

The Hebrew University of Jerusalem
The Jerusalem School of Business Administration

Self-Evaluation Report
September 2014

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Executive Summary

This report sums up a year-long self-evaluation process of the School of Business Administration at the Hebrew University. The report highlights some of the unique strengths of the School, primarily its strong research orientation and the academic profile of its faculty members who, despite limited financial resources, continue to do excellent research, which grants them high academic reputation both in Israel and abroad. The report also highlights some of the advantages of having a business education program within Israel's leading research university, namely the ability to offer interdisciplinary, research-based training, often in conjunction with other university departments and faculties. The student body at the Hebrew University in general, and at the School of Business Administration in particular, consists of the best and the brightest in each cohort, although in recent years there is considerable competition for the best students by other institutions.

In the coming year, the School will attempt to aggressively recruit several young and more senior scholars in a number of fields. The School will also further expand its interdisciplinary cooperation with other units of the University, especially in the context of entrepreneurship-related programs jointly offered with the Faculty of Science. Fundraising attempts are being made for specific programs within the School. We therefore believe that, to a large extent, the School has managed to achieve its mission of generating a thriving research environment while providing academically-oriented business education to its students. At the same time, the report also highlights some of the challenges faced by the School. Most importantly, the number of faculty members remains relatively small and the School has not been able to recruit enough new faculty members in recent years to maintain sufficient presence in all of the business-related disciplines. This is largely due to the difficulties in attracting strong faculty members to a business school in Israel, partly, because of the significant salary differences from business schools abroad and business-related positions outside of academia. Another challenge is the School's limited financial resources which are due, in part, to the University's fundraising priorities and, in part, to the difficulties in raising money independently within Israel and abroad.

Most of the recommendations of the previous evaluation committee have been implemented. The School has honed its mission and desired learning outcomes, and has accordingly updated its study programs. Furthermore, the School has strengthened its international orientation, including entering the process of obtaining international accreditation, expanding significantly the scope of teaching in English and establishing student exchange agreements with many institutions around the world. Procedures for recruiting new faculty have been liberalized somewhat in order to help the School compete for talent, although competition with universities both abroad and in Israel remains intense.

Chapter 1 - The Institution

- 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 Hebrew University of Jerusalem is Israel's premier university as well as its leading research institution. It was founded in 1918 and opened officially in 1925. The Hebrew University is ranked internationally among the 100 leading universities in the world and first among Israeli universities. It stresses excellence and offers a wide array of study opportunities in the humanities, social sciences, exact sciences and medicine. The university encourages multi-disciplinary activities in Israel and overseas and serves as a bridge between academic research and its social and industrial applications. The Hebrew University strives for excellence. It is among the top winners of the European Research Council's competitive grants to young researchers. One-third of all competitive research grants awarded in Israel are won by The Hebrew University scholars.

In Jerusalem, the university maintains three campuses: the Mount Scopus campus, for the humanities and social sciences (the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education); the Edmond J. Safra Campus at Givat Ram, for exact sciences (the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Edmond and Lily Safra Center for Brain Sciences); and the Ein Karem Campus, for medical sciences (the Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, the School of Nursing, and the Faculty of Dental Medicine). It also maintains a campus in Rehovot, for the Robert H. Smith Faculty of Agriculture, Food and Environment, and the School of Nutritional Sciences; a campus in Beit Dagan for the veterinary hospital (The Koret School of Veterinary Medicine); and one in Eilat, for the Interuniversity Institute for Marine Sciences. The university also boasts three sports facilities, 11 libraries, five computer centers, and 6,000 dormitory beds.

The Hebrew University consists of more than 900 faculty members, about 2,000 administrative staff, and 20,000 students from Israel and 65 other countries. The university is actively engaged in international cooperation for research and teaching. It has signed 150 agreements for joint projects with other universities and 25 agreements for student exchanges with institutions from 14 countries, in addition to numerous faculty-based exchange programs. The faculty has registered more than 7,000 patents, and faculty members and alumni have won eight Nobel prizes, one Fields Medal for Mathematics, 269 Israel Awards, nine Wolf Prizes, and 36 EMET Prizes.

The university emphasizes excellence in research and teaching. The Office of Academic Assessment & Evaluation, which reports to the University's Academic Policy Committee (headed by the Rector), monitors the implementation of recommendations provided by internal review committees and those appointed by the Council for Higher Education. The Office for Teaching and Studying aims to improve teaching practices through workshops, development of evaluation tools of effective teaching, and more.

Below is the over-all number of students studying towards academic degrees in the institution according to degrees:

Students of the Hebrew University (2012-2013)				
Bachelor degree	Master degree with thesis	Master degree without thesis	Ph.D.	Total
11,507	2,532	3,034	2,398	19,467

1.2 Mission statement of the institution, its aims and goals.

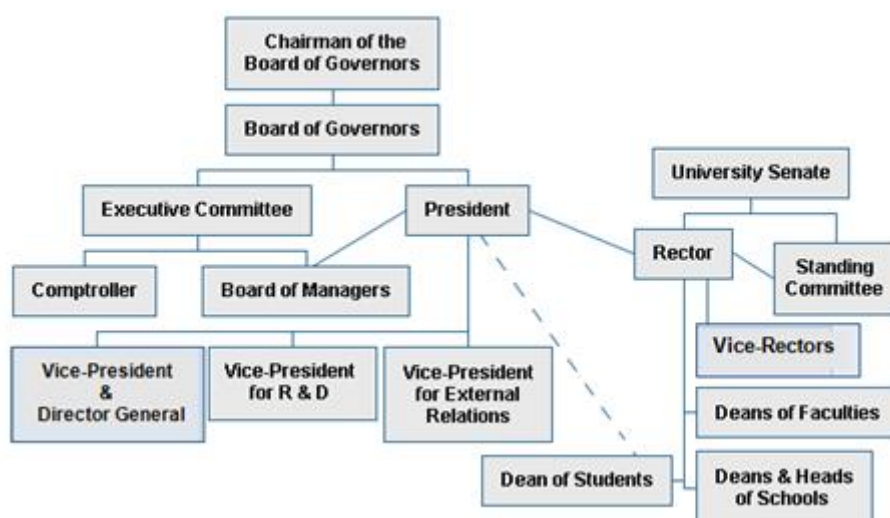
The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity.

The Hebrew University's mission is to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network. It measures itself by international standards and strives to be counted among the best research universities worldwide.

The Hebrew University is a pluralistic institution where science and knowledge are developed for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University.

The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University's surrounding society.

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



Names of holders of Senior Academic and Administrative Positions (2013-14)

University Administration

Chairman of the Board of Governors:	Mr. Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector:	Prof. Asher Cohen
Vice-President and Director-General:	Ms. Billy Shapira
Vice-President for Research and Development:	Prof. Shy Arkin
Vice-President for External Relations:	Prof. Aharon Friedman
Vice-Rector:	Prof. Orna Kupferman
Vice-Rector:	Prof. Oron Shagrir
Head of the Office of Academic Evaluation	Prof. Barak Medina
Comptroller:	Mr. Yair Hurwitz

Deans:

Faculty of Humanities:	Prof. Reuven Amitai
Faculty of Social Sciences:	Prof. Vered Vinitzky-Seroussi
Faculty of Law:	Prof. Yuval Shany
Faculty of Mathematics & Natural Science:	Prof. Yigal Erel
Faculty of Agriculture, Food & Environment:	Prof. Shmuel Wolf
Faculty of Medicine:	Prof. David Lichtstein
Faculty of Dental Medicine:	Prof. Aaron Palmon
School of Business Administration:	Prof. Yishay Yafeh
School of Social Work:	Prof. John Gal
Dean of Students:	Prof. Udi Shavit

Chapter 2 - The Parent Unit Operating the Study Programs under Evaluation¹

Given that our unit is the School of Business Administration, which is one of the university's faculties, we have no "parent unit". Following our correspondence on the matter with Michal Neumann from The Council for Higher Education, we do not respond to the questions in this chapter.

¹ In this chapter, please relate to the broader organizational framework in which the evaluated study program operates. If there is no such framework, please note it. Then answer paragraph 2.5 and 2.6 (only), and then move on to chapter 3.

The Evaluated Department:

Chapter 3 - Study Programs

Note: In this chapter we require separate reference to each of the study programs under examination at each of the levels taught (first, second, doctoral degree). The identical data for all the programs will appear only once.

3.1. The Goals, Structure, Contents and scope of the Study Programs/ Department

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.

The School of Business Administration was the first business school established in Israel. Its goal is linked to the university's primary mission, to develop cutting edge research, to educate future generations of leading scientists and scholars, and to train them for public, scientific, educational and professional leadership.

The School was founded in 1957 as part of the Faculty of Social Sciences. In 1970 it became an independent entity, yet still subordinate to the Faculty of Social Sciences. In 1997 the Hebrew University granted the School of Business Administration total independence from the Faculty of Social Sciences, and designated the School an independent faculty.

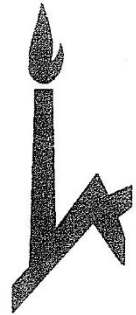
The School initially offered a Masters in Business Administration program, followed by "academic certificate" program for B.A. graduates. Later additions included programs for full Undergraduate studies (B.A.), Doctorate degrees (Ph.D), the Executive Masters in Business Administration program, and most recently an International MBA program, offered in English, to foreign students.

The School today has approximately 1000 business administration students, and many of its graduates end up in key government and industry positions. On the research front, faculty members conduct cutting edge research, whose findings are published in the field's leading international outlets. To support research, faculty members rely heavily on external grants, but the School has also established research centers and research funds as a means of enhancing research activities.

Copy of BA Diploma

האוניברסיטה העברית בירושלים

הדיקן ומועצת בית הספר למינהל עסקים
הדיקנית ומועצת הפקולטה למדעי החברה



מקנים לגב'

את התואר

בוגר אוניברסיטה

במינהל עסקים ובמדעי החברה B.A.

לאחר שסיימה את מסכת הלימודים

בחוגים

**מינהל עסקים
כלכלה**

ולראיה באנו על החתום
ירושלים, כ"ח בסיון, תשע"ג



פרופ' ורד ויניצקי-סרוסי
דיקנית הפקולטה
למדעי החברה

פרופ' ישי יפה
דיקן ביה"ס
למינהל עסקים

האוניברסיטה העברית בירושלים
הדיקן ומועצת בית הספר למינהל עסקים



מקנים לגב'

את התואר

מוסמך אוניברסיטה

במינהל עסקים M.B.A.

לאחר שסיימה את מסכת הלימודים

בחוג

מינהל עסקים
התמחות באסטרטגיה ויזמות

ולראיה באתי על החתום
 ירושלים, כ"א בסיון, תשע"ד



י. יפה
 פרופ' ישי יפה
 דיקן ביה"ס
 למינהל עסקים



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?

The mission of the Jerusalem School of Business Administration at the Hebrew University is to create and disseminate meaningful knowledge in the field of business administration. Through cutting edge research, and effective teaching, the School aims to shape business thought and practice. Our primary goal is to work at the forefront of research in the field and provide in-depth, research-based, education and training to our students. By providing the skills and tools for understanding and analyzing business-related phenomena, we aim to develop the research and business leaders of tomorrow.

To achieve this mission, the School maintains particularly high academic standards, and applies them to faculty research and student qualifications. The School recruits outstanding academic faculty and provides challenging academic programs for outstanding students. Following from this mission, and corresponding with the Hebrew University's standing as Israel's top university, the School positions itself as Israel's leading business school, capitalizing on the Hebrew University's advantage over other higher-education institutions in Israel in offering high-quality research and teaching programs in a broad variety of disciplines and fields. Accordingly, the School has established joint degree programs with multiple academic units such as the Department of Economics, the Faculty of Law, the School of Public Policy, the regional departments in the Humanities (e.g. East Asian Studies) as well as Computer Science, Natural Sciences, and the School of Medicine. By so doing, the School prepares its students for the interdisciplinary nature of the business field.

3.1.3. Description and chart of the academic and administrative organizational structure of the departments and its study program/s (including relevant committees and names of senior administration).

The head of the School is the Dean, who also serves as chair of the School Council. The Dean represents the School vis-à-vis the President, the Rector and the other university authorities, as well as outside bodies. The Dean may participate, ex-officio, in all the School's committees. The Vice-Dean, appointed by the Dean with the approval of the School Council and the Standing Committee of the University, is in charge of academic matters assigned to him/her by the Dean, particularly student affairs and curriculum planning. The School has five areas of academic specializations (in addition to Accounting, which is a separate department and not included in this report), as further described in section 3.1.5. One faculty member from each area is appointed by the Dean to serve as the head of the area.

The School Council is the body that approves the curriculum and the academic regulations of the School. Members of the Council include all of the school's tenure-track faculty members (formally, the Rector and the Vice-Rector are also members of the Council, but in practice, they do not participate in its meetings).

At the Dean's recommendation, the Council appoints various committees that deal with specific topics: a Teaching Committee (which oversees matters pertaining to teaching and students in accordance with the powers granted it by the University and School Regulations); a Promotion Committee (which oversees matters related to the recruitment of academic staff; the composition of this committee requires approval of the University's Standing Committee); and Research Forums: these involve the Scholarship Committee, the Human Subject committees, the School's four research labs and five research centers. The specific academic organizational structure is presented in the figure below, following the formal administrative organizational structure.

The Associate Dean is in charge of the overall administrative side of the School's activities. These include four main branches, namely, Operations, Computing, Secretarial and Executive Programs. The Dean's Assistant is in charge of running the Dean's office, which, among other things, includes coordinating meetings of the School's committees, handling sabbaticals and faculty members' travel arrangements, organizing the school's internal events, and so forth.

The Operations Unit includes the Human Resources (HR) department, which coordinates the ongoing HR activities of the School's senior, non-tenure track teaching and administrative staff. The school's accountant is in charge of the planning, controlling and supervising the financial activities of the School as well as coordinating the budgets of research centers and other special budgets. Another function of the Operations Unit is the coordination of activities related to the School's Alumni Organization and to support academic conferences and events.

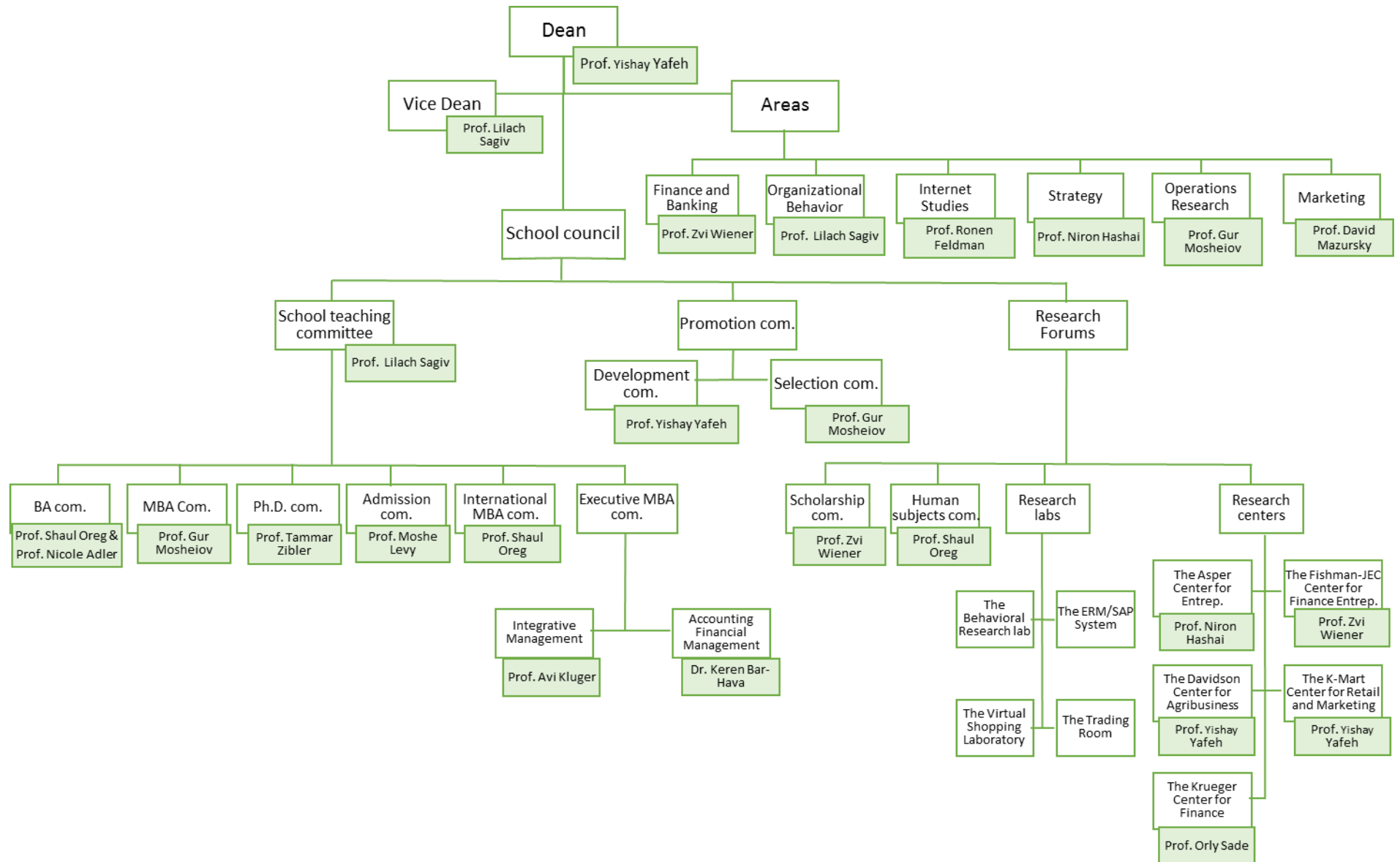
The Computing Unit provides computing services to the academic and administrative staff, such as advising and buying new computing equipment, installing software, assisting with network and email-related issues, providing technical support and many other computer-related activities. In addition, within the computing unit, the webmaster is in charge of maintaining the School's websites and keeping them up to date, as well as supporting the faculty members with their personal websites and with the Moodle Learning Environment.

The Secretarial office is in charge of aspects related to teaching and students. The office handles the study program in coordination with the School's teaching committee. It is subordinate to the teaching committee and has six main functions, as shown in the figure below. The Admissions and Research Student Secretary in the office coordinates all activities that have to do with the School's research students, such as dealing with admissions, monitoring research students' progress, issuing reports, coordinating meetings with the relevant committees, and organizing ceremonies. The MBA secretary deals with the MBA students and candidates, provides information to students and handles all of the MBA program's administrative support. Other functions within the Secretarial office are the BA students' secretaries and the Student-Exchange secretaries. The Student-Exchange Secretary coordinates the Student-Exchange agreements with universities abroad and the administrative information about the student-exchange programs.

