, and the requested data, was done by the faculty member responsible for that part of the report, together with the Chair. Significant points, including the findings and the resulting evaluations, were discussed in the departmental forum of the senior faculty, which met several times during the report preparation period.

The Department of Management and Economics, formed in 1997, is relatively new. It has been growing rapidly ever since its creation, and has undergone numerous changes since the 2006 evaluation. The new evaluation process has been important, therefore, in helping us understand where we currently stand, as definitions have been elucidated and sharpened, and used for measuring our performance in issues such as enrolment, graduation rates, grade distribution, and work processes. The self-evaluation has also helped us focus and clarify our mission, goals and strategy, and adapt them to our 2014 standing.

### 8.2 Consolidation Process of the Self-Evaluation Report

**8.2** Describe the consolidation process of the Self-Evaluation Report, including its preparation and final approval (including a description of staff members' contributions to the process).

As described in the previous sub-section, the writing of report chapters was divided among senior faculty members. The Chair, Dr. Yishay Maoz, and the Chair's Assistant for Academic Affairs,

Ms. Tali Mendelson, coordinated the process and assisted the writers. Dr. Maoz also edited and revised the various chapters, with help from Ms. Mendelson.

All data used in the process was supplied by Ms. Merav Simcha, the Vice-Manager of the OUI's Academic Studies Systems Branch, and was processed by Ms. Ronit Sagi from the OUI's evaluation department. The work on the data was, to a large degree, a cooperative effort between Ms. Sagi, Dr. Maoz and Ms. Mendelson. It included an initial stage, in which definitions and the list of data articles were formulated; and a later stage, during which results were discussed, analysis was refined, and more data was acquired, when necessary. Dr. Eva Guterman, from the evaluation department, also participated in some important parts of this process.

Dr Maoz and Ms. Mendelson also coordinated with other OUI units who were involved in the process, such as the OUI Publishing House, which provided graphic services for drawings and some tables, and other units, who were asked to write the parts about themselves on their own, or to confirm the accuracy of those written by the department.

The report was edited by the English language editor, Ms. Lillian Cohen, and submitted to Dr. Iris Shagrir, the coordinator of the evaluation process. Based on her comments and instructions, a final draft was submitted to the OUI's Vice-President, Professor Aviad Heifetz.

### 8.3 Maintaining the Momentum of Self-Evaluation

**8.3** If a mechanism/structure has been decided upon for the future treatment of weaknesses that were highlighted by the self-evaluation activity, please specify it while referring to those within the institution who would be responsible to follow up on this activity. Please refer to the question: how do the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

As has been emphasized throughout the report, the OUI's unique teaching model provides a highly structured teaching process which is subject to close monitoring and supervision relative to other universities. The need for additional processes is therefore not great.

Some weaknesses were indeed highlighted by the self-evaluation process, but they are perceived as problems that must be solved and eliminated, and not as permanent situations that call for the creation of a new mechanisms or structures meant for constant monitoring of these issues.

Nevertheless, the department would like to conduct a data-focused version of this evaluation process independently every year or two, in order to have continuous information about our performance. We hope that the personnel resources of the OUI's Evaluation Unit and Information Systems Unit will be able to support this plan.

### 8.4 The Accessibility of the Evaluation Findings

**8.4** Is the full Self-Evaluation Report accessible? If yes – to whom and to what extent?

A copy of the report will be posted on the university intranet site, and will be accessible to all OUI staff. Printed copies of the report will be available in the library and in the department office for review by faculty, administrative staff and students.



## Chapter 9 – Implementation of Previous QA Recommendations

### 9.1 Implementation of 2006 recommendations

**9.1** If the evaluated department/study programs have been reviewed in the past by a CHE evaluation committee, please describe the main changes that were made as a result of the recommendations, such as strategic planning, mission and goals, curriculum, faculty, student body etc.

The OUI's study program in management was evaluated in 2006. Based on the evaluation committee's report, the CHE issued the following instructions to the OUI in February 2008:

- to act for continuous updating of textbooks and other study materials.
- to examine the possibility of long-term contracts for academic staff in order to ensure stability and continuation.
- to enlarge the number of senior faculty and course coordinators in order to cover the wide spread of the field of management.

These instructions were implemented, and in November 2011, a CHE evaluator wrote to the CHE noting that all three points had been addressed, and recommended accepting the self-evaluation report. In a letter summarizing its meeting on the February 21, 2012, the CHE stated that it noted with approval that the OUI had implemented the committee's recommendations.