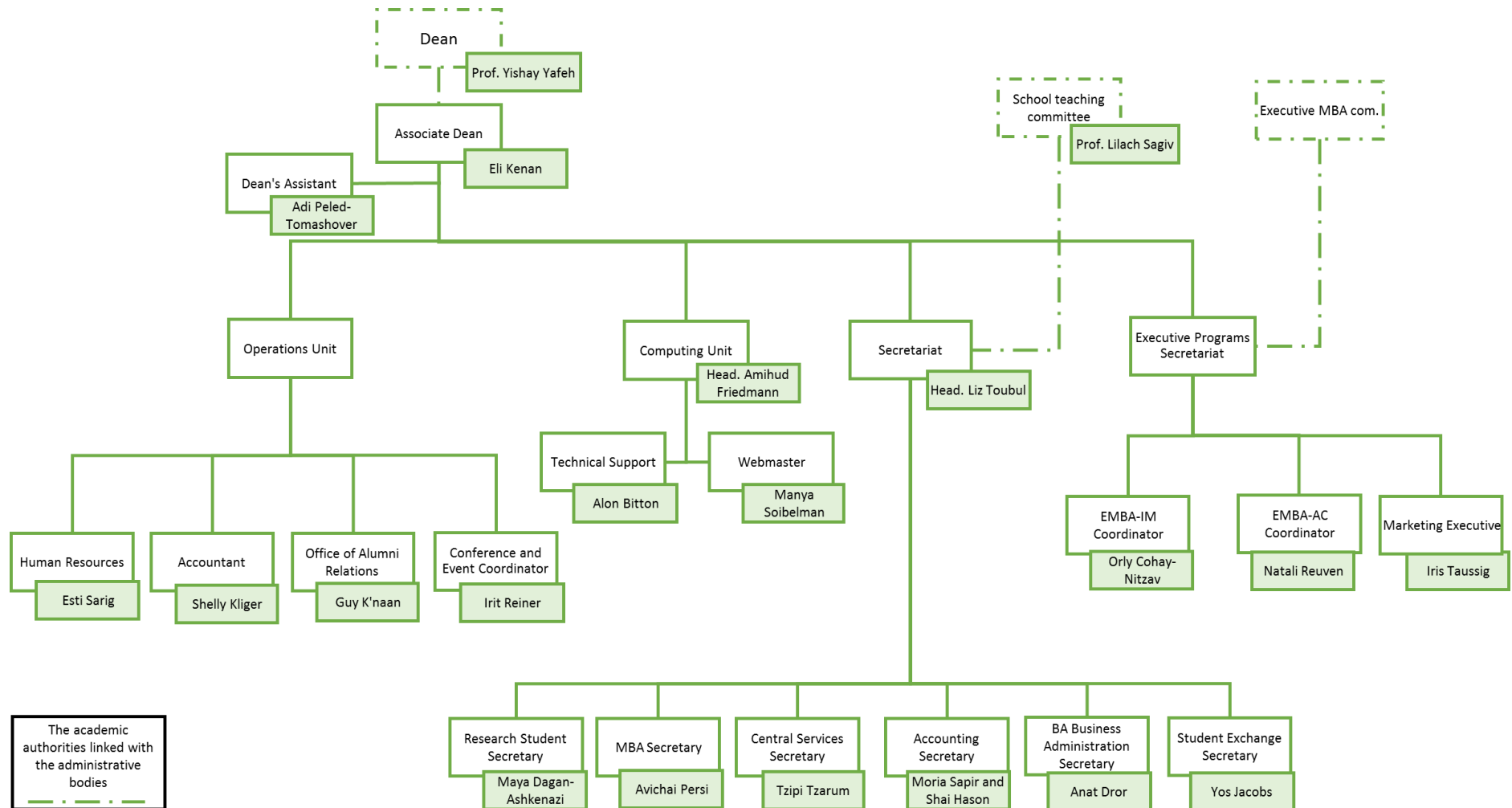
The Executive Programs Secretary is subordinate both to the Associate Dean and the Executive MBA committee. The Executive Program Secretary includes an administrative coordinator for each of the programs, a marketing executive and a secretary.

The charts below outline the School's academic and administrative/technical structures.

Organizational Chart of the School's Academic Staff



Organizational Chart of the School's Administrative Staff



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 vast majority of our courses are offered at the Mt. Scopus campus of the Hebrew University. A few courses are offered at the Edmond Safra Campus in Givat Ram.

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?

Bachelor's in Business Administration

The BA program is a dual-major program, requiring students to have a major in another department as well, alongside their major in business administration. The program structure appears below (see Appendix 10.1 for detailed information on all of the courses offered in our programs):

First Year (Fundamental courses – “tashtiyot”)

Course	Type of Course	Credits
Introduction to Economics I (Micro)	Lecture and practice lab	4
Introduction to Economics II (Macro)	Lecture and practice lab	4
Introduction to Statistics without Statisticians I and II	Lecture and practice lab	3+3
Introduction to Internet Technology	Lecture and practice lab	3
Foundations of Behavioral Sciences	Lecture and practice lab	3
Participation in Experiments	Lecture and practice lab	0
Mathematics I + II	Lecture and practice lab	3+3
Training in Library	Lecture and practice lab	0

Second Year (Core courses)

Course	Type of Course	Credits
Fundamentals of Marketing	Lecture and practice lab	3
Fundamentals of Accounting	Lecture and practice lab	4
Fundamentals of Financing	Lecture and practice lab	3
Organizational Behavior	Lecture and practice lab	3
Quantitative Methods in Management	Lecture and practice lab	3
Research Methods in Business Management	Lecture and practice lab	3

Third Year (Integrative advanced courses)

Course	Type of Course	Credits
Operations Management	Lecture and practice lab	3
Strategic Management	Lecture and practice lab	3
Final project (one of three courses)	Seminar	4
Elective courses	Lecture and practice lab	Up to 6 credits (more for students who received exemptions from required courses)

Masters in Business Administration (MBA)

The MBA program allows students to specialize in either one or two areas within business administration (see details below). Students can choose either the regular MBA track (outline below) or a research track in which they also write a thesis. Registration to the research track takes place prior to the beginning of the second year of studies.

Outline for Regular MBA Track

1. Completion of prerequisite studies including basics and fundamentals, intended for students whose undergraduate is not in business administration.
2. MBA studies including:
 - General mandatory courses
 - Studies in area of specialization
 - Core studies – basic courses in the fields outside of students' specializations

Total credits for the MBA - 48

MBA Program Structure**Prerequisite courses (“Limudei Hashlama”)**

Students who are admitted to the MBA program but lack an undergraduate degree in business administration are required to take the following sets of courses before they can begin the MBA courses (depending on students' undergraduate degree, exemptions from some of these courses may be granted):

1. Basic courses (“tashtiyot”)

Course	Credits
Statistics for Business Administration	3
Mathematics for Business Administration	3
Business Economics 1	4
Business Economics 2	4
Total	14

The credits for these courses are not included in the total count for the degree.

2. Core courses

Course	Credits
Introduction to Accounting	4
Introduction to Finance	3
Marketing Management	3
Organizational Behavior and Human Resources Management	3
Quantitative Models in Management	3
Internet Technology	3
Total	19

Students taking two specialties will be allowed to include 3 credits towards their degree from their basic courses. Students taking expanded specialties will be allowed to include 7 credits towards their degree from the basic courses.

The passing grade for all core courses is 70 (out of 100).

3. General Mandatory Courses

Course	Credits
Business Strategy	3
Statistical Methods in Business Administration	3
Legal Studies: Business Law or Tax Issues	2
Total	8

Program Courses

1. Specialization courses

Specialization courses are designed to allow students to enrich their knowledge in a central field of business administration and to acquire both theoretical background and an understanding of its practical applications. Students can choose a Major and Minor, a single Expanded Major, or two Majors (i.e., double-major).

Areas of specialization include:

- A. Finance & Banking – This Specialty can be chosen as a Major, Minor or Expanded Major
- B. Marketing – Major, Minor or Expanded Major
- C. Organizational Behavior & Human Resources Management – Major, Minor or Expanded Major
- D. Strategy & Entrepreneurship – Major, Minor or Expanded.
- E. Internet Studies – Major, Minor or Expanded Major²
- F. Operations Research & Operations Management – Major or Minor

Major + Minor Specializations

A Major specialization requires at least 18 credits

- Mandatory Courses + Electives – 14 Credits
- Seminar – 4 Credits

In all Major areas of specialization students must take all the mandatory courses and compliment them for the required 18 credits with electives within the area of specialization.

A Minor specialization requires at least 13 credits

- Mandatory Courses + Electives – 9 Credits
- Seminar – 4 Credits

In all Minor area of specialization students must take all the mandatory courses and compliment them for the required 13 credits with electives within the area of specialization.

Expanded Major Specialties require at least 24 credits

- Mandatory Courses + Electives
- Seminar(s)
- Dedicated courses for Expanded Majors

² The “Expanded Major” specialization was not offered in 2013 but will be reintroduced in 2014.

2. Core courses

Students are required to take one (for those who have two specializations) or two (for those who have one specialization) courses from outside their specialization areas.

**** Students interested in a research track write a research thesis under the supervision of one of the faculty members. Taking the research track exempts students from 4 of the required credits for the MBA degree.**

International MBA in Entrepreneurship and Innovation (in English)³

The M.A. program consists of 49 credits over three consecutive semesters (15 credits are core courses, 14 credits in required advanced courses and 20 credits are elective courses).

Core courses (16 credits):

- Introduction to Finance (3 credits)
- Introduction to Financial Accounting (3 credits)
- Marketing Management (3 credits)
- Elements of Organization Behavior and Human Resources (3 credits)
- Quantitative Models (3 credits)

Required advanced courses (14 credits):

- Business Policy (3 credits)
- Business Entrepreneurship (3 credits)
- Internship in Business Firms (8 credits)

Elective courses (20 credits)

During their studies, students will be requested to complete the remaining credits from courses offered in the areas below: 2-9 credits from each cluster. With the approval of the program academic head, students may take up to 6 credits from other graduate programs at the Rothberg School for International Students and other departments of the Hebrew University.

A. Innovation Courses:

- Dynamics of Information Diffusion in Networks (3 credits)
- New Product Policy (3 credits)
- Strategic Approaches to Social Innovation (2 credits)
- Startup and Innovation Organization: The Israeli Model (3 credits)
- Startup and Innovation Organization: Part B (3 credits)
- Creativity (3 credits)
- (additional course that will be tailored to the program's focus) (3 credits)

B. Finance & Banking Courses:

- Options and Contingent Claims (3 credits)
- Financial Innovations for Economic Development (3 credits)
- Stock Markets and Financial Systems Around the World (3 credits)
- Business Markets and Economic Growth in East Asia (3 credits)

C. Management and Globalization Courses:

- Globalization and Organizations – Part 1 (2 credits)
- Globalization and Organizations – Part 2 (2 credits)
- Leadership Development in Organizations (2 credits)
- Organizational Change (2 credits)
- Managerial Listening Skills (3 credits)
- International Business Strategy (3 credits)

³ This is a new program, to be launched in the 2014-2015 academic year, administered jointly with the Rothberg School for International Students.

Ph.D. Program

The Jerusalem School of Business Administration offers a Ph.D. program aimed at training first-class researchers in the fields of business administration. The program combines a broad, integrative, perspective of the business world with in-depth specialization in a specific field.

Program curriculum

Each Ph.D. student goes through two stages:

- Stage A: Students admitted to Stage A work toward preparing their research proposal, which must be submitted to the University Research Student Authority within 18 months following enrollment.
- Stage B: After the research proposal is approved, the student moves on to Stage B, in which he/she focuses on their dissertation.

Students who are potentially eligible for the program, yet lack the required background will be enrolled in a preliminary stage, in which they will need to complete a master's thesis (or its equivalent) and take additional courses, as to be determined by the area (e.g., Marketing, Organizational Behavior, etc.) head.

During their studies, students have to fulfill the following requirements:

- A. Coursework in stage A can take no more than 18 months. Stage B can take no more than 30 months.
- B. Once a year, students are required to submit a progress report, to which the dissertation adviser adds his/her opinion about the student's progress. Three reports with a poor review, or lack of progress, constitute grounds for dropping the student from the program.
- C. In the course of the program students attend a Ph.D. seminar within their area, in which students present their research. The head of the area will then convey his/her feedback about the quality of the research presented to the School's Graduate Student Committee.
- D. Students will participate in the Ph.D. seminars offered in their area of specialization.
- E. Research students must obtain grades of at least 85 in all of their courses.

In addition to these programs, the School also offers an Executive MBA program⁴.

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

Many of our courses are open to students in other departments and faculties (see detailed information in our response to section 3.1.11, below), although we do not provide courses that are exclusive to other units (and that do not include our own students). Furthermore, the university has a "cornerstone" program ("Avney Pina") in which undergraduates throughout the university are required to take courses outside their main fields of study. Each year, the School offers two to three courses in Business Administration as part of the "cornerstone" program.

⁴ This is an extra-budget (חוצ' תקציבית) program, which we were instructed by the CHE to leave out of this report.

3.1.7. Internationalization: are there any international features in the department (e.g. students exchange, teaching in English etc.)?

The Association to Advance Collegiate Schools of Business accreditation (AACSB)

Since 2012 the School has been going through the accreditation process through the Association to Advance Collegiate Schools of Business. The School is now a member of the Association, has passed the eligibility application process, and is making progress toward accreditation.

International MBA in Entrepreneurship and Innovation

As noted above, starting this upcoming year (2014-2015), we will be offering an international MBA program in Entrepreneurship and Innovation. The program, which will be taught in English, has been designed to train a select group of students with the knowledge, analytical tools and business skills for successfully adapting to emerging business trends in today's global markets. Participants will benefit from this unique opportunity to study in Israel, a country that has gained recognition as a hub of innovation, hi-tech firms, and start-ups. In addition, students will gain value beyond the classroom by networking with faculty and local students and exploring the Israeli business hub. Finally, a rich extracurricular program is offered, including tours, cultural and social events, lectures and more. We are currently recruiting outstanding students for the program's inaugural class of the new International MBA program in Entrepreneurship and Innovation. Scholarships based on demonstrated need or merit may be available. So far, we have applicants from several countries, including the United States, Canada, Turkey, Singapore, China, and India.

Courses in English have been offered for several years, as part of the "regular" MBA program. This is done to promote students' understanding of the material in English and thus better prepare them for the global business world. Beginning in the 2014-2015 school year, enrollment in the English courses will include students in the international program together with Israeli from the regular MBA program who prefer to take their courses in English. This is consistent with the School's goal of creating more internationally oriented education for Israeli students and at the same time providing international students with the opportunity to network with their Israeli counterparts.

Student Exchange Program

The Jerusalem School of Business Administration started its exchange program in 2011 when the School made a strategic decision to abandon the policy of teaching only in Hebrew, and to switch part of its curriculum to English, enabling foreign students to come and study in Israel.

Exchange agreements already exist with universities in Canada (McGill, HEC Montreal, the University of British Columbia, and the University of Victoria), the U.S. (Emory, University of South Carolina, University of West Virginia), South America (University de Chile, INSPER Brazil, University of Sao Paulo), Europe (EBS) and in the Far East (Peking University, National University of Singapore, Tsinghua, Renmin and Yonsei University in Korea). Exchange programs such as these not only broaden the educational experience of our students but also provide the Business School and its researchers with unique collaborative opportunities.

The exchange program is based on agreements signed with leading business schools around the world, by which students spend a semester (or quarter) at a partner school, and in exchange, several students from the partner school spend a semester at the Hebrew University, although at

present most of the exchanges are of outgoing, rather than incoming, students. Students pay the regular tuition at their home institution, and no financial transfer is involved between the institutions.

Below is a table summarizing the number of students from our programs who are currently participating in the exchange program and their destination universities.

Location	Institution	# of Students & Degree of Study
The Americas	McGill	2 BA
	UBC	2 BA
	University of Victoria ⁵	4 BA
	HEC Montreal	4 BA
	Emory	2 BA
	U. South Carolina	4 BA
	U. West Virginia	2 MBA
	Universidad de Chile	4 BA or MBA
	INSPER Brazil	2 BA or MBA
Far East	NUS (Singapore)	2 BA
	Yonsei (S. Korea)	2 BA or MBA
	U. Peking	2 BA or MBA
	Tsinghua	2 BA
	Renmin	2 MBA
Europe	EBS (Germany)	2 BA or MBA

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.

The School's teaching committee is responsible for the study programs. The committee includes as members the heads of all areas in the School (finance & banking, marketing, strategy, marketing, etc.). Changes in curricula may be introduced within a given area, or within the program as a whole. Overall, changes to the study programs are initiated as part of the School's strategic plan or in response to new needs or problems that emerge within a program. Changes within a specific area are typically initiated by faculty members within that area, after which the proposed changes are discussed, further developed, and authorized by the teaching committee. Broader changes in any of the study programs are discussed at the committee meetings. Additional faculty members who are not members of the teaching committee, and student representatives, are often invited to the meetings to provide their input.

With respect to fundamental changes that have been introduced, approximately five years ago, the MBA program was significantly revised following a year-long planning process (see details of these changes below). After several years in which no significant changes have been made in the MBA curriculum, several faculty members felt the need to revitalize the program. As a first step, members of the teaching committee studied programs in other leading business schools in the world (mainly in the US) to gain a broader perspective of the current approach to teaching business. Based on their review, they then proposed changes in the program, which were discussed and further developed in the teaching committee meetings over a period of several months. The

⁵ Pending final approval.

main changes had to do with the degree to which students can specialize in a given area. Whereas prior to the change all students were required to specialize in two areas (e.g., marketing and finance & banking), recent changes reflect the view that, in some cases, there is value in a deeper focus in a single area rather than a broader exposure to two areas. Once the committee had completed its deliberations and development of the proposed changes, the new program description was brought before the School Council, which ultimately approved the changes. The reform involved changes in the number of overall credits required, an increase in the number and variety of courses offered, changes in the program's structure with an overall increase in the variety of study options available to students. These included opportunities to incorporate into the MBA program minors from outside the School, such as a minor in Law or in Eastern studies.

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

Each lecturer provides a detailed description of each course taught (including learning outcomes). The head of each area in the School (e.g., marketing, finance & banking) is responsible for overseeing all courses within the area by reviewing course syllabi and soliciting feedback from students. In addition, the head of the School's Teaching Committee reviews students' course evaluations. Where discrepancies arise between the desired and actual content taught, they are resolved in consultation with the lecturer. In extreme cases, where discrepancies persist, the courses assigned to a lecturer are changed, and in the case of adjunct faculty, the School may choose to terminate a lecturer's employment with the School. All this being said, faculty autonomy is highly valued and lecturers enjoy significant leeway, both with respect to the content taught as well as methods of teaching.

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)?

Non-academic bodies are not involved in the running of activities of the School. There are specific courses and workshops in which the School collaborates with firms and non-profit organizations, but all activities are administered and supervised by the School.

3.1.11. To what extent does the department collaborate with other departments within/outside the institution?

As part of its mission, the School takes part in collaborations with a diverse set of departments in the university, with other departments in Israel, and with departments abroad.

Collaborations with undergraduate programs

First, being a joint-degree program, all undergraduate students, in addition to their major in business administration, take a second major in another university department. Aside from this, with several other university departments (e.g., East Asian Studies, Arts), there is a more synergic collaboration whereby several of the courses will be designed jointly by the School and the partner department.

In addition, we hold a number of collaborative programs for honor students. In these programs, honor BA students from the faculties of Social Sciences, Humanities, Natural Sciences, School of Engineering, Agriculture, and Law enroll in the fundamental Business Administration courses during their first two years, after which they can enroll in the MBA program in the following two years (the third year of the BA and an additional year as MBA students).

Collaborations with graduate programs

The School takes part in nine collaborative programs with other departments:

The School offers five joint-degree programs with the departments of Economics, Statistics, Natural Sciences (called Technological Management), Medical School (called Health System Management), and Public Policy.

In four additional collaborative programs students major in Business Administration and minor in one of the following four fields: Urban Studies, Latin American Studies, East Asian Studies, and Law.

Collaborations with other departments in Israel

In addition to the above collaborations with departments within the university, the School collaborates with other schools in Israel. In finance & banking we collaborate with the finance area in Tel Aviv University in a number of Ph.D. courses in which students from both universities participate. Both in our strategy and marketing areas faculty members at our School collaborate with colleagues at other universities (in Strategy we collaborate with the Technion and with colleagues in departments outside of Israel, such as the Kellogg School of Management at Northwestern; in Marketing we collaborate with Tel Aviv University and with IDC).

Collaborations with departments abroad

Through our student exchange program our School collaborates with departments in several countries. For details see our response to section 3.1.7 above. Furthermore, as we elaborate in Chapter 6, our faculty members collaborate extensively with researchers around the world.

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

The teaching committee is responsible for present and future development in the study program. As a rule, ideas for developments in the study programs are initiated by members of the teaching committee (who include representatives from each of the study areas). Committee members bring up topics for discussion, such as ideas for collaboration with other departments in the university, proposed changes in the study programs, suggestions for new courses, and so forth. After reviewing relevant materials, the committee discusses the proposals, further develops them, and ultimately establishes a consolidated proposal, which is then brought to the School Council for discussion and approval.

At present, the School is developing several new directions. Several of these include the establishment of new joint programs. These initiatives correspond with the School's mission to build on the unique advantages of the Hebrew University, which include strong academic departments in a large variety of fields. Joint program initiatives include:

A. A joint program with East Asian Studies. Starting next year (fall 2014), the School will expand the collaboration with the Department of East Asian Studies (beyond the existing double-major

program) by introducing at least one new integrative course each year, tailored especially for the joint program. These courses will focus on "doing business in East Asia" (primarily China) and will aim to provide students with advanced integrative knowledge and tools.

B. A joint program with the Arts department. Along the same lines as the collaboration with the Department of East Asian Studies, the School and the School of Arts will offer a joint program which includes integrative courses with a focus on managing art and cultural institutions (e.g., theatres, galleries). This will also be the focus of the students' third-year business project.

C. Entrepreneurship Studies in Technology. The School collaborates with the School of Medicine and the School of Engineering and Computer Science in offering a joint program in entrepreneurship ("Biodesign"). It involves a joint seminar in which students are required to develop real-world medical devices, from inception to commercialization. In addition, the School collaborates with the Faculty of Science to offer a program in Entrepreneurship Studies, designed for outstanding students ("Startup Science"). The program (30 credits) will be in addition to the regular undergraduate program in Business Administration. It aims to provide students with the knowledge and skills required for initiating and developing technological advances.

In general, the School seeks to further develop interdisciplinary programs with various other departments within the University; to further increase and intensify the "globalization" of teaching within the School, including a further expansion of the student exchange program (described in Section 3.1.7), the continued increase in the number of courses taught in English and the introduction of new courses, typically joint with universities abroad, in which students from both institutions jointly experience some lectures and a joint applied project at a company either in Israel or abroad (a program along these lines was started with the University of Southern California in 2014 and another in Canada will be launched in 2015).

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

Overall, the undergraduate, MBA and Ph.D. programs aptly achieve the School's mission and goals. All three programs are based primarily on tenure-track faculty members, who are leading experts in their fields. Therefore, the study programs effectively disseminate meaningful knowledge in the field of business administration, which is one of the School's primary goals. When joining the job market, the Hebrew University graduates have a clear advantage over most competing institutions and successfully secure employment or graduate studies. Many of the MBA graduates secure management positions in highly sought private and public organizations. The School's Ph.D. graduates serve as faculty members in leading institutions in Israel and abroad.

The main strengths of the program are their rigor and high academic standards set for teachers and students alike; the multiple specializations we offer, with the option of extended studies within one or two of them; the balance between an emphasis on theory and research-based teaching and bridging these to the applied field through final projects, practicum programs, and applied courses and workshops; and the School's reliance on tenure-track faculty members for teaching. Two other strengths are the inter-disciplinary collaborations with numerous departments in the University and the large variety of courses offered in English, both in Jerusalem and abroad, through student exchange agreements, which better prepare our graduates for both graduate school and the international business scene.

Our main weakness is the relatively small number of faculty members. The shortage of faculty members is especially acute in Accounting, Marketing and Strategy, all of which are core business disciplines where the number of researchers at the School is currently too low. Operations Research, which is a smaller discipline in most business schools, is another field that the School needs to strengthen. In Finance and Organizational Behavior the number of faculty members is currently sufficient, although the School would like to keep developing these core areas and to continue to excel in these domains. The limited number of faculty members both prevents us from offering many electives, in particular in our smaller areas (e.g., strategy) and requires us to teach large classes (i.e., with a large number of students). In addition, since most of our students work full-time, most of our classes are offered in the afternoons, which allows for little flexibility in building class schedules, given the limited number of hours available for studying. We will try to address this problem next year in one of our programs in which we will offer a two-day (Thursdays and Fridays) study track.

To this chapter, please attach the following information:

- **The Department's (and Study Programs) Strategic Plan.**
- **A 'Tree- Structure' (עץ מבנה) of the department's organizational structure and the study program/s (including relevant committees and names of senior administration)**
- **A flow chart of the program presenting the process of completing the degree fully. The chart should present the "program at a glance" at all degree levels.**
- **The full study program in the format of Table 1 (Appendix 10.1, p. 14)**
- **Copy of the diploma awarded upon completion of studies (including any appendices to the diploma, such as: Diploma Supplement).**

3.2. Teaching and Learning Outcomes

3.2.1 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?

Teaching evaluations university-wide are handled by the university's Teaching and Learning Unit (TLU, "Yahel"). The University engages in routine student evaluation of every course in which at least six students are enrolled. Evaluations are conducted twice a year, through an internet-based survey, whereby each enrolled student receives, by email, a link to the online survey. Links to the survey are sent two weeks before classes end, prior to exam periods. Survey results are distributed among lecturers approximately two months later.

Following the distribution of the course evaluations, the Vice Dean, in charge of teaching at the School, meets with lecturers who receive poor evaluations to discuss ways for improving the teaching and learning process in the course. A university provided teaching improvement workshop (described below) is offered. If the problems persist, the courses assigned to the lecturer are changed, and in the case of adjunct faculty, the School may choose to terminate a lecturer's employment with the School.

In addition to evaluating specific courses and instructors, as part of the international accreditation (AACSB) process, the School is currently developing processes and procedure to evaluate the effectiveness of its study programs (e.g., the MBA program).

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

Following the distribution of teaching evaluations, the 15% top scorers, from among the tenure-track faculty members, or teachers who obtained a score of 19.5 or higher (on a scale ranging from 1-20), make the Rector's list, and the 15% top scorers from among adjunct faculty, or teachers who obtained a score of 19.5 or higher, make the Dean's list. In the previous year (2012-2013), for example, four of the tenure-track faculty (14.3% of our faculty members) made the Rector's list and 16 (22.8% of our adjunct faculty members) made the Dean's list. In addition, each year the Rector selects four faculty members in the university who have made the Rector's list for at least five consecutive years for the Rector Teaching Award, for continued excellence in 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?

In 2012, the University established the Teaching and Learning Unit (TLU) to promote teaching and learning at the Hebrew University. The unit offers a large variety of teaching enhancement workshops for non-tenure track teaching and senior faculty members, including training for teaching assistants, workshops for non-tenure track teaching faculty and students, and thematic workshops on a variety of topics, including teaching methods and learning evaluations. In addition, the TLU holds personal meetings with faculty members who are interested in improving their teaching skills. The center also takes part in the administration of the university's teaching

evaluation surveys. A more detailed list of the workshops offered by the center can be found (in Hebrew) at: <https://tlc.ekmd.huji.ac.il/He/workshops/Pages/default.aspx>.

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.

According to university policy within three years of joining the university, every newly appointed faculty must participate in one of the workshops described in 3.2.1.3. In addition, the Dean appoints a mentoring teacher to every new faculty member. The mentor assists the new member during his/her first years at the university and guides them through their integration into research, teaching and other University activities. In addition, the university offers support for new members in the form of group meetings, initiated a few times a year, in which information for new members is distributed and feedback from faculty is solicited. Among the topics covered in these meetings are the development of a research team, sources of funding and support for research, and opportunities for improving teaching.

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

The use of information technology is well integrated into most faculty members' teaching practices at the School of Business Administration. Below are several examples of ways in which we use technology in teaching:

- The Hebrew University's uses Moodle (<http://moodle.huji.ac.il>) as its default online learning system. It uses an interface that is both easy for teachers and friendly for students. Accordingly, practically all of the School's courses have Moodle websites. Teachers use Moodle sites to post course material (e.g., syllabi, class slides, assignments, etc.), create online discussion groups, communicate with students, and more.
- In many methodological courses classes are conducted in computer labs, to provide students with a hands-on learning process for the use of computer software and tools (e.g., data analysis packages, website design software, etc.).
- More than ever, much of the reading material students acquire are through the use of e-journals, e-books, online databases, online catalogues, book reservation services, and the like. These are available on and off-campus using the Bloomfield Library for Humanities and Social Sciences website: <http://www.mslib.huji.ac.il/he.html>. For further information on the Bloomfield Library for Humanities and Social Sciences, see 7.6.
- Every Classroom in the School is now equipped with multimedia devices. Such classrooms provide for the use of PowerPoint and overhead presentations, the projection of films (VCR or DVD), and in-class use of Internet resources.
- All students are provided with a university email account. By default, messages from the university (e.g., about grades, class cancellations, schedule changes, etc.) are distributed to students via these accounts, as well as through text messages to students' mobile phones (students can opt out of this latter option if they so prefer).
- Course evaluations are managed via an online survey, administered toward the end of each semester.
- Computerized research labs and trading room. See details in section 7.3.

3.2.2 Learning Outcomes⁶

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?

At the School of Business Administration, learning outcomes are set at multiple levels: by teachers, per their courses; by the various specializations (e.g., Finance, Marketing, etc.) with respect to their study programs (especially at the MBA level); and by the School as a whole, which is done in the School's teaching committee and the School council. Although learning outcomes have been set and updated throughout the years, the particular term, "learning outcomes", has only recently been introduced, as part of the University's transition toward structured and uniform syllabi across courses. As part of the new syllabus template, teachers are required to explicitly define the learning outcomes of their courses.

At the program level, the School aims to provide its students with knowledge, skills and competencies, and, most importantly, analytic tools that will enable them to become first-class managers. Below, we detail the learning outcomes of each of our programs (see also Section 3.1.5 for details on the program structures). Corresponding with the overlap that exists in what graduates of the different programs are expected to demonstrate in their post-university positions, there is also some overlap in the learning outcomes of the various programs.

The undergraduate (BA) program

The undergraduate program of Business Administration consists of fundamental, core, and integrative courses. In the first year of their studies, undergraduates take fundamental courses, in which learning outcomes involve primarily the attainment of background knowledge in mathematics, statistics, economics, and psychology, all of which is required for being able to later analyze and interpret management-related phenomena. This background is a prerequisite for the more advanced, core, courses that are taught in the second year of the undergraduate program.

In the second year, students take the core courses, in which learning outcomes comprise becoming familiar with key management theories and the most recent developments and findings in each of the basic fields within management (finance, marketing, operations research, organizational behavior, information technology, and accounting).

Finally, in the third year of their studies, undergraduates take integrative courses in which learning outcomes consist of being able to integrate and implement their previous studies through the analysis of real-life management dilemmas. Students learn to consider a variety of means for interpreting and analyzing managerial situations, and practice developing innovative solutions.

The MBA program (non-research track)

The School of Business Administration's flagship MBA program is aimed at equipping students with a cross-functional set of skills, necessary for effectively analyzing advanced business problems and dilemmas, and to bridge the gap between management theory and its applications in the field. Building on the foundation of our comprehensive core curriculum, students choose from a range of specializations designed to complement a broad management education. Beyond the overarching business knowledge and skills, the School aims to achieve a more focused set of learning outcomes, through which students gain expertise in one or two of the field's core specializations (i.e., marketing, organizational behavior, finance, internet studies, operations research and accounting). Specifically, this expertise is established through the advanced courses

⁶ Definition of learning outcomes (LO) established 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."*

in the program. The bridge between theory and practice is provided through the combination of in-depth theoretical and applied courses in the program, several of which are designed to directly and explicitly bridge theory and practice.

The research tracks

Some MBA students choose to strengthen the research aspects of their studies by conducting a research thesis under the supervision of one of the faculty members. For these students, and even more so for Ph.D. students, learning outcomes are complemented with an enhanced emphasis on gaining the knowledge necessary for conducting research in business administration. Students gain the skills necessary for conducting quantitative and/or qualitative research (depending on the field and methodological approach of interest) in one of the core business areas. These skills include learning how to approach and interpret research reports, how to formulate research questions and hypotheses, how to collect business-related data, how to analyze and interpret these data, and how to formulate one's research process and findings orally and in writing.

3.2.2.2 Describe the methods applied to measure Learning Outcomes according to the following:

[Responses to this section are based on the faculty members' responses to a survey administered with these questions]

A. Examinations and exercises

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.).

The method of examination varies across course types and levels. Learning outcomes in introductory courses are typically measured using a final, written, exam, which usually includes both multiple-choice and open-ended questions. The weight of the final exam in most cases (~70%) is around 50% of the course's final grade. Most (~80%) introductory courses also include 2-3 assignments, which together constitute 20%-30% of the course grade (but in a few exceptional cases the weight of the assignments can reach 70% of a course grade). Quantitative methods courses predominantly include weekly problem-solving exercises, which are usually not graded, but must be handed-in to complete the course. Advanced courses in the program do not typically include exams, but are more likely to involve reading exercises and reports.

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

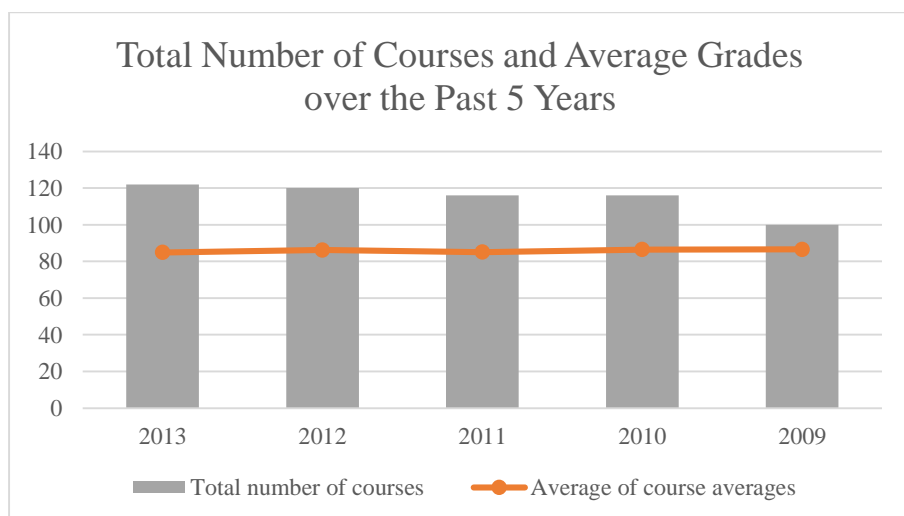
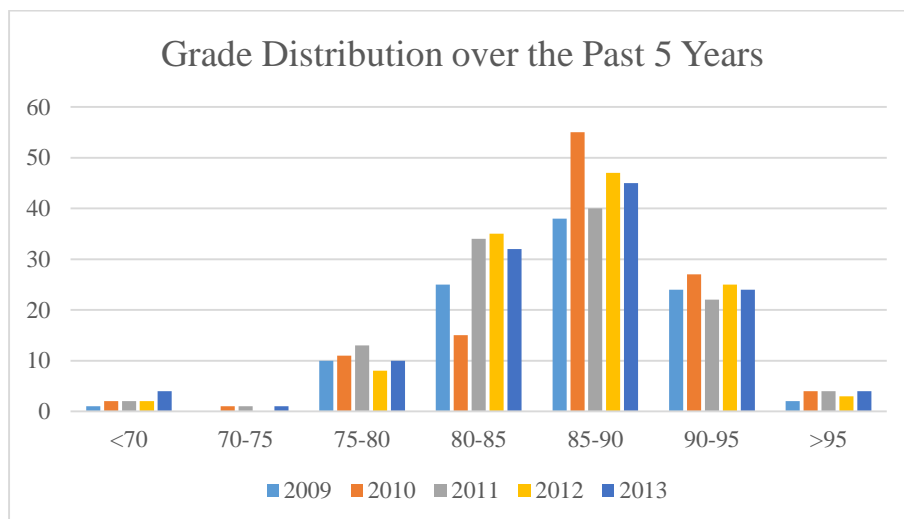
Examinations and exercises are written by course lecturers, sometimes (in particular in large courses), together with the course teaching assistants. Exam questions are written based on the material covered in class, and are often taken directly from class slides or exercises. Their validity is assessed by comparing test scores to the lecturer's impressions of students' grasp of the material, as can be assessed during classes. Furthermore, exam scores are compared to those of previous years, vis-à-vis the lecturer's and TAs' impressions of the students' level in the particular class.

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

Most examinations and exercises (~60%) are graded by the course's TA(s) with the guidance and supervision of the course lecturer. In some cases, the lecturer grades the examinations and exercises (~30%) and in a few cases the lecturer and TA(s) divide the grading task between them (~10%). In all cases, detailed feedback is provided on the paper/exam booklet. Some lecturers (~35%) also discuss exam and exercise solutions in class.

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

The charts below outlines the distribution of the final grades in the Business Administration courses over the past 5 years and the corresponding number of courses and their average grades. As can be seen in chart, with the exception of the grade distribution in 2010, which was somewhat different than those in the other years, the distributions are relatively uniform with a mode grade ranging from 85 to 90 and few students obtaining grades outside the range of 75-95.



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

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

In about one half of the introductory courses offered, students are required to submit a final project, which often involves a case analysis. In these papers, students are required to show that they are able to apply the theoretical knowledge they have gained in the course. They typically involve a description of a real-life business situation, which students need to explain or otherwise tackle using relevant models and theories.

In research-oriented seminars, students need to submit a research report, describing the research process they carry out in the course of the seminar. In other advanced MBA courses require preparing a business plan.

2. Who writes the assignments and how is the validity of the assignments assessed?

The assignments are written by course lecturers, in cooperation with teaching assistants, where applicable. The lecturers ensure a fit between the content of the assignment, the material taught in class and the reading material. In courses where TAs are assigned to the course (typically in large courses), assignments are often prepared in cooperation with the course TA(s), and discussed and revised in course team meetings. One means through which the validity of assignments is assessed in several of the courses is by having the course staff (lecturer and assistants) write solutions for the assignment, which are then compared and discussed by the course staff, following which the assignment may be revised or updated.

3. Who grades the written assignments?

The majority of assignments (~60%) are graded by the course TA(s) with the guidance and supervision of the course lecturer. In some cases, either the lecturer grades the assignments alone (~20%) or he/she divides the grading between him/her and the TA(s) (~20%).

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

Clear guidelines for the evaluation of assignments are set in advance by course lecturers. In some cases, to ensure consistency across students in grading, the grader first reviews all students' papers, and only then assigns grades. In all cases, detailed written feedback is provided on the paper. When projects are discussed in class (~30%), oral feedback is also provided by the course lecturer, through class discussion, and sometimes by guest lecturers and/or business executives who attend student presentations.

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.

For each type of course (seminar or final project) offered in the past three years, the average grade and the grades' standard deviations are presented in the tables below. As can be seen, the average grades for all three categories are in the low 90's. This is typical for final projects in both other business schools in Israel, and other fields of study.