#### Updating courses

A majority of the courses have been updated since 2006. A partial list of courses which have been replaced by completely new versions includes Advertising Management; Survey Methodology; Planning, Analysis, and Design of Information Systems; Consumer Behavior; Business Ethics; Leadership in Organizations; International Management; and Strategic Management. The last three courses are currently being revised. Many other courses have been revised on a medium scale. These include, for example: Organizational Behavior; Human Resource Management; Cost and Managerial Accounting; Laws of Contracts; and Marketing Management. Finally, a large number of other courses were updated and underwent small-scale revisions.

The process of updating courses has become more structured and intensive following two institutional changes:

First, in 2009, the OUI created the position of Dean of Development and Educational Technology. The dean is in charge of all course development and updating. Semi-annual meetings of the dean with the department allow for a detailed review of the department's courses and the department's plans for updating them, and for monitoring the progress of the active revision projects. Special software, called *Menifa*, was designed to assist the dean of development in monitoring course updating and course development progress.

Second, in 2011, the OUI president implemented the OUI's current course development policy, which redirects most course development efforts from writing new courses to revising existing ones. According to this policy, a new course can be written only in one of the following cases: by a new recruit to the senior faculty; as part of the development of a new study program; or if an existing course is removed from the OUI curriculum. Ongoing discussion in the Faculty Council continuously addresses the issues related to optimizing this process.

### **Employment conditions of academic staff**

Under current employment conditions, senior faculty members are hired according to multi-year contracts that lengthen with seniority.

Employment conditions of course coordinators were revolutionized in 2006, following the recommendations of a committee that was appointed to look into the issue. The committee was composed of the president, vice-president, dean of academic studies, a representative of the course coordinators, and the head of the human resources department. The employment conditions formulated by the committee feature multi-year employment based on four professional ranks, with specific criteria for moving from rank to rank. The criteria are based on degree, seniority, involvement in research, etc. All course coordinators recruited after 2006 are employed according to this pattern. The more veteran course coordinators were given the option of maintaining their former employment conditions, or joining the new system. Most of them have elected to join.

In 2008, the teaching staff, comprised of course coordinators and tutors, unionized, and in 2011, a collective bargaining agreement was signed between their union and the OUI's management. The contract specifies the tutors' salaries, and defines all other aspects of their employment.

### **Adding senior faculty in the field of management**

In 2006, the Department of Management and Economics included only five senior faculty members; three in management and two in economics. Since then, the senior management faculty has grown from three to six, as two senior faculty members have retired and five new ones have been recruited. Professor Aviva Geva and Professor Aviad-Bar-Haim have retired, and the remaining faculty member – Dr. Nitza Geri have been joined by Dr. Yoram Kalman, Dr. Varda Wasserman, Dr. Adi Amit, Dr. Sharon Arieli and Dr Sarit Moldovan. Dr. Arieli and Dr. Moldovan are scheduled to join the department after the 2013-2014 academic year, and therefore have not been mentioned in the previous chapters of this report.

With Prof. Geva's retirement, and Dr. Arieli and Dr. Moldovan joining the department, it has maintained and strengthened its presence in the fields of marketing, advertising and consumer behavior. With Prof. Bar-Haim's retirement, and the hiring of Dr. Wasserman and Dr. Amit, the department has maintained and strengthened its presence in the field of organizational behavior. Dr Kalman has added to the faculty coverage in the field of management of technology, innovation and online communications. Together with Dr. Geri, who specializes in information systems, and Dr. Nachmias (adjunct faculty), who specializes in finance, we feel that the department now covers all the main sub-fields of management. A process for recruiting an additional faculty member specializing in management has been initiated in October 2014, with a priority for candidates specializing in finance.

The economics side of the department has grown too and the two faculty members of 2006 – Prof. Aviad Heifetz and Dr. Mordechai Schwartz – have been joined by three additional faculty members – Dr. Yishay Maoz, Dr. Rica Gonen, and Dr. Dror Goldberg. Dr. Goldberg is scheduled to join the department following the 2013-2014 academic year.

## **9.2 Standards Set in the Previous Evaluation**

**9.2** If standards were set in the previous evaluation, please specify how the department/program meets them.

Since 2006, it has become standard for the major part of our course development efforts to be directed towards the updating of existing courses, rather than to the addition of new ones. The previous sub-section has shown how this standard is met.

Apart from that, the recommendations of the previous report did not call for a change in our standards regarding academic activities. The standards of research and teaching at the OUI are set by observing those of the best universities in Israel and abroad. The recommendations of the previous report reaffirmed these standards and our success in meeting them.