Seminars (MBA)

<i>Year</i>	Average Grade	Average SD	Number of seminars	Total number of students
2012/2013	91.59	3.04	22	286
2011/2012	93.28	3.38	13	180
2010/2011	92.45	3.80	13	241

Final projects (B.A.)

<i>Year</i>	Average Grade	Average SD	Number of seminars	Total number of students
2012/2013	92.13	4.86	3	110
2011/2012	92.43	3.90	3	146
2010/2011	93.44	3.39	3	117

MA Theses

<i>Year</i>	Average Grade	SD	Number of theses
2012/2013	90.67	5.131601	3
2011/2012	93.40	1.140175	5
2010/2011			0

C. Training and field work

- 1. Describe the training/field work required in the program, their contents and scope. Please provide us with a list of places of training including the number of students in each place.**

The curriculum includes a number of courses of a more practical nature, which are taught by experts in the field, who have relevant occupational experience.

A - Strategic consulting seminar – Six 4-person teams choose an organization (these vary from year to year) with a strategic dilemma and conduct a year-long consulting project. The process involves bi-weekly meetings with an academic mentor. At the end of the year, each group presents their work and submits a final report.

B - Newport project – Students in the course serve as consultants for a multinational corporation and address questions regarding the optimal positioning of its R&D, operations and marketing functions for two weeks during the course, students meet with their peers from the University of Southern California who are part of the project. Groups work relatively independently, under the supervision of two academic mentors (one from the Hebrew University and one from USC). At the end of the course students deliver and submit a final report.

C - Biodesign project – MBA students form groups with students from the engineering and medical schools at the Hebrew University and conduct a one-year business venturing process in the broad area of medical devices. This includes processes of need-identification, prototype design and build up, business plan preparation and patent registration. The entire process is monitored by an interdisciplinary team from the three domains (business, engineering and medicine).

D - “Issues and process in strategic management” is an applied course, administered by a senior executive in the banking industry. The course’s goals are:

- To provide students with essential knowledge about how to develop and apply productive strategic solutions;
- To enable students to develop, write and present a formal strategic plan, while considering its financial implications;
- To support and enrich the professional development of students in their journey toward being business persons.

The course includes weekly two-hour plenary lectures and regular team-based meetings. Teams (10 teams with 4 students in each) choose a business (out of a relatively broad set of options provided, which vary from year to year) and develop a strategic plan for it. Participants are required to present their project, and submit a final paper (strategic plan). Feedback is provided for the presentation and the final paper, in addition to ongoing feedback that is provided throughout the course, especially during the team-based meetings.

E - “Project in Israel”, is one of the undergraduate “final project” courses (see Section 3.1.5). The project takes place in both business and non-profit organizations. Students in the course need to come up with a business plan of their choice. As part of this process, they have to obtain market data (e.g., via survey or interviews) and consider a variety of legal and practical constraints in the field. Students present their initial plan at the end of the first semester, and their final product at the end of the second semester, in front of the class and a panel of business coaches. They receive feedback from both sources. Finally, they are required to submit a written report that covers both the proposed initiative and a description of the group processes they experienced. They are graded on the basis of an elaborate set of guidelines for preparing the business plan.

F - In the Organizational Behavior area there is an internship course in the MBA program, designed to provide students with practical work experience linked it to their academic studies. Students spend one day a week in the organization throughout the academic year. They conduct various tasks, all of which can be linked with topics within the field of organizational behavior (e.g., leadership development, organizational counseling, conducting organizational research and satisfaction surveys, etc.). Organizations in which our students have been interning include Lotem, SIT - systematic innovative thinking, Intel, Zofnat, Shatil, Edna Shefer counsaltants, Srive, Elca, Tmurot. The students receive feedback throughout the year from the supervisor at the place of training. They receive additional feedback and advice from the course instructor. At the end of the year, students submit a final paper linking their fieldwork to relevant theories in the field of organizational behavior.

2. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?

In each of the practical courses described above, students are required to present their work process and submit a final paper. Both are graded and feedback is provided for the final project, in addition to ongoing feedback that is provided throughout the course by the academic mentors.

3. Please specify the number and percentage of graduates who graduated with honors.

Number and percentage of graduates who graduated with honors

<i>Year/Degree</i>	BA	BA	MBA	MBA
	cum laude (top 21% of the students)	summa cum laude (top 2% of the students)	cum laude (top 22% of the students)	summa cum laude (top 3% of the students)
<i>2009</i>	25	3	27	4
<i>2010</i>	32	3	35	5
<i>2011</i>	38	2	42	6
<i>2012</i>	28	5	34	5
<i>2013</i>	45	7	26	5

3.2.3 In summary, 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?

We believe that appropriate methods are being applied to measure the teaching and learning outcomes. This belief is based, in part, on the feedback received from our Alumni, indicating that they felt equipped with the necessary skills, knowledge and tools for their professional careers, and on the senior positions many of our graduates occupy, both in the public and private sectors of the Israeli market. Students' continuation toward more advanced degrees and their acceptance to leading academic institutions worldwide, provides further evidence that our learning outcomes are, indeed, achieved by our students.

As part of the AACSB accreditation process, mentioned in section 3.1.6, the School is currently acting to further standardize and formalize the learning outcomes and evaluation methods for each of our programs individually.

To this chapter, please attach the following information:

- **In the format of Table 3 (appendix 10.3, p. 18) the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (permanent faculty and adjuncts).**
- **5-10 examples of Thesis; 5-10 examples of Dissertations (and relevant publications); 5-10 examples of final projects. Please attach those on the CD only (i.e. no need for hard copy).**

Chapter 4 - Students

4.1.1 What are the entry requirements/criteria for the program (first degree and advanced degrees including the "on probation" status)?

The Bachelor's Program

The undergraduate program in Business Administration is amongst the most popular programs at the Hebrew University. Admission rates are therefore based on the School's capacity to accommodate new students. In the undergraduate program, the admission criteria are the same as those typically required throughout the university, which include Psychometric exam scores (equivalent to the SAT exams in the US), and high school matriculation scores (equivalent to the GPA in the US). Acceptance scores are based 70% on the psychometric exam scores, and the GPA is assigned the remaining 30%. Given the high demand for the program, the cutoff point for admission is amongst the highest in the university.

The Master's Program

MBA students are selected on the basis of their undergraduate GPA, and the Quantitative GMAT score (given that most students' native language is not English, we rely on the quantitative score and disregard the verbal score). Specifically, a given cutoff point is determined each year for the sum of students' GPA (which in Israel ranges between 1 and 100) and the Quantitative GMAT score. A particularly high GPA or quantitative GMAT score may also serve as grounds for acceptance, independent of the sum of the two scores.

In some cases, lower admission criteria are applied for students in minority groups, new immigrants, or students with learning disabilities, as a means of affirmative action.

The Ph.D. Program

As a first step, before students can be admitted to the Ph.D. program, they typically need to obtain the preliminary consent from one of the School's faculty members, to serve as their advisors. After doing so, students who earned an MBA with a final grade of 85 or higher are eligible to apply for the Ph.D. program's Preliminary Stage (see description of the Ph.D. program in section 3.1.5). Based on their academic background, and in advisement with their advisor, students in this stage will take courses to make up for any gaps they may have in their background in business administration. In addition, they are required to write a research paper, equivalent to a master's thesis, on which they should obtain a grade of 85 or higher. Following the successful completion of the Preliminary Stage, students can be admitted to Stage A of the Ph.D. program.

4.1.2 In the format of a histogram⁷ [we present in a table instead of 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.

The table below provides the average test scores of students who were admitted to the undergraduate program at the School, as well as those of students who have actually

⁷ The university registrar was only able to provide general descriptive statistics (i.e., mean, standard deviation, and minimum) of these scores. We therefore provide them below, instead of the requested histogram.

began their studies in the program, for each of the last five years. As can be seen in the table, admission scores are high (see note at bottom of table), and admission scores are relatively stable over the years. Further, the average admission scores of those who are admitted are very similar to those who actually begin their studies.

		Statistic	Year				
			2009	2010	2011	2012	2013
Admitted	Matriculation	Mean	10.46	10.47	10.44	10.48	10.54
		SD	0.53	0.53	0.49	0.51	0.50
		Minimum	9.09	9.12	9.06	8.9	9.07
		N	383	389	398	298	263
	Psychometric ¹	Mean	678.8	676.7	680.4	673.1	667.6
		SD	36.5	34.2	36.8	38.1	38.7
		Minimum	591	579	551	560	541
		N	417	428	427	334	292
Actually began studies	Matriculation	Mean	10.46	10.46	10.35	10.46	10.52
		SD	0.5	0.53	0.48	0.52	0.50
		Minimum	9.09	9.19	9.09	8.9	9.07
		N	175	160	190	165	140
	Psychometric	Mean	676.3	672.8	680.0	670.3	669.3
		SD	36.2	36.3	38.9	39.9	42.4
		Minimum	591	579	551	560	541
		N	192	185	202	184	159

¹ Psychometric scores range from 200 to 800. The national median psychometric score is approximately 540 and a score of 670 is at approximately the 90th percentile.
Note: The samples from which these data were derived do not include students who were admitted based on a previous academic degree, or foreign students who were admitted based on a foreign matriculation score.

4.1.3 Please submit data concerning the number of students in a format of a table in the last five years (divided by degree) as follows: a. Numbers of applicants (הגישו; מועמדות); b. number of admitted students (התקבלו) and students admitted on probation; c. number of students who started studying in the program (החלו ללמוד בפועל); d. number of students that completed their studies, including those admitted "on probation". (see the excel Appendix "student information" – table 2 Student registration)

The table below includes information about the number of applicants, admitted students, and students who actually started their studies at the Jerusalem School of Business Administration in the last five years, for the undergraduate and MBA degree. We do not have a “probation” status. The table reveals a decreasing trend in these numbers. We are concerned by this trend, and believe that it is a result of an increase in the number of competing business administration programs offered in Israel, combined with the School’s decision to maintain its high admission standards. While we do not plan to lower the admission standards, we are working to increase the appeal of our programs by offering a study track in which all courses will be offered in two days (Thursdays and Fridays), which should attract working students, who cannot afford to take time off from work to study in our regular program.

<i>Degree</i>	Subgroup	Year				
		2009	2010	2011	2012	2013
<i>BA</i> ⁸	Applicants	883	845	881	715	602
	Admitted*	418	430	426	334	298
	Started Studies	193	185	202	184	159
<i>MBA</i>	Applicants	466	373	330	311	302
	Admitted*	316	258	244	250	213
	Started Studies	245	201	205	189	163

* This includes admitted students who were also admitted to other departments in the university, which students ranked at a higher priority compared with business administration.

With respect to the relatively low number of applicants to our MBA program (relative to the number of students admitted), it should be noted that the admission requirements (a sum of 130 for the undergraduate GPA and the Quantitative GMAT score) is published in advance. As a result, many of the potential applicants, who do not meet the admission requirements, end up not applying to begin with in order to save the registration fee. As can be seen in the table, a relatively high ratio of students admitted do in fact begin their studies at the School. Nevertheless, we are working to further improve this ratio by holding open days and orientation days for admitted students in both the BA and MBA programs.

4.1.4 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?

The criteria for admission to the undergraduate program are determined by the School, in cooperation with the University's central admissions office. The desired number of students is determined by the Business School together with the University, and the admission criteria are determined accordingly. Please see section 4.1.2 for information about the threshold admission requirements for the program.

The criteria for admission to the MBA program are determined every year by the School's MBA Admissions Committee. In general, the cut-off score is rather stable over time and has recently been a sum of 130 for the undergraduate GPA and the Quantitative GMAT score. Occasionally, adjustments are made, for example in determining criteria for exemptions from the GMAT exam (e.g., a particularly high undergraduate GPA).

⁸ Given that this report is about Business Administration, this figure does not include Accounting students.

There are no specific criteria for the advancement from one year to the next. However, given that most central courses have prerequisites, failing a prerequisite automatically prevents a student from taking the following year's advanced courses.

For the Ph.D. program, the School encourages students who are interested in a research career, and who have demonstrated (in their BA and MA studies) high academic achievements and a strong research potential, to apply. Candidates apply from a wide range of disciplines, including economics, psychology, sociology, statistics, as well as mathematics, engineering, and computer sciences.

The policies with respect to learning disabilities and accessibility are set, implemented and monitored by the Office of the Dean of Students. Specifically, by the head of the Center of Diagnostics and Support for Students with Learning Disabilities, and the Accessibility Coordinator of the Accessibility Unit. See 4.1.7.1.b below.

Administrative responsibility over doctoral students at the Hebrew University is shared by the School and the Research Students Authority. The School's Ph.D. Committee is responsible for establishing program policies, admitting new Ph.D. candidates, approving scholarships, and monitoring students' progress.

The selection and admission process for Ph.D. students

The application and registration procedures and the regulations for Ph.D. students at the Hebrew University are detailed on the School's and the Research Student's Authority's websites. Please see description of the program in Section 3.1.5.

Applications to the Ph.D. program are submitted to the Graduate Students Secretariat, for review by the Schools' Ph.D. Committee. Applications should include:

- Application form (available at the School's website).
- Transcripts of all previous academic studies
- Two letters of recommendation from academic faculty members
- A copy of the applicant's curriculum vitae
- A one-page statement of intent

The School's Ph.D. Committee convenes three times a year (in April, July and December) to evaluate new applicants and admits those who prove to have a strong research potential, as indicated in the application material. A prerequisite for applying is a final grade of 85 or higher for students who earned their MBA in the regular track (non-thesis).

Criteria for advancement in the Ph.D. program

To advance in the Ph.D. program, students are required to meet the following criteria:

- A. Studies in the preliminary stage should not exceed two years and studies in Stage A should not exceed 18 months. The entire program should not exceed five years.
- B. Once a year, students are required to submit a progress report, to which the dissertation advisor adds his or her evaluation of the student's progress. Receiving three annual reports with a poor evaluation constitutes grounds for dismissal from the program.
- C. Participation in one's area (e.g., marketing, finance & banking) research seminar.
- D. Ph.D. students' grades in all courses must be 85 or higher.

Affirmative Action: The Hebrew University employs a university-wide affirmative-action policy according to the guidelines of the Society for Advancement of Education. According to this policy, a small number of students in the relevant groups may be admitted even if their scores are slightly below the cut-off score. More detail on the University's affirmative action policy (in Hebrew) can be found at: <http://info.huji.ac.il/ShowPage.asp?cat=404>.

4.1.5 What is the drop-out rate of students from the program in each of the study years 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 change it?

We were not able to obtain dropout rates from the undergraduate and graduate programs because, as we learned as part of the self-evaluation process, this information has apparently not been documented. Following this realization, we plan to rectify this issue by introducing a formal procedure for keeping track of dropout rates.

Theoretically, one could calculate these rates by comparing the number of 1st and 2nd year undergraduates in a given year to the number of 2nd and 3rd year undergraduates the following year. This procedure is problematic, however, given that many students, especially business students, end up completing the program in more than the standard three years. With respect to the graduate program, we estimate dropout rates to be very low, with the exception of a dropout rate of approximately 50% in the MBA's prerequisite stage ("limudei hashlama). Students in this stage come from non-business educational backgrounds, and most of those who drop out do so a few weeks into their MBA studies. This is either because they find the studies too difficult or because they realize that they are less interested in the field than they believed prior to beginning their studies.

With respect to the Ph.D. student dropout rate, as presented in the table below, the numbers are generally low, and most students who drop out do so during the prerequisite stage.

Number of dropouts from the Ph.D. program

	Year				
	2009	2010	2011	2012	2013
<i>Number of dropouts</i>	3 (prerequisite stage)	3 (prerequisite stage)	4 (3 in the prerequisite stage and 1 in Stage A)	1 (Stage A)	3 (2 in the prerequisite stage and 1 in Stage A)

4.1.6 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?

Having our students involved in research is one of the School's major educational objectives. Through research seminars and department seminars, students become familiar with the research process and the kind of research conducted in their fields.

This is often both a trigger and guide for students to become involved in research. In several cases students (both undergraduate and MBA) join faculty members' research projects in various roles, typically as research assistants. Quite a few of the MBA students choose to conduct a research thesis that in many cases leads to them choosing to join our doctoral program.

With respect to research students (MBA research-track and Ph.D. students), the School encourages them to develop and pursue their own research ideas. Nevertheless, in several cases, this research is embedded within their supervisor's overarching line of research.

The table below lists several specific cases of students who are involved in faculty research in the past five years.

Faculty member	Students Involvement
Ronen Feldman	1 Ph.D. student, Co-author
Niron Hashai	The linkage between organizational and knowledge boundaries, 1 student, helps with data collection and literature review.
Avi Kluger	Listening research, 10 Master theses, dissertations and 1 post-doctoral student
Ilan Kremer	Voluntary Disclosure – one student who is a co-author on a paper
Lev Muchnik	Twitter spillover effects - 1 - Ph.D. Extraction and analysis of commercials from televised content - 1 - MBA thesis Identification of behavioral changes resulting from earthquakes - 1 - Ph.D. Large-scale analysis of Wikipedia dynamics - 1 - Ph.D.
Chezy Ofir	1 Ph.D. student, Co-author
Orly Sade	1 Ph.D. student, Co-author
Lilach Sagiv	Values at Work Project 3-5 undergraduate research assistants, 2 (current) MA research students. Ph.D. students conduct independent research under advisement.

4.1.7 Counselling systems

4.1.7.1 Describe the system of academic counselling 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.

A. All students

Open days: Every year, the university holds open days in which departments present their teaching curricula to potential students. Accordingly, the School of Business Administration too has representatives who attend the open day, present curricula, and answer questions about the study programs or any other issues that come up in

applicants' questions. School representatives include secretaries, student counselors, alumni, and faculty members who teach in each of the study program. Furthermore, faculty representatives offer short lectures about their area of expertise, providing a realistic preview of the learning experience attending students experience. A separate open day, carried out in Arabic, is offered for the Arab student population.

Student Secretariat: The Student Secretariat holds office hours, five days a week, for both applicants and attending students.

School Counselors: The School has a separate counselor for the undergraduate and graduate programs. Counselors are part of the School's administrative staff, and graduate students in the School. The undergraduate counselor is a Master's student, and the graduate counselor is a Ph.D. student. Counselors offer students guidance throughout the year, and provide information about the academic programs, classes offered, course requirements. Counselors assist students in building their course schedules. In addition, counselors offer social and academic counseling for students with special needs (e.g., learning disabilities). Most of this assistance is in understanding students' specific needs, and referring them to the relevant unit in the university. See additional information about the support provided to students with special needs in the following section.

- B. Students with special needs** – all of the following services are offered by the university, and are available to students of the school of business administration:

Support provided to visually impaired students: The university has a center dedicated to assist the visually impaired: The Learning Center for the Blind. The center assists both in providing study materials for the visually impaired (e.g., books in Braille) and in providing dedicated counseling. In addition, the center holds specially equipped study rooms and classrooms for this student population.

Students with special accessibility needs: The university's Accessibility Unit, within the Dean of Students' office, provides students with special needs support to assist them in completing their studies. The unit's goal is to help these students' maximize the learning experience, and allow them to benefit from all of the university's services, programs and activities.

Students with learning disabilities: The university has a unit dedicated to supporting students with learning disabilities. The unit offers diagnostic services and support for applicants and students with learning disabilities. It offers assistance in preparing for and making accommodations during the psychometric exams (required when enrolling to the university). In addition, the unit provides counseling services and ongoing support for students with learning disabilities or with attention and/or hyperactivity disorders, aimed at assisting students succeed in their studies.

Gender-related issues, students who are parents and students who serve in the military reserve units: This unit offers women, parents and reserve students counseling services, information about their rights and responsibilities, and services for handling special issues and requests (e.g., when a student misses an exam due to being recruited to military service). In addition, the unit is responsible for providing day care

services, nursing areas, diaper-changing areas in the university, along with other accommodations for students who are parents.

Support for Arab students: The University's Office for Equal Opportunity offers Arab student support and assistance in a wide range of areas, aimed at improving their personal, academic and social integration into the university. The unit offers Arab students three unique programs:

Social Mentoring, for individuals or groups, intended to help new students acquire the tools, skills and strategies for successful acculturating to their new academic environment; Academic Mentoring, aimed at providing academic guidance, including private tutorials and workshops for assisting students with their introductory and basic courses; An Academic Skills Workshop aimed at improving students' reading and writing skills in Hebrew. The workshop also offers tools for improving note taking, reading scientific texts, test taking skills, and better dealing with test anxiety.

New immigrants: The University includes a unit dedicated to assisting students who had recently immigrated to Israel. The unit's main goal is to assist these students in their integration to the university environment, and in obtaining academic excellence. The unit's focus is on difficulties that are unique to this population and offers several programs, such as summer courses in English and in preparation for undergraduate studies, academic study groups, ongoing academic tutoring, social activities, personal counseling.

Psychological support: The University offers psychological counseling services. The counseling unit provides a variety of treatments, including long-term psychodynamic treatment, crisis intervention, cognitive-behavioral therapy, group therapy. The unit also offers couples therapy, therapy for adolescents, and therapy for parents of adolescents.

4.1.7.2 Are counselling 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.

- A. **Business School Office for Alumni Relations:** As one means of offering our students opportunities for finding future employment, the School holds an office responsible for alumni relations. The Office for Alumni Relations is responsible for maintaining and expanding the professional and social network with our School's alumni. The office takes part in activities such as coordinating meetings for students with alumni, organizing guest lectures by alumni who have made significant accomplishments in the business world, publishing a quarterly newsletter with information about the School's activities, etc. It also manages a Facebook page and a LinkedIn page through which information about the School (e.g., about conferences, guest lectures, workshops, etc.) is disseminated and job offers can be posted by members in the network.
- B. **"Spotlight Days":** The Business Administration Student Union is in charge of organizing "spotlight days" in which representatives from private and public firms, in a variety of industries, and from a variety of areas (e.g., finance & banking, marketing, human resources) are invited to present their business activity and recruit students for positions in their firms.

- C. Employment Fair:** This year (2014), for the first time, the School organized an employment fair. At the fair, representatives from a large number of firms introduced their firms and available positions to students who are on the job market. In addition, the fair will include lectures and workshops about topics that could assist students in their job search, including advice on expanding their occupational network, business etiquette, multi-cultural issues, and more.
- D. “Meet the CEO”:** These are monthly meetings, to which the School invites CEOs of large companies (e.g., Teva, Rami Levy, SodaStream, etc.) to talk about their companies. Talks typically cover updates about the business, the various challenges the company is dealing with, and an overall glimpse into processes that take place “behind-the-scenes”. Meetings are open to both students and alumni and provide yet another opportunity to network and learn about career opportunities.
- E. Mentoring Program:** In groups of 5-6 students each, MBA students and undergraduate honors students are assigned to a mentor for monthly meetings throughout the academic school year. Mentors are graduates of the MBA program and serve as senior executives in private or public firms. During meetings, mentors discuss a variety of issues with which their companies are dealing. The program thus serves as yet another bridge between academic life and the work market.
- F. Internship Course:** During the third year of the undergraduate program, students are required to take part in a “final project” course (see curriculum in section 3.1.5). One of these courses is an internship course, in which students are assigned to Israeli companies, mostly in Jerusalem or Tel Aviv, in which they intern for eight hours a week, throughout the school year. Many of the interns end up obtaining positions in these companies after they graduate.

4.1.8 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.

Complaints are typically filed at the student secretariat, or via the School counselor. In most cases students are referred to the School's student union, which represents students vis-à-vis the School's staff. In some cases, students turn to the student union directly. The student union then examines the complaint and determines the most appropriate person to whom the complaint should be addressed. This is typically either the head of the relevant program (undergraduate or MBA), or in some cases the Vice Dean or Dean. When the complaining student is not satisfied with the response or solution provided, he or she can appeal, either within the School, or turn to the Dean of Students at the university.

Below is a list of complaint categories from the past two years and a description of the manner in which they were resolved:

1. Special requests for make-up exams: The University determines clear guidelines for granting make-up exams for those who are unable to attend the original

designated exam date. When a student's request for a makeup exam is declined, he or she may appeal to the School's student secretariat, which then passes on the appeal to the Vice Dean. On an average year, the secretariat receives approximately 10 such appeals, which are admitted in approximately 40% of the cases, depending on the particular circumstances for which the student has appealed. For example, in cases of a death in the family, even when not meeting University criteria, the School tends to grant a makeup exam.

2. In 2012 a group of students in the undergraduate program complained about the teaching level in one of the courses being too difficult, and about the lecturer treating students with condescension. The complaint was brought to the lecturer's attention, who promised that the issue would not recur. Following a similar complaint, however, in 2013, the issue was referred to the head of the undergraduate program, who, in consultation with the Vice Dean, determined that the lecturer will no longer teach this particular course. He now teaches a similar course in the MBA program and students appear to be satisfied with the course.
3. A few years ago, the Student Secretariat received a number of complaints about the teaching quality of an adjunct lecturer in the undergraduate program. These were initially referred to the Student Union to represent the students and assist them in handling the complaint. Once the student union gathered additional information about the initial complaint and determined that additional complaints about the lecturer had since been made, the case was referred to the head of the undergraduate program. The program head met with some of the complaining students, after which he met with the lecturer and discussed the issue with him. Following this meeting, the head of the program had several follow up meetings to assess the degree to which the situation had been resolved. Given that several additional complaints, of a similar nature, had been filed, the Dean, decided to discontinue the lecturer's employment with the School.
4. Some complaints (approximately 10 a year) are about delays in publishing exam and paper grades (delays range between 1-3 days). In these cases, the secretariat turns to the course's teaching assistants and inquires about the reasons for the delays. In most cases delays result from these courses being particularly large, in which case an extension for posting grades is granted. In other cases, teaching assistants are asked to expedite their grading.
5. In 2013, a group of students complained about an exam duration being set to three hours despite what had been published in the course syllabus (which was 2.5 hours). In response, the student secretariat sent an email to all teaching faculty with a reminder about the binding nature of the guidelines and criteria published in course syllabi.
6. Also in 2013, students complained about a lack of uniformity in the amount of bonus points granted following an exam, in two sections of a course, which are taught by different lecturers. Following the secretariat's intervention, both sections were granted the same amount of bonus points.
7. In Fall 2013 students in one of the courses complained that they were required to write their names on the exam booklet, despite University guidelines about the

anonymity of exams (these require that only the students' ID number be written). The Student Union, which represented the case, discussed it with the head of the secretariat. The issue was then discussed with the course lecturer, and given that the course had already ended, the decision made was that a reminder about University guidelines concerning the anonymity of exams would be sent to all of the School's teaching faculty.

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

- A. **The "Hashefa" Scholarship:** This scholarship is awarded to outstanding students, based on their undergraduate admission scores. The scholarship includes \$7000 for each undergraduate study year in which the student maintains a high GPA. Below is the information for the past four years.

<i>Year</i>	2011	2012	2013	2014
<i>Total amount (USD)</i>	238,000	140,000	126,000	147,000
<i>No. of students</i>	34	20	18	11

- B. **Financial Aid Department:** This University department offers financial assistance to students with economic difficulties, through either scholarships or loans. The amount granted through scholarships depends on students' socio-economic standing and academic performance. Loans range between 4,500 and 7,500 NIS. Below is a summary of the amount of students at the School of Business Administration who received the University Financial Aid Scholarship. The two tables below include information on the support granted to undergraduate and graduate students, correspondingly:

Aid offered to undergraduates

<i>Year</i>	2009	2010	2011	2012	2013
<i>Total Amount (NIS)</i>	155,430	146,190	128,750	146,315	166,010
<i>No. of students</i>	58	46	54	63	64

Aid offered to graduate students

<i>Year</i>	2009	2010	2011	2012	2013
<i>Total Amount (NIS)</i>	27,570	73,240	53,950	32,830	44,330
<i>No. of students</i>	12	29	24	14	19

- C. **Excellence Award:** The goal of this scholarship is to encourage excellence and allow outstanding students to focus on their academic studies. It is granted to 2nd and 3rd year students whose GPA is in the top 10% of their class. The value of this scholarship equals half the annual tuition. Below is a summary of the amount of students at the School of Business Administration who received the University Excellence Award.

<i>Year</i>	2009	2010	2011	2012	2013
<i>Total Amount (NIS)</i>	38,120	71,959	53,222	34,461	47,695
<i>No. of students</i>	9	15	11	7	9

- D. Rector Scholarship:** Rector Scholarships comprise one year's tuition, granted each year to 1-2 students with the highest GPA in the School. Below is the information for the past four years.

<i>Year</i>	2011	2012	2013	2014
<i>No. of students</i>	1	1	1	1

- E. Scholarships from the Dean of Students:** Students with special financial needs can apply directly to the Hebrew University's Dean of Students for this scholarship. Below is a summary of the amount of students at the School of Business Administration who received a scholarship from the Dean of Students:

<i>Year</i>	2009	2010	2011	2012	2013
<i>Total Amount (NIS)</i>	78,722	84,430	73,413	171,275	172,949
<i>No. of students</i>	22	19	15	24	19

- F. Financial Aid for Students in the Exchange Program:** Each participant in the student exchange program receives a \$2,000 scholarship, to help cover travel costs and the expenses of settling in. From four students who received this scholarship in 2012, the number has increased in 2014 to 20.

- G. Scholarships for MBA Research Students:** These scholarships are given by the School of Business Administration to MBA students in the research track. The School has begun granting them in 2012. Below is a summary of the amount of students at the School of Business Administration who received this scholarship.

<i>Year</i>	2012	2013
<i>Total Amount (NIS)</i>	3	4
<i>No. of students</i>	12,600	20,000

In addition to the scholarships presented above, students have the opportunity to participate in many social programs, to volunteer for a few weekly hours and receive a scholarship.

- 4.1.10 Alumni: do the institution and/or the department maintain contact with their alumni, employers, and employment market? Please specify the extent of integration of alumni into the labour market: 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 area of study and degree level). Relevant surveys would be appreciated.**

Office of Alumni Relations

As noted in section 4.1.7.2, The Office for Alumni Relations is responsible for maintaining and expanding the social network with our School's alumni. The office

takes part in activities such as coordinating meetings for our attending students with alumni, organizing guest lectures by alumni who have made significant accomplishments in the business world, publishing a quarterly newsletter with information about the School's activities and distributed among our alums. It also manages a Facebook page and a LinkedIn page through which information about the School (e.g., about conferences, guest lectures, workshops, etc.) is disseminated and job offers can be posted by members in the network.

The Alumni about whom information is available span more than 140 private and public companies. These include, McKinsey, Ministry of Foreign Affairs, Rotem Strategy, Psagot, Excellence, Leumi Card, Teva, Bank Leumi, Bank HaPoalim, Discount Bank, Proctor and Gamble, L'oreal, Ministry of Finance, JDC (Joint Israel), Ministry of Culture and Sport, HP Software, Elbit, PWC, Shaldor, BDO and many others.

Employment following graduation

The Office of Alumni Relations has recently conducted a survey of approximately 480 of the undergraduates who graduated from our program between 2007 and 2012. Reports from 430 of these (50 of them did not provide information about their current employment status) about their post-undergraduate employment are summarized below.

% responses	Current Employment
12.0%	Economists
7.2%	Managing Positions
6.7%	Analysts
5.8%	Investment and Strategy consultants
4.9%	Lawyers
3.2%	Project Managers
3.0%	MBA students (not yet employed)
2.5%	Marketing Managers/Analysts
2.3%	Bankers
2.3%	Budget Managers
1.9%	Online marketers
1.9%	R&D Managers
1.6%	Product/Brand Managers
1.6%	Customer service employees
1.4%	Accountants
1.4%	Teachers/lecturers
1.4%	Start-up Managers
1.4%	Human Resource Staff Members
1.2%	Unemployed
1.2%	Purchase Managers
1.2%	Software Engineers
0.9%	Sales and Trading Managers
0.7%	Ph.D. Students
0.5%	Insurance Agents
31.9%	Other

Alumni graduate studies

Below is a table summarizing the number and percentage of the School's graduates who proceed to study in our MBA program:

	2005	2006	2007	2008	2009	2010
<i>Number of 1st year undergraduates at the School</i>	132	157	157	165	179	192
<i>Number of our undergraduates who proceed to our MBA program</i>	23	25	26	22	13	30
<i>Percentage</i>	17.4%	15.9%	16.5%	13.3%	7.3%	15.6%

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

One of the School's main strengths is the quality of our students, in terms of their academic aptitudes. Our admission standards are consistently high, and students are accordingly well prepared to deal with the complex material that is covered in our degree programs.

Furthermore, corresponding with the feedback we receive from our students, we believe that our counseling system, both in preparation for, and during, studies, nicely addresses students' needs. As elaborated above, we offer a wide range of counseling and support services, including designated services for students with special needs. As a rule, we treat students' concern with the utmost respect, and have set clear guidelines and procedures for complaints and appeals when these become necessary.

Related to this, in a further effort to assist students and lower dropout rates, we have recently appointed a "dropout counselor" to address the concerns of students who experience difficulties in their studies and are considering dropping out of the program. This corresponds with our growing emphasis on creating a positive learning experience.

As far as the weaknesses we identify, first, in preparing section 4.1.8, about student complaints, we have come to realize that although our administration is equipped to address student complaints, we need to incorporate procedures for more fully and formally documenting these. Similarly, we need to improve our documentation of student dropout rates. Second, following the School's previous CHE assessment, we established the Office of Alumni Affairs and have since made significant improvements to strengthen our ties with our alumni. Nevertheless, we believe there is more we can do to further expand and deepen this network.

Chapter 5 - Human Resources

5.1 Faculty (Academic Staff)

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

Faculty members are divided into seven disciplinary areas: Accounting, Finance & Banking, Internet Studies, Marketing, Operations Research, Organizational Behavior, and Strategy. Below is a table listing the School's faculty members, and emeriti faculty who teach at the School.

Area	Faculty Member	Sub-Field
<i>Accounting</i> ⁹	Keren Bar-Hava Shlomo Dauber Benjamin Segal*	
<i>Finance & Banking</i>	Doron Avramov Yaacov Bergman Eitan Goldman** Eugene Kandel Ilan Kremer Moshe (Shiki) Levy Orly Sade Zvi Wiener Yishay Yafeh Dan Galai (Emeritus) Haim Levy (Emeritus)	Asset Pricing Asset Pricing Corporate Finance Corporate Finance Asset Pricing Asset Pricing Behavioral Finance Asset Pricing Corporate Finance
<i>Internet Studies</i>	Ronen Feldman Lev Muchnik	Big Data/Text Mining Social Networks
<i>Marketing</i>	David Mazursky Nira Munichor Chezy Ofir Renana Peres	Consumer Behavior Consumer Behavior Consumer Behavior Quantitative Models
<i>Operations Research</i>	Nicole Adler Nir Halman Gur Mosheiov Jonathan Kornbluth (Emeritus)	Operations Management Stochastic Optimization Production Scheduling
<i>Organizational Behavior</i>	Micki Eisenman (joint with Strategy) Avraham (Avi) Kluger Shaul Oreg Lilach Sagiv Tammar Zilber	Macro OB Micro OB Micro OB Micro OB Macro OB
<i>Strategy</i>	Micki Eisenman (joint with OB) Niron Hashai	Entrepreneurship International Business
* Will join the School in the 2014-2015 year ** On leave		

⁹ The School also offers a B.A. program in Accounting, which is excluded from this report given its focus on Business Administration (as advised by Michal Neumann from The Council for Higher Education).

Below is a table classifying the School's faculty members by area of specialization and academic rank:

Area	Lecturer	Senior Lecturer	Associate Professor	Full Professor	Total
Accounting	1		1*		1
Finance & Banking		1	4	4	9
Internet Studies	1		1		2
Marketing	1	1		2	4
Operations Research	1		1	1	3
Organizational Behavior	1**		3	1	5
Strategy	1**		1		2
Total	6	2	10	8	26

* Beginning Fall 2014.

** This is the same faculty member, who shares both the OB and Strategy areas.

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.

In the vast majority of courses, teachers hold Ph.D.'s in the fields that overarch the courses taught. In the basic and core courses the majority of the teachers are the School's tenure-track faculty members. In the elective courses the School also engages teachers with practical experience. Some are adjuncts who teach solely or primarily at the School, and a few are adjuncts mainly affiliated with other higher education institutions. As part of their training to become faculty members, several of the introductory courses are taught by our Ph.D. students. Advanced courses, electives, and seminars are taught primarily by our tenure-track faculty members.

Most of the teachers have many years of teaching experience, and have been trained at leading higher education institutions (see Chapter 5). New teachers, in particular Ph.D. students, are encouraged to take part in the teaching seminars and workshops offered at the university by the Teaching and Learning Unit.

The curriculum includes a number of courses of a more practical nature (e.g., Strategic Consulting Seminar, Internship in Organizational Behavior), which are taught by experts in the field, who have relevant occupational experience and working relationships with organizations in the field.

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

As noted above, most of the teachers in the programs are the School's tenure-track faculty members. As their main task, these members conduct research on the topics that they teach, publish and review manuscripts in their field. As such, they are very much up to date with the state of their fields. Not only are they aware of recent theories and findings, they are often responsible for their creation. The other teachers in the program are selected on the basis of their experience and expertise. Given the high demand for teaching positions at the School, we are able to be very selective in the choice of adjunct

teachers. Whenever doubts arise about a teacher's performance (either from formal visits in class by one of the tenured faculty members [more frequently for new teachers], or through feedback from students), the issue is discussed with the teacher and in cases where no improvement is seen over time, teaching contracts may not be renewed. In addition, periodically staff meetings are held with the entire faculty, both tenure-track and adjunct, to inform about updates in the study programs and discuss pedagogical issues and concerns.

5.1.4 What are the rules, criteria and procedures for appointing the head of the study program and the academic 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 head of our program is the Dean of Business Administration (see Section 3.1.3). The position of requires managerial skills, fund-raising skills, as well as a strong academic standing. Most of the Deans elected have had previous experience in managing programs (e.g., Head of the BA program) or in other administrative responsibilities, such as serving as Vice Dean.

The appointment of the Dean is governed by the University bylaws on the matter, whereby the Faculty, through its council (the School Council, in our case), and headed by the Rector, appoints a search committee. The School Council then votes on the nominees.

Appointments and promotions

The procedures for appointments and promotions at the School of Business Administration are also governed by University bylaws. The procedure involves the use of both school and university committees. All appointments and promotions are subject to the final approval of the Rector and President of the Hebrew University. The guidelines and procedures for promotions are all available on the Hebrew University website (in Hebrew): <http://academic-secretary.huji.ac.il/?cmd=mini.317>.

Tenure track faculty: The standard academic track in Israel includes four ranks: lecturer, senior lecturer, associate professor and full professor. Tenure is most typically granted together with the rank of senior lecturer, which is considered equivalent to the rank of associate professor in US universities. In a few cases, where significant practical experience, rather than teaching expertise, is required, faculty members are recruited to a practice- (rather than research-) oriented track.

Faculty members at the School are typically recruited at the rank of lecturer. A prerequisite to being considered for the position is either having earned one's Ph.D. at a leading university abroad, most typically in the US, or having had a post-doctoral position at such a university. To be eligible for the position, applicants must have at least a few publications in highly ranked journals in their field, as well as evidence of potential for excellence in research. Beyond recruitment at the rank of lecturer, in some cases more established researchers are recruited from other institutions, at higher ranks. These appointments are governed by the regulations relevant for the rank to which the candidate is appointed.

Promotions are granted primarily on the basis of research productivity, with a particular emphasis on the quality of the research. Also of importance are the faculty member's teaching performance and citizenship behaviors within the faculty and university. After being admitted to the rank of lecture, faculty members have up to six years before they go up for tenure. Toward the completion of six years, or earlier if the Dean reaches the conclusion that one's record meets the required threshold of publications, the procedure for granting tenure is initiated. The beginning of the process is with an internal professional committee, consisting of faculty members from within the School of Business Administration and from other departments within the university or from other universities. Based on the candidate's excellence and productivity in research, international stature, teaching performance, and contribution to the School and University (e.g., committee work), the committee determines whether to move forward with the tenure procedure. The next step involves the solicitation of reviews by 5-8 international experts from within the candidate's field. The Dean then summarizes and integrates the information provided by the reviewers, the candidate's CV and biographical description, and the School committee and distributes the summary to the university's Appointments and Promotions Committee. Following the committee's approval, the university's Rector and President provide final approval of the candidate's tenure.

Non-approval at any of these stages yields the denial of tenure, in which case the candidate's employment contract with the university is not renewed. Before the decision is finalized, candidates have an opportunity to voice their perspective at a hearing.

A similar process takes place for promotion to the level of full professor. The promotion procedure to the rank of associate professor is less elaborate, as only the approval of the School's internal professional committee, and then the Rector and President, are required. The rationale for this abbreviated process for the rank of associate professor is the inconsistency in Israeli and US ranking systems, and the fact that in most other respects the academic system in Israel corresponds with the standards and requirements of the US system.

On average, the amount of time between appointment to senior lecturer and associate professor at the Hebrew University is six years. The average amount of time it takes at the university to be promoted from associate professor to full professorship is seven years.

Adjunct positions: The appointment of adjunct teachers is initiated by heads of the specific areas within the School. They are typically experienced teachers and/or practitioners, with at least a Master's degree, and typically with Ph.D.s, or are doctoral students. The requirements depend on the teaching needs of the School and the topics for which they are sought. For courses with an applied orientation, greater emphasis is placed on candidates with relevant professional experience.

A recent survey among the university's faculty members, conducted by the faculty union, addressed the issue of the tenure and promotion procedures. Overall, faculty members at the university are moderately satisfied with the tenure and promotion process, although many indicate that promotion procedures take too long and lack transparency. In comparing results from the two surveys administered in 2010 and 2012, one can see a certain increase in faculty satisfaction. It should be noted, however, that

this survey includes faculty members from the entire university and not specifically from the Business School.

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?

In line with university regulations, the School's Dean is an internal faculty member with the rank of full professor (in exceptional cases, an associate professor is appointed). On rare occasions, when no suitable or willing candidates are available from within the academic unit, the university may appoint as Dean a faculty member from another department in the university. As noted above (Section 5.1.4), the position of requires managerial skills, some fund-raising skills, as well as a strong academic standing. Most of the Deans elected have had previous experience in managing programs (e.g., Head of the BA program) or in other administrative responsibilities, such as serving as Vice Dean.

The Dean heads the School both academically and administratively, and bestows authority to the Associate Dean to manage the administrative aspects of the position. Academically, the Dean focuses on strategic planning, recruiting new faculty and academic development of the School (e.g., establish new study programs). Administratively, together with the Associate Dean, the Dean manages the School's budget, raises funds for the School, and runs the daily operations of the School.

Heading each of the School's study programs (Undergraduate, MBA, Ph.D., Executive MBA and International MBA) are faculty members from within the School, with familiarity with the study programs. They are appointed by the Dean and approved by the School Council. Together, program heads form the School's Teaching Committee, headed by the Vice Dean.

5.1.6 How is full employment defined in the institution for senior and non-tenure track teaching staff¹⁰, and how many hours are they required to teach in each of the study programs?

Full time employment as a tenure-track faculty member at the Hebrew University entails 12 to 16 teaching hours per week, each academic year.

Adjunct positions at the Hebrew University include two types: "External Teachers", whose primary affiliation is with an employer other than the Hebrew University, and "Teaching Affiliates", whose primary employment is with the Hebrew University. Full-time employment for external teachers involves eight teaching hours per week, a year, and full-time employment for teaching affiliates involves 10 weekly teaching hours, per week.

The number of hours required for full time employment as a teaching assistant depends on the assistant's degree of study. Undergraduate are required 32 working hours, and graduate students 22 hours.

¹⁰ We changed the used term "junior faculty" with the term "non-tenure track teaching staff", throughout this report, to avoid confusion with how the former term is often used abroad, to represent faculty members before tenure.

5.1.7 Are staff members obliged to serve as advisors for final projects, theses and dissertations? Is there a limitation of a maximum number of graduate students per faculty? Are there criteria for assigning advisors to different research projects?

Faculty members are not obligated to serve as advisors, although it is expected of them and accordingly, the majority of them do, in fact, supervise final projects, theses, and dissertations. Final projects in our program area assigned as part of the undergraduate third year course, and are accordingly supervised by the course instructor. Theses and dissertations can be supervised by any faculty member, with the exception that to supervise a dissertation the faculty member needs to hold the rank of senior lecturer or above. The decision to supervise a given student depends on a match between the student's topic of interest and the faculty member's field of expertise. The School does not customarily interfere with the decisions of its members concerning advising candidates for the doctoral degree or the master's degree in the research track. Nevertheless, when necessary, the Faculty leadership (i.e., Dean, Chair of the Graduate Studies Committee) will intervene to help a candidate find an advisor. In practice, Faculty members' commitment to serve as thesis and dissertation advisors is high; the vast majority of members are advising several graduate students. The maximum number of Ph.D. advisees per faculty member is five.

5.1.8 What is the policy regarding recruiting and absorbing teaching staff (both tenure- and non-tenure track) and what are the plans for the future recruitment to the study program? How are these plans made and by whom?

According to the university's policy, only Ph.D. (or equivalent degree) holders are appointed to tenure-track positions (i.e., lecturer, senior lecturer, associate professor, full professor). New appointments are typically at the rank of lecturer or senior lecturer, and are typically following a training period. As noted in Section 5.1.4, A prerequisite to being considered for the position is either having earned one's Ph.D. at a leading university abroad, most typically in the US, or having had a post-doctoral position at such a university. To be eligible for the position, applicants must have at least a few publications in highly ranked journals in their field, as well as evidence of potential for excellence in research. In some cases, more established researchers are recruited from other institutions, to higher ranks. These appointments are governed by the regulations relevant for the rank to which the candidate is appointed (see also Section 5.1.4). All new appointments depend on the availability of positions in the School and should correspond with the School's strategic development plan. As noted above, the specific procedures for appointing new staff members can be found (in Hebrew) at: <http://academic-secretary.huji.ac.il/mini/minuyim/?cmd=mini.322>

With regards to observing new teachers, as stated in Section 3.2.1.4, according to the University's policy, for each new faculty member the Dean appoints a mentor from among the more veteran faculty members. The specific policy for mentoring can be found (in Hebrew) at: <http://academic-secretary.huji.ac.il/upload/MoreMelave.pdf>

Corresponding with the School's mission and emphasis on academic excellence, the School seeks to recruit excellent researchers in all of the School's areas. In particular, the

School is interested in faculty members in the fields of Strategy and Marketing, which are currently severely understaffed. The current ratio of tenure-track faculty members to students is about 1 to 80. This ratio is much too high for the School to maintain its outstanding standards of research-oriented teaching. The table below displays the number of faculty members in the School, by area, in 2006 (when the previous CHE review took place) and today.

Area	In 2006	Today
Accounting	2	1
Finance & Banking	12	9
Internet Studies	0	2
Marketing	4	4
Organizational Behavior	3	5
Operations Research	6	3
Strategy	3	2
Total	30	26*

* One faculty member is counted twice, once in OB and once in Strategy.

As can be seen, the number of faculty members was low even in 2006, and is even lower today. The School therefore tends to pursue and attempt to recruit outstanding candidates in all fields with considerable academic experience (Ph.D., post-doctoral studies, tenure-track appointments) at reputable academic institutions overseas, especially in the US. Since 2006 the School has recruited one faculty member in Accounting (and another one who will join the School in the upcoming academic year), three in Finance, three in Internet Studies (one of whom has since moved to another university), one in Marketing, two in Organizational Behavior, one in Operations Research, and one who is joint in Organizational Behavior and Strategy. At the same time, even more faculty members have since retired. We therefore aim to recruit additional faculty members, in particular in Accounting, Marketing and Strategy, in which the School's shortage of faculty members is most severe. The recruitment plan is proposed by the Dean and discussed at the School's Development Committee, and later at the School Council.

5.2 Technical and administrative staff

5.2.1 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?

As described in Section 3.1.3, on behalf of the Dean, the Associate Dean is in charge of the overall administrative side of the School's activities. These include four main branches, namely, Operations, Computing, Secretarial and Executive Programs. The Dean's Assistant is in charge of running the Dean's office, which among other things, includes coordinating meetings of the School's committees, handling sabbaticals and faculty members' travel arrangements, organizing the School's internal events, and so forth.

The Operations Unit includes the Human Resources (HR) department, which coordinates the ongoing HR activities of the school's tenure- and non-tenure track academic and administrative staff. The School's accountant is in charge of the planning, controlling and

supervising the financial activities of the school as well as coordinating the budgets of research centers and other special budgets. Another function of the Operations Unit is the coordination of activities related to the School's Alumni Organization and other academic conferences and events.

The Computing Unit provides computing services to the academic and administrative staff, such as advising and buying new computing equipment, installing software, assisting with network and email-related issues, providing technical support and many other computer-related activities. In addition, within the computing unit, the webmaster is in charge of maintaining the School's and its Alumni Organization's websites and keeping them up to date, as well as supporting the faculty members with their personal websites and with the Moodle Learning Environment.

The Secretarial office is in charge of all aspects related to teaching and students. The office handles the study program in coordination with the School's teaching committee. It is subordinate to the school teaching committee and has six main functions, as shown in the figure below. The Research Student Secretary in the office coordinates all activities that have to do with the research students (Ph.D. and MBA with the students such as dealing with admissions, monitoring research students' progress, issuing reports, coordinating meetings with the relevant committees, and organizing ceremonies. The MBA secretary deals with the MBA students and candidates, and provides information to students and handle's all of the MBA program's administrative support. Other functions within the Secretarial office are the BA students' secretaries and the Student-Exchange secretaries. The Student-Exchange Secretary coordinates the Students-Exchange agreements with universities abroad and the administrative information about the student-exchange programs.

The Executive Programs' secretary is subordinate both to the Associate Dean and the Executive MBA committee. The Executive Programs' secretary includes an administrative coordinator for each of the programs, a marketing executive and a secretary.

Below is a table summarizing the number of staff members in each position, and their job descriptions.

Position	#	Job description
General Positions		
<i>Associate Dean</i>	1	In charge of all administrative aspects of the School's activities.
<i>Dean's Assistant</i>	1	In charge of running the Dean's office.
<i>Human Resources</i>	1	Coordinates the ongoing HR activities of the School's senior, non-tenure track teaching and administrative staff.
<i>Accountant</i>	1	In charge of the planning, controlling and supervising of the School's financial activities.
<i>Conference and Event Coordinator</i>	1	Responsible for coordinating the School's conferences and events.
<i>Head of the Office of Alumni Relations</i>	1	Runs the Office of Alumni Relations (see also Section 4.1.7.2)
Computing Unit		

<i>Head of Computing Unit</i>	1	In charge of all computer-related services for the School's academic and administrative staff.
<i>Technical Support Staff</i>	1	Technical support
<i>Webmaster</i>	1	In charge of updating and maintaining the School's websites and provides website services
<i>Student Secretariat</i>		
<i>Head of Student Secretariat</i>	1	In charge of the administrative team that supports all aspects related to teaching and students
<i>Research Student Secretary</i>	1	Coordinates all activities to do with the School's research students and candidates
<i>MBA Students Secretary</i>	1	Coordinates all activities to do with the MBA students and candidates
<i>Undergraduate Students Secretary</i>	3	Coordinate all activities to do with the undergraduate students
<i>The Student Exchange Secretary</i>	1	In charge of all administrative issues related to the exchange programs.
<i>Executive Programs Secretary</i>	5	In charge of the administrative operations of the EMBA secretariat

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

Academically, the School's key strength is the academic excellence of its faculty members, many of whom are international leaders in their fields and enjoy worldwide reputation. The vast majority of faculty members are very active and committed to their research and to the School. At the same time, the School's ability to recruit faculty members who meet our high academic standards is severely impaired by international competition. The "brain drain" experienced in Israeli Academia in general is especially pronounced in business-related fields.

The administrative staff is also highly dedicated, and for the most part are sufficient in number to handle the School's responsibilities. Some issues, nevertheless, such as IT support could benefit from additional personnel with relevant expertise. Overall, however, severe constraints imposed by the University administration substantially restrict the Dean's ability to manage the administrative staff. Given University appointment and staffing procedures, the School has very little influence on promotions or reassignments of administrative staff. In addition, The shortage of faculty members is a serious problem for the School, especially in Accounting, Marketing and Strategy.

To this chapter, please attach the following information:

- Tables 2A through 2D (appendix 10.2, p. 15-17) detailing senior and non-tenure track teaching faculty, adjuncts (senior and junior), teaching and research assistants, post-doctoral staff members.

Chapter 6 - Research

Due to the difference in character and research efforts of the various programs under evaluation, each institution should handle this chapter in accordance with its **stated mission**.

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

Generating high quality, cutting edge, research is the School's top priority. This resonates in most of the important decisions made by the School, from recruitment decisions, whereby the primary criterion in selecting candidates is their research potential, to the structure and content of study programs, through which, among other things, we develop the next generations of researchers. Our most basic premise is that the advancement of business (and other) organizations and their members depends first and foremost on a thorough and deep understanding of the theoretical underpinnings of business phenomena.

Given the substantial variety among areas within business administration, the research generated at our school spans a broad range of theoretical and methodological perspectives. In a sense, the School constitutes a microcosm of the Social Sciences, with researchers grounded in psychology, sociology, anthropology, economics, and statistics. Below is a description of the main types of research that are conducted in our School:

- Finance & Banking - Theoretical and empirical research in all fields of Finance and Financial Economics including corporate finance, asset pricing and behavioral finance.
- Organizational Behavior - Quantitative psychological and qualitative sociological research aimed at understanding organizational dynamics and individuals' (e.g., employees, managers) behavior and interactions in organizations.
- Empirical research in Marketing aimed at understanding consumer behavior, decisions and choices as well as market-level trends and phenomena.
- Operations Research – Quantitative research aimed at developing management decision-making tools. The research topics we specialize in include combinatorial optimization (mainly routing and scheduling) problems, transportation, data envelopment analysis (DEA) and applied game theory.
- Strategy and Entrepreneurship - Quantitative and qualitative research aimed at understanding how firms are created and developed, with an emphasis on the growth paths of firms and the performance implications of these growth paths.
- Internet Studies– Applied research on Big Data, Large Networks analysis, Text Mining, with emphasis on Information Extraction and Sentiment Analysis. Focus on applications in the fields of finance, marketing and accounting.

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

The most significant strength is the high quality research produced by faculty members, in a broad range of fields. Faculty members in the School are recruited with a strong research background, and have been trained in many of the world's leading research institutions (see Tables 6.2.1 and 6.2.2). In all of research areas, faculty regularly conduct cutting edge research that is frequently published in the fields' top journals (see Table 6.2.3, 6.2.4, and 6.2.5, as well as more detailed information in Section 6.3). The quality of research conducted corresponds with that of researchers in some of the best Business Schools in the world.

Beyond the quality of the outlets in which our faculty's research is published, the large number of grants awarded to our Faculty (see Table 6.2.6) and the large number of citations that many of our faculty's publications receive provides strong evidence for the impact of this research on the field (see Table 6.2.7). Accordingly, our staff serve as editors and reviewers for the fields' leading journal (see Table 6.2.8).

Table 6.2.1 - Institutions in which our Faculty members' obtained their Ph.D.s, including institution's 2014 ranking according to the Academic Ranking of World Universities (ARWU), conducted by the Center for World-Class Universities of Shanghai Jiao Tong University (CWCU).

<i>Institute</i>	<i>Country</i>	<i>Score</i>	<i>Primary Major</i>	<i>Degree</i>
<i>Harvard University</i>	United States	1	Economics	Ph.D.
<i>University of California, Berkeley</i>	United States	3	Finance	Ph.D.
<i>Columbia University</i>	United States	7	Business Administration	Ph.D.
<i>Columbia University</i>	United States	7	Management and Human Resources	Ph.D.
<i>Columbia University</i>	United States	7	Science, Technology and Management	Ph.D.
<i>University of Chicago</i>	United States	9	Business Administration	Ph.D.
<i>University of Chicago</i>	United States	9	Business Economics and Industrial Organization	Ph.D.
<i>Cornell University</i>	United States	12	Computer Science	Ph.D.
<i>Cornell University</i>	United States	12	Organizational Behavior	Ph.D.
<i>University of Pennsylvania</i>	United States	15	Finance	Ph.D.
<i>University of Pennsylvania</i>	United States	15	Finance, Investment and Banking	Ph.D.
<i>Northwestern University</i>	United States	30	Finance	Ph.D.
<i>New York University</i>	United States	31	Marketing	Ph.D.
<i>The Hebrew University of Jerusalem</i>	Israel	59	Psychology	Ph.D.
<i>The Hebrew University of Jerusalem</i>	Israel	59	Business Administration	Ph.D.
<i>The Hebrew University of Jerusalem</i>	Israel	59	Economics and Physics	Ph.D.
<i>University of Utah</i>	United States	79	Finance, Investment and Banking	Ph.D.
<i>Tel Aviv University</i>	Israel	100	Business Administration	Ph.D.
<i>Tel Aviv University</i>	Israel	100	Business Administration, International Business	Ph.D.

<i>Tel Aviv University</i>	Israel	100	Engineering and Management Systems	Ph.D.
<i>Tel Aviv University</i>	Israel	100	Operations Research	Ph.D.
<i>Technion, Israel Institute of Technology</i>	Israel	125	Industrial Psychology	Ph.D.
<i>Weizmann Institute of Science</i>	Israel	150	Mathematics	Ph.D.
<i>Bar-Ilan University, Ramat Gan</i>	Israel	350	Physics	Ph.D.
<i>Imperial College of Science and Technology</i>	United Kingdom	0	Operations Research and Management Science	Ph.D.
<i>Stevens Institute of Technology</i>	United States	0	Management and Human Resources	Ph.D.

* An ARWU score of 0 means that the university is not ranked in the ARWU listings.

Table 6.2.2 - Faculty members' post-doctoral training, including institution's 2014 ranking according to the Academic Ranking of World Universities (ARWU), conducted by the Center for World-Class Universities of Shanghai Jiao Tong University (CWCU).

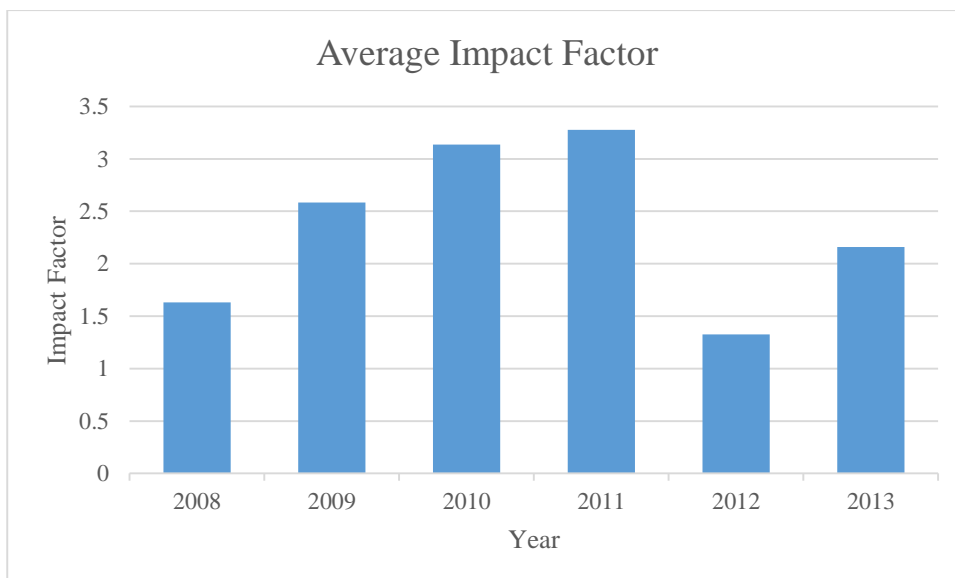
Department	Host Institute	Country	Score
<i>Business Administration</i>	Harvard University	<i>United States</i>	1
<i>Business Administration</i>	Massachusetts Institute of Technology	<i>United States</i>	5
<i>Business Administration</i>	University of Pennsylvania	<i>United States</i>	15
<i>Business Administration</i>	University of Florida	<i>United States</i>	58
<i>Business Administration</i>	The Hebrew University of Jerusalem	<i>Israel</i>	59
<i>Business Administration</i>	Technion, Israel Institute of Technology	<i>Israel</i>	125
<i>Business Administration</i>	Institute for Advanced Study		
<i>Economics</i>	The Hebrew University of Jerusalem	<i>Israel</i>	59
<i>Industrial Engineering</i>	Ben-Gurion University of the Negev	<i>Israel</i>	300
<i>Psychology</i>	University of California, Berkeley	<i>United States</i>	3
<i>Psychology</i>	University of Michigan-Ann Arbor	<i>United States</i>	21
<i>Sociology and Anthropology</i>	The Hebrew University of Jerusalem	<i>Israel</i>	59

Table 6.2.3 – Faculty members' journal publications, by number of papers published

Journal Title	2012 Impact Factor	# of faculty members who published in this outlet	Papers
<i>Journal of Finance</i>	4.333	7	26
<i>European Journal of Operational Research</i>	2.038	4	25

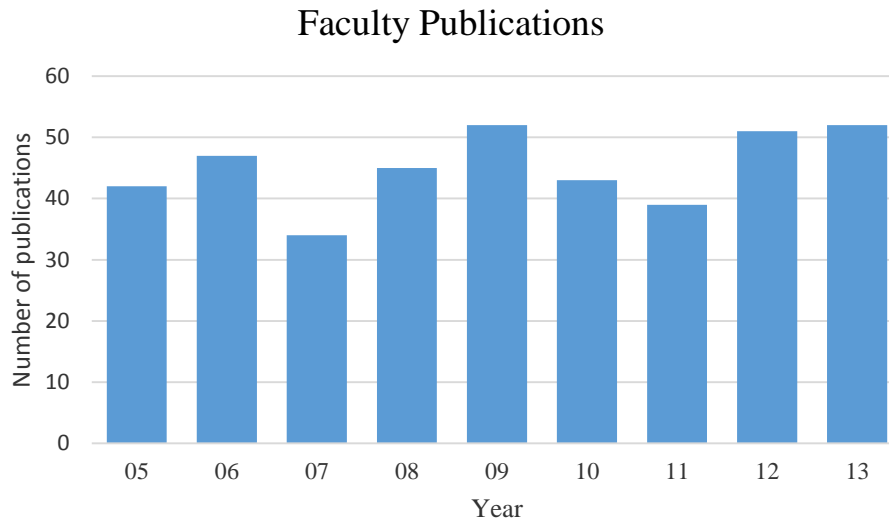
<i>Computers and Operations Research</i>	1.909	2	20
<i>Journal of Financial Economics</i>	3.424	7	18
<i>Journal of the Operational Research Society</i>	0.989	3	18
<i>American Economic Review</i>	2.792	4	13
<i>Journal of Banking and Finance</i>	1.287	3	12
<i>Review of Financial Studies</i>	3.256	10	18
<i>Organizational Behavior and Human Decision Processes</i>	2.816	5	11
<i>Journal of Financial and Quantitative Analysis</i>	1.636	5	10
<i>Naval Research Logistics</i>	0.692	1	9
<i>Physica A: Statistical Mechanics and its Applications</i>	1.676	2	9
<i>Journal of Applied Psychology</i>	4.758	3	8
<i>Management Science</i>	1.859	7	7
<i>Journal of Economic Theory</i>	1.069	3	7
<i>Omega</i>	3.024	1	7
<i>Review of Economics and Statistics</i>	2.346	3	6
<i>Review of Finance</i>	1.440	4	6
<i>Information Processing Letters</i>	0.488	2	6
<i>Science</i>	31.027	2	5
<i>Journal of Consumer Research</i>	3.542	2	5
<i>Journal of Marketing Research</i>	2.254	3	5
<i>Journal of Risk and Uncertainty</i>	1.771	3	5
<i>Operations Research Letters</i>	0.519	2	5
<i>Economics Letters</i>	0.509	2	5
<i>Journal of Career Assessment</i>	1.338	2	5
<i>Marketing Letters</i>	1.000	3	5

Table 6.2.4 – Average impact factor of the journals in which our Faculty have published, by year¹¹



¹¹ Two-year impact factor obtained from Journal Scopus Rankings 2012.

Table 6.2.5 – Total number of Faculty publications, by year



As can be seen in the tables above, faculty members at the School are very prolific and produce research articles in the fields' top journals.

Table 6.2.6 – Grants awarded to the School's Faculty members between 2005 and 2014¹²

Corresponding with the quality of research conducted by the School's faculty members, the table above also demonstrates the substantial and consistent amount of research funds acquired by the School's faculty members from external, including many competitive, sources.

¹² The total grant amounts indicated here are an underestimate, given that we did not have complete data for all of the amounts awarded to each of the School's faculty members. Grants considered "competitive" are those defined as such by the Planning and Budgeting Committee of the Council of Higher Education.

Beyond the quality of research, the topics of research conducted in our School includes both mainstream topics, as well as unique subject matter. For example, the research conducted in our school on corporate governance (Yishay Yafeh), asset pricing (Doron Avramov), financial and information economics (Ilan Kremer), institutional theory (Tammar Zilber), internationalization (Niron Hashai), product diffusion models (Renana Peres), and complex combinatorial optimization problems (Gur Mosheiov), is cutting edge mainstream research, which grants our faculty members international acclaim. At same time, text mining and sentiment analysis (Ronen Feldman), big-data analyses of social networks (Lev Muchnik), research on transportation economics (Nicole Adler), or the interface of technology and aesthetics (Micki Eisenman), represent cutting edge unique research streams that are advanced in our School. This combination provides a good balance between well-established and cutting edge research and brings forth a broad range of perspectives in our collective research endeavors.

Table 6.2.7 – Citation indexes for our faculty members - Data were obtained using “Harzing’s Publish or Perish”, which is based on data from Google Scholar

<i>Faculty member</i>	Citations	Papers	Years	Cites/paper	Cites/year	h-index
<i>Nicole Adler</i>	1995	78	18	25.58	110.83	20
<i>Doron Avramov</i>	2015	64	13	31.48	155	17
<i>Keren Bar-Hava</i>	15	9	7	1.67	2.14	2
<i>Yaacov Bergman</i>	592	29	40	20.41	14.8	8
<i>Micki Eisenman</i>	184	12	13	15.33	14.15	6
<i>Ronen Feldman</i>	4341	127	26	166.96	34.18	31
<i>Dan Galai</i>	6330	159	40	39.81	158.25	26
<i>Nir Halman</i>	174	20	11	8.7	15.82	8
<i>Niron Hashai</i>	475	51	15	9.31	31.67	11
<i>Eugene Kandel</i>	4382	100	24	43.82	182.58	20
<i>Avraham Kluger</i>	5201	56	28	92.88	185.75	20
<i>Ilan Kremer</i>	1140	58	20	19.66	57	16
<i>Haim Levy</i>	13309	363	56	36.66	237.66	49
<i>Moshe Levy</i>	2754	59	20	46.68	137.7	24
<i>David Mazursky</i>	3967	97	32	40.9	123.97	26
<i>Gur Mosheiov</i>	2772	102	28	27.18	99	24
<i>Lev Muchnik</i>	1242	39	11	31.85	112.91	11
<i>Nira Munichor</i>	61	5	10	12.2	6.1	2
<i>Chezy Ofir</i>	729	40	30	18.23	24.3	13
<i>Shaul Oreg</i>	1813	37	13	49	139.46	15
<i>Renana Peres</i>	565	43	20	13.14	28.25	11
<i>Orly Sade</i>	156	29	13	5.38	12	6
<i>Lilach Sagiv</i>	3735	59	19	63.31	196.58	22
<i>Zvi Wiener</i>	843	75	21	11.24	40.14	13
<i>Yishay Yafeh</i>	3889	131	21	29.69	185.19	23
<i>Tammar Zilber</i>	3092	26	16	118.92	193.25	12
<i>Mean</i>	2590.81	73.69	21.73	35.15	97.04	17.15

Table 6.2.8 – Top journals for which our Faculty members serve as ad-hoc reviewers

<i>Journal</i>	2012 Impact Factor	Reviewers
<i>Academy of Management Journal</i>	4.103	6
<i>Academy of Management Review</i>	7.895	2
<i>American Economic Review</i>	2.792	3
<i>Economic Journal</i>	2.118	2
<i>International Journal of Production Economics</i>	2.081	2
<i>Journal of Applied Psychology</i>	4.758	3
<i>Journal of Finance</i>	4.333	4
<i>Journal of Financial and Quantitative Analysis</i>	1.636	2
<i>Journal of Financial Economics</i>	3.424	3
<i>Journal of Management Studies</i>	3.799	3
<i>Journal of Marketing</i>	3.368	2
<i>Journal of Organizational Behavior</i>	3.626	3
<i>Journal of Personality and Social Psychology</i>	4.877	2
<i>Journal of Political Economy</i>	2.9	2
<i>Management Science</i>	1.859	4
<i>Marketing Science</i>	1.859	2
<i>Omega</i>	3.024	2
<i>Organization Science</i>	3.351	2
<i>Organization Studies</i>	2.19	3
<i>Research Policy</i>	2.85	2
<i>Review of Finance</i>	1.44	2
<i>Review of Financial Studies</i>	3.256	3

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.

Faculty members' publications in the past 10 years in their fields' top journals

Area of Specialization	<i>Journal</i>	Articles	Authors	Year
Finance & Banking	<i>Journal of Finance</i>	Endogenous Benchmarks and Performance Evaluation	Prof. Eugene Kandel	2014
		Divisible Good Auctions with Asymmetric Information: An Experimental Examination	Prof. Orly Sade	2013
		Dynamic Patterns of Trading Volume and Disagreement	Prof. Ilan Kremer	2010
		Momentum and Credit Rating	Prof. Doron Avramov	2007
		Liquidity and Autocorrelations in Individual Stock Returns	Prof. Doron Avramov	2006
		Diversification as a Public Good: Community Effects in Portfolio Choice	Prof. Ilan Kremer	2004

	<i>Journal of Financial & Quantitative Analysis</i>	Understanding Hedge Fund Return Predictability: A Comprehensive Outlook Using a Fund by Fund analysis	Prof. Doron Avramov	2013
		Divisible Good Auctions with Asymmetric Information: An Experimental Examination	Prof. Orly Sade	2013
		Exploitable Predictable Irrationality: The FIFA World Cup Effect on the U.S. Stock Market	Prof. Haim Levy	2010
		Disagreement, Portfolio Optimization and Excess Volatility	Prof. Moshe Shiki Levy	2010
		Aging Brings Myopia: VC Fund's Limited Horizon as a Source of Inefficiency	Prof. Eugene Kandel	2009
		Is There an Intertemporal Relation Between Downside risk and Expected Returns?	Prof. Haim Levy	2009
		Option Value, Uncertainty and the Investment Decision	Prof. Eugene Kandel	2002
	<i>Journal of Financial Economics</i>	Anomalies and Financial Distress	Prof. Doron Avramov	2013
		Do Small Shareholders Count?	Prof. Eugene Kandel	2011
		Hedge Funds, Managerial Skill, and Macroeconomic Variables	Prof. Doron Avramov	2011
		Sentiment and Stock Prices: The Case of Aviation Disasters	Prof. Haim Levy	2010
		Dispersion in Analysts' Earnings Forecasts and Credit Rating	Prof. Doron Avramov	2009
		Technological Innovations and Real Investment Booms and Busts	Prof. Ilan Kremer	2007
		An Equilibrium Model of Incentive Contracts in the Presence of Information Manipulation	Prof. Eitan Goldman	2006
		Investing in Mutual Funds when Returns are Predictable	Prof. Doron Avramov	2006
		Predicting Stock Returns	Prof. Doron Avramov	2006
		Optimal Toeholds in Takeover Contests	Prof. Eitan Goldman	2005
		Measuring Stock Illiquidity: an Investigation of the Demand and Supply Schedules at the TASE	Prof. Orly Sade	2004
		The Impact of Stock Market Information Production on Internal Resource Allocation	Prof. Eitan Goldman	2004
	<i>Journal of Money Credit & Banking</i>	Credit Risk Spreads in Local and Foreign Currencies	Prof. Zvi Wiener, Prof. Dan Galai	2012

	<i>Review of Finance</i>	Institutional Investors as Minority Shareholders	Prof. Yishay Yafeh	2013
		Comovement of Newly Added Stocks with National Market Indices: Evidence from around the World	Prof. Yishay Yafeh	2013
		Political Connections and the Allocation of Procurement Contracts	Prof. Eitan Goldman	2013
		When Less (Potential Demand) is More (Revenue): Asymmetric Bidding Capacities in Divisible Good Auctions	Prof. Orly Sade	2006
	<i>Review of Financial Studies</i>	The Market Portfolio May be Mean-Variance Efficient After All	Prof. Moshe Shiki Levy	2010
		Theory of Dividend Smoothing	Prof. Eugene Kandel	2010
		Brokerage Commissions and Institutional Trading Patterns	Prof. Zvi Wiener Prof. Eugene Kandel	2009
		Do Politically Connected Boards Affect Firm Value?	Prof. Eitan Goldman	2009
		Price drift as an outcome of difference in higher order beliefs	Prof. Ilan Kremer	2009
		Relative Wealth Concerns, and Financial Bubbles	Prof. Ilan Kremer	2008
		Portfolio Diversification and the Decision to Go Public	Prof. Eugene Kandel	2008
		Analytic pricing of the ESO	Prof. Zvi Wiener	2008
		Asset Pricing Models and Financial Market Anomalies	Prof. Doron Avramov	2006
		The Impact of Trades on Daily Volatility	Prof. Doron Avramov	2006
		Competition and Cooperation in Divisible Good Auctions: An Experimental Examination	Prof. Orly Sade	2006
		Does Risk Seeking Drive Stock Prices	Prof. Haim Levy	2005
		Limit Order Book as a Market for Liquidity	Prof. Eugene Kandel	2005
		Prospect Theory and Mean-Variance Analysis	Prof. Moshe Shiki Levy, Prof. Haim Levy	2004
		Stock Return Predictability and Asset Pricing Models	Prof. Doron Avramov	2004
		Underpricing and Market Power in Uniform Price Auctions	Prof. Ilan Kremer	2004
	<i>Journal of Business</i>	The Ostrich Effect” and the Relationship between the Liquidity and the Yields of Financial Assets	Prof. Orly Sade	2006

		An exact Bayes Test of Asset Pricing Models with Application to International Markets	Prof. Doron Avramov	2006
		Capital Asset Prices with Heterogeneous Beliefs	Prof. Haim Levy, Prof. Moshe Shiki Levy	2006
		The “Ostrich Effect” and the Relationship Between the Liquidity and the Yields of Financial Assets	Prof. Dan Galai	2006
		Business Groups and Risk Sharing around the World	Prof. Yishay Yafeh	2005
		Organizational Form, Information Collection, and the Value of the Firm	Prof. Eitan Goldman	2005
Organizational Behavior	<i>Academy of Management Journal</i>	Organizations and their institutional environments: Bringing meaning, values and culture back in	Prof. Tammar B Zilber	2010
		The work of the symbolic in institutional processes: Translation of rational myths in Israeli high-tech	Prof. Tammar B Zilber	2006
	<i>Academy of Management Review</i>	Understanding Aesthetic Design in the Context of Technological Evolution	Dr. Micki Eisenman	2013
	<i>Administrative Science Quarterly</i>	Employee-Management Techniques: Transient Fads or Trending Fashions?	Dr. Micki Eisenman	2008
	<i>Journal of Applied Psychology</i>	Ambivalence toward imposed change: The conflict between dispositional resistance to change and the orientation toward the change agent	Prof. Shaul Oreg	2011
		Sabbatical Leave: Who Gains and How Much?	Prof. Avraham Kluger	2010
		Dispositional resistance to change: Measurement equivalence and the link to personal values across 17 nations	Prof. Shaul Oreg	2008
		Numbers or apology? Customer reactions to telephone waiting time fillers	Dr. Nira Munichor	2007
	<i>Organizational Behavior and Human Decision Processes</i>	Tough Decisions: Motivated Processing of Attributes and Alternatives in Complex Choices	Prof. Lilach Sagiv	2013
		The effect of regulatory focus on the shape of probability-weighting function: Evidence from a	Prof. Avraham Kluger	2004

		cross-modality matching method		
	<i>Organization Science</i>	Institutional multiplicity in practice: A tale of two high-tech conferences in Israel	Prof. Tammar B Zilber	2013
	<i>Personnel Psychology</i>	Personality and charismatic leadership in context: The moderating role of situational stress.	Prof. Shaul Oreg	forthcoming
		Leadership and employees' reactions to change: The role of leaders' personal attributes and transformational leadership style	Prof. Shaul Oreg	2011
	<i>Psychological Science</i> ¹³	In-group love" and "out-group hate" as motives for individual participation in inter-group conflict: A new game paradigm.	Prof. Lilach Sagiv	2012
		Don't Judge a Book by its Cover - Revisited: Perceived and Reported Traits and Values of Attractive Women.	Prof. Lilach Sagiv	2008
	<i>Personality and Social Psychology Review</i> ¹³	Towards a unifying model of identification with groups: integrating theoretical perspectives.	Prof. Lilach Sagiv	2008
	<i>Journal of Personality</i> ¹³	Identification during imposed change: The roles of personal values, type of change, and anxiety	Prof. Shaul Oreg	Forthcoming
		Source personality and persuasiveness: Big-five predispositions to being persuasive and the role of message involvement	Prof. Shaul Oreg	Forthcoming
		Integrating content and structure aspects of the self: Traits, values and self-improvement.	Prof. Lilach Sagiv	Forthcoming
		Not all people think alike: Individual differences in systematic versus intuitive cognitive style.	Prof. Lilach Sagiv	Forthcoming
		Convincing Yourself to Care about Others: An Intervention for Enhancing Benevolence Values.	Prof. Lilach Sagiv	2013
		Identification with groups: The role of personality and context.	Prof. Lilach Sagiv	2012
		Personal values and conflicting motivational forces in the context of imposed change	Prof. Shaul Oreg	2009
		Sequencing the expansion of geographic scope and foreign	Prof. Niron Hashai	2011

¹³ The School encourages faculty members to publish not only in top business and management outlets, but also in the top journals within their underlying discipline (e.g., psychology, economics, sociology).

Strategy & Entrepreneurship	<i>Journal of International Business Studies</i>	operations of 'Born Global' firms		
		Formalizing Internationalization in the Eclectic Paradigm	Prof Niron Hashai	2009
		Knowledge flows and the modeling of the multinational enterprise	Prof. Niron Hashai, Prof. Nicole Adler	2007
		A Global System View of Firm Boundaries	Prof. Niron Hashai	2004
	<i>Journal of Management Studies</i>	Microfoundations of Firm R&D Capabilities: A Study of Inventor Networks in a Merger	Dr. Micki Eisenman	2012
	<i>Research Policy</i>	The role of technological catch up and domestic market growth in the genesis of emerging country based multinationals	Prof. Niron Hashai	2014
		Financial constraints in innovation projects: When is less more?	Prof. David Mazursky	2008
		R&D Intensity, Value Appropriation & Integration Patterns within Organizational Boundaries	Prof. Niron Hashai	2008
	<i>Strategic Management Journal</i>	Within-industry diversification – An S-shaped hypothesis	Prof Niron Hashai	forthcoming
		Shareholders and Stakeholders: How do directors decide?	Prof. Lilach Sagiv	2011
Marketing	<i>Journal of Marketing</i>	When to Take or Forego New Product Exclusivity	Dr. Renana Peres	2013
		Customer Compliance with Presumed Market Research Goals: Motivational Drivers of Negative Service Evaluations	Prof. Chezy Ofir	2009
		The Effect of Within-Brand and Cross Brand Word of Mouth on Competitive Growth	Dr. Renana Peres	2009
	<i>Journal of Marketing Research</i>	Decomposing the Value of Word of Mouth Seeding Programs: Acceleration vs. Expansion	Dr. Renana Peres	2013
		On Brands and Word-of-Mouth	Dr. Renana Peres	2013
		The Diffusion of Services	Dr. Renana Peres	2009
		The Effect of Stating Expectations on Customer Satisfaction and Shopping Experiences	Prof. Chezy Ofir	2007
	<i>Journal of Consumer Research</i>	Reexamining Latitude of Price Acceptability and Price Thresholds: Predicting Basic Consumer Reaction to Price	Prof. Chezy Ofir	2004
	<i>Journal of Retailing</i>	Memory Based Store Price Judgments: The Role of	Prof. Chezy Ofir	2008

		Knowledge and Shopping Experience		
	<i>Marketing Science</i>	Mine Your Own Business: Market Structure Surveillance Through Text Mining	Prof. Ronen Feldman	2012
Internet Studies ¹⁴	<i>Communications of the ACM</i>	Techniques and applications for sentiment analysis	Prof. Ronen Feldman	2013
	<i>Knowledge Information Systems Journal</i>	TEG - A Hybrid Approach to Information Extraction	Prof. Ronen Feldman	2006
		Visual Information Extraction	Prof. Ronen Feldman	2006
		Self-supervised relation extraction from the Web.	Prof. Ronen Feldman	2008
Operations Research	<i>Operations Research</i>	Approximating the Nonlinear Newsvendor and Single-Item Stochastic Lot-Sizing Problems When Data Is Given By an Oracle	Dr. Nir Halman	2012
	<i>European Journal of Operational Research</i>	Due-window assignment with identical jobs on parallel uniform machines	Prof. Gur Mosheiov	2013
		Single machine batch scheduling with two competing agents to minimize total flowtime	Prof. Gur Mosheiov	2011
		Improving Discrimination in Data Envelopment Analysis: Aggregation versus Reduction	Prof. Nicole Adler	2010
		Minimum weighted number of tardy jobs on an m-machine flow-shop with a critical machine	Prof. Gur Mosheiov	2010
		Scheduling identical jobs and due-window assignment on uniform machines	Prof. Gur Mosheiov	2010
		Scheduling problems with two competing agents to minimize minmax and minsum earliness measures	Prof. Gur Mosheiov	2010
		Almost Stochastic Dominance and Stocks for the Long Run	Prof. Moshe Shiki Levy	2009
		Due-date assignment on uniform machines	Prof. Gur Mosheiov	2009
		A note on a greedy heuristic for flowshop makespan minimization with no machine idle-time	Prof. Gur Mosheiov	2008
		A single machine batch scheduling problem with bounded batch size	Prof. Gur Mosheiov	2008
		Open shop batch scheduling to minimize makespan	Prof. Gur Mosheiov	2008

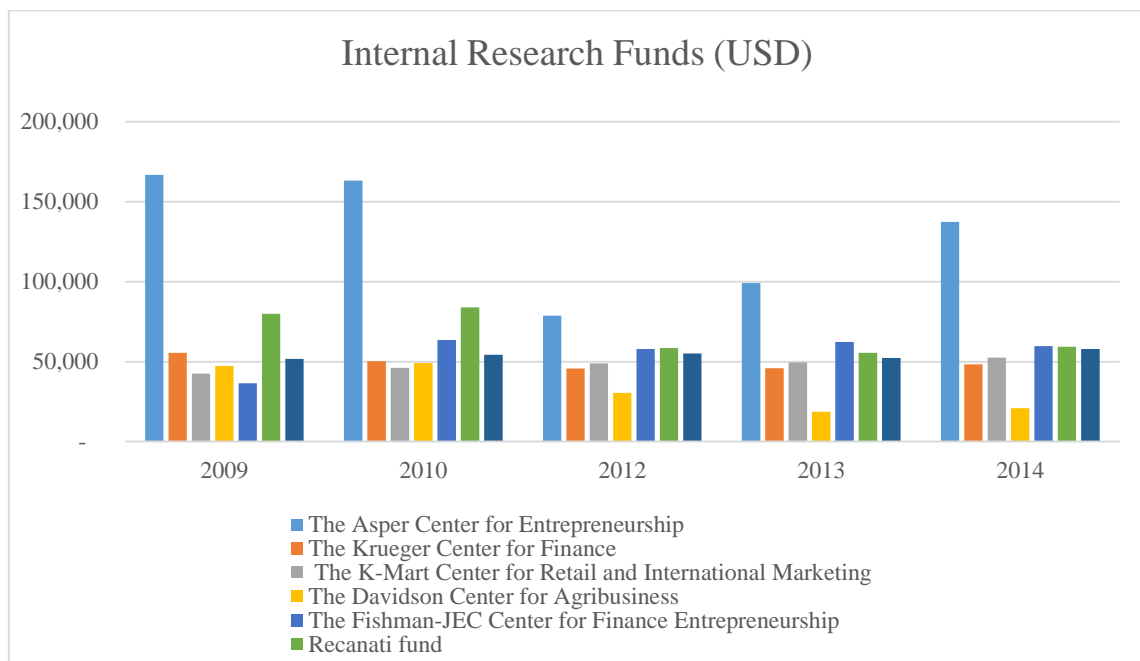
¹⁴ The important publications for this area are typically published in conference proceedings (which are listed in the Appendix 6.4) and in journals typically associated with other fields (e.g., marketing, finance, etc.).

		Minmax scheduling with job-classes and earliness-tardiness costs	Prof. Gur Mosheiov	2007
		Minimizing weighted earliness-tardiness and due-date cost with unit processing time jobs	Prof. Gur Mosheiov	2006
		A note on flow-shop and job-shop batch scheduling with identical processing-time jobs	Prof. Gur Mosheiov	2005
		Minimizing total completion time and total deviation of job completion time from a common restrictive due-date	Prof. Gur Mosheiov	2005
		Comments on: "Flow shop and open shop scheduling with a critical machine and two operations per job"	Prof. Gur Mosheiov	2004
		Simultaneous minimization of total completion time and total deviation of job completion time	Prof. Gur Mosheiov	2004
	<i>Transportation Science</i>	The Effect of Competition on the Choice of an Optimal Network in a Liberalized Aviation Market with an Application to Western Europe	Prof. Nicole Adler	2005
Other	<i>Science</i>	Social Influence Bias: A Randomized Experiment	Dr. Lev Muchnik	2013
		Health information and the like-response.	Dr. Lev Muchnik	2013
	<i>Scientific Reports</i>	Origins of power-law degree distribution in the heterogeneity of human activity in social networks	Dr. Lev Muchnik	2013
	<i>Management Science</i>	Do Cultural Differences between Contracting Parties Matter? Evidence from Syndicated Bank Loans	Prof. Yishay Yafeh	2012
	<i>PNAS</i>	Distinguishing influence-based contagion from homophily-driven diffusion in dynamic networks	Dr. Lev Muchnik	2009
		Scaling and memory in volatility return intervals in financial markets.	Dr. Lev Muchnik	2005
	<i>Review of Accounting Studies</i>	Management's Tone Change, Post Earnings Announcement Drift and Accruals	Prof. Ronen Feldman	2010

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.

In addition to the publications listed in Section 6.2, see other publications listed in Appendix 10.4.

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.¹⁵ Please refer also to the research infrastructure: research laboratories, specialized equipment and budget for maintenance (level and sources of funding).



The School operates several research centers which are dedicated to specific fields and support academic activities (research, fellowships, academic conferences etc.) in this domain. The largest center is the Asper Center for Entrepreneurship; two smaller centers support research in Marketing (K Mart and Davidson), one center (the Krueger Center) supports research in Finance and the Fishman Center promotes academic activities related to real estate.

In addition to these sources, the School's faculty members have been highly successful at obtaining research grants from both non-competitive and competitive sources. See details about these funds in the following section.

6.6 Please list grants, honors, fellowships/scholarships, etc. received by faculty (senior and non-tenure track faculty).

See Appendix 10.5.

¹⁵ When converting currencies, please note the exchange rate used.

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

In the past 5 years, one Chair one research center were established. The Abe Gray Chair was founded by Prof. Dan Galai in 2013 and the Behavioral Research lab was established in 2010.

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.

<i>Year</i>	Number of active Master's Research Students	Number of Graduated Master's Research Students
2009	11	6
2010	8	5
2011	3	3
2012	6	2
2013	12	5
2014	12	List not yet finalized

<i>Year</i>	Number of Ph.D. Students in preliminary stage	Number of Ph.D. Students in Stage A	Number of Ph.D. Students in Stage B	Number of Ph.D. Students Graduated
2009	13	9	10	5
2010	13	10	12	1
2011	6	14	12	3
2012	3	13	18	7
2013	3	13	14	5
2014	7	20	7	5

As can be seen in the tables above, there is an overall increase over the years in the number of research students in the School, in particular in the Ph.D. program. The gap between the number of active students and number of graduating students, results, first of all, from the increase in the number of students, which will be reflected in the graduating cohorts of the following years. Because most graduate students in Israel are typically older than their US counterparts, typically have families, and are ordinarily employed, at least part time, outside the university, progress in their studies may be somewhat slower than in the US. Second, in particular in the Master's program, it is not uncommon for students who initially plan to write a thesis to change their mind along the way and obtain a non-research MBA instead.

Research students can be funded by several sources, including:

- School scholarships for Ph.D. students (up to NIS 36,000 per year).
- President scholarships for Ph.D. students in the amount of NIS 60,000 per year. Sixty percent of this scholarship is financed by the University's President Office, and the remaining 40% by the School.

- Several designated scholarships for Ph.D. and MBA research students from are available from donors. Normally, these are contingent on meeting certain criteria, such as being of certain socio-economic status, gender or cultural background. These typically range from USD1000 to USD4000 per year.
- In addition, several other sources of funds are allocated to our research students, such as those from research centers, school funds, and research grants.

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

The Yissum Research Development Company of the Hebrew University of Jerusalem Ltd. was founded in 1964 to protect and commercialize the Hebrew University's intellectual property. Products based on technologies of the Hebrew University that have been commercialized by Yissum currently generate \$2 Billion in annual sales. Ranked among the top technology transfer companies in the world, Yissum has registered over 8,500 patents, covering 2,400 inventions; has licensed out 725 technologies and has spun out 80 companies. Yissum's business partners span the globe and include companies such as Novartis, Microsoft, Johnson & Johnson, Merck, Intel, Teva and many more. For further information please visit www.yissum.co.il. To this date, given the content of knowledge created at the School, no patents have been registered by faculty members at the School.

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

Faculty Member	Cooperation activities
<i>Dr. Micki Eisenman</i>	<ul style="list-style-type: none"> • Michal Frenkel, The Hebrew University, Israel • Varda Wasserman, Open University, Israel • Antti Ainamo, Aalto University, Finland • Srikanth Paruchuri, Penn State University, USA
<i>Prof. Ronen Feldman</i>	<ul style="list-style-type: none"> • Oded Netzer, Columbia University, USA • Joshua Livnat, NYU, USA • Lyle Ungar, University of Pennsylvania, USA • Jacob Boudoukh, IDC, Israel • Shimon Kogan, IDC, Israel • Jacob Goldenberg, IDC, Israel • Koby Crammer, Technion, Israel • Benjamin Rosenfeld, Digital Trowel, Israel
<i>Dr. Nir Halman</i>	<ul style="list-style-type: none"> • Jim Orlin, MIT • David Simchi-Levi, MIT • Chung-Lun Li, The Hong Kong Polytechnic University • Giacomo Nancini, SUTD, Singapore
<i>Prof. Niron Hashai</i>	<ul style="list-style-type: none"> • Peter Buckley, University of Leeds, UK • Mario Kafouros, University of Leeds, UK • Christian Asmussen, Copenhagen Business School, Denmark • Ram Mudambi, Temple University, US • Tim Swift, St. Joseph University, US • Sarit Markovich, Northwestern University, US • Sharon Belenzon, Duke, US • Ivo Zander, Uppsala University, Sweden

	<ul style="list-style-type: none"> • Dana Sheffer, Bar Ilan University, Israel • Andrew Delios, National University Singapore, Singapore • James Walker, University of Reading, UK
<i>Prof. Avi Kluger</i>	<ul style="list-style-type: none"> • Sven Voelpel, Bremen University, GERMANY • Monisha Pasupathi, U of Utah, USA • Tiffany Schroeder, Case Western Reserve, USA • Martin Freres, The Chicago School of Professional Psychology, USA • Andrea Azait, Alexandru Ioan Cuza University, ROMANIA • Michal Schodl, Ben Gurion University, ISRAEL
<i>Prof. Ilan Kremer</i>	<ul style="list-style-type: none"> • Peter Demarzo Stanford University • Andy Skrypacz Stanford University • Ron Kasznik Stanford University • Ilan Guttman New York University
<i>Prof. Moshe (Shiki) Levy</i>	<ul style="list-style-type: none"> • Guy Kaplanski, Bar Ilan U., Israel • Ran Duchin, U. of Washington, USA • Enrico Diecidue, INSEAD, France • Jeroen van de Ven, U. of Amsterdam, The Netherlands • Richard Roll, UCLA, USA • David Aboody, UCLA, USA • Nir Sochen, Tel Aviv U., Israel • Jacob Goldenberg, IDC, Israel
<i>Dr. Lev Muchnik</i>	<ul style="list-style-type: none"> • Dylan Walker - Boston University – USA • Sinan Aral - MIT – USA • Harnan Makse - CUNY – USA • Yoram Louzoun - BIU - Israel • Jacob Goldenberg - IDC – Israel
<i>Dr. Nira Munichor</i>	<ul style="list-style-type: none"> • Robyn Leboeuf, University of Florida, USA • Alan Cooke, University of Florida, USA • Chris Janiszewski, University of Florida, USA • On Amir, UC San Diego, USA • Yael Steinhart, Tel Aviv University, Israel • Anat Rafaeli, Technion, Israel • Ido Erev, Technion, Israel • Arnon Lotem, Tel Aviv University, Israel • Liat Hadar, IDC, Israel
<i>Prof. Chezy Ofir</i>	<ul style="list-style-type: none"> • Itamar Simonson Stanford USA • Ulirike Kaiser, Vienna Univ. of Economics and Business • Martin Schreir, Vienna Univ. of Economics and Business • Don Lehmann, Columbia University
<i>Prof. Shaul Oreg</i>	<ul style="list-style-type: none"> • Yair Berson, Bar-Ilan, Israel • Noga Sverdlik, Ben-Gurion, Israel • Jean Bartunek, Boston College, USA • Sandra Ohly, Kassel University, Germany • Reinout deVries, VU University Amsterdam, The Netherlands • Mahmut Bayazit, Sabanci University, Turkey • Murray Barrick, Texas A&M, USA
<i>Dr. Renana Peres</i>	<ul style="list-style-type: none"> • Mitch Lovett University of Rochester USA

	<ul style="list-style-type: none"> • Sarah Gelper Erasmus University The Netherlands • Josh Eliashberg The Wharton School USA • Christophe Van den Bulte The Wharton School USA
<i>Prof. Orly Sade</i>	<ul style="list-style-type: none"> • Dan Marom, The Hebrew University , Israel • Yevgeny Mugerman, The Hebrew University , Israel • Moses Shayo, The Hebrew University , Israel • Menachem Brenner, NYU, USA • Yehuda Izhakian NYU, USA • Alicia Robb, UC and Kauffman, USA
<i>Prof. Lilach Sagiv</i>	<ul style="list-style-type: none"> • Fiona Lee, University of Michigan • Sonia Roccas, Open University of Israel
<i>Prof. Zvi Wiener</i>	<ul style="list-style-type: none"> • Eyal Winter, The Hebrew University, Israel • Dan Galai, The Hebrew Univeristy, Israel • Moran Ofir, IDC, Israel
<i>Prof. Yishay Yafeh</i>	<ul style="list-style-type: none"> • Randall Morck, Univ. of Alberta, Edmonton, Canada • Giacinta Cestone, Univ. College, London • Kee Hong Bae, York Univ., Toronto, Canada • Radha Gopalan, Wash Univ. in St. Louis, USA • Stijn Claessens, IMF, USA • Kenichi Ueda, IMF and Univ of Tokyo, Japan
<i>Prof. Tammar Zilber</i>	<ul style="list-style-type: none"> • Patrizia Zanoni, Hasselt University and KU Leuven, Belgium

6.11 Please list the major consulting activities done by faculty.

Below is a selected list of the major consulting activities done by our faculty.

Faculty Member	Organization	Role or Task
<i>Prof. Eugene Kandel</i>	Israeli Antitrust Court	Member
	Governmental Committee on Corporate Governance	Member
	Israeli Institute for Corporate Governance	Co-Founder
	National Economic Council, Prime Minister Office, The State of Israel	Head
	Governmental Committee on the Capital Market Reform	Member
	Committee on the Determination of Asset Allocation for Pension Funds, Ministry of Finance	Chair
<i>Prof. Jonathan Kornbluth</i>	Ministry of Energy and Infrastructure	Consultant
<i>Prof. David Mazursky</i>	The Marketing for Export Committee, the Ministry of Industry and Trade.	Member
	The Italian Marketing Society	Member (2005-2009)
<i>Dr. Lev Muchnik</i>	NY Times	Collaboration
	TVEyes	Collaboration

	eBay	Collaboration
<i>Professor Orly Sade</i>	Ministry of finance - pricing of non tradable financial assets committee	Member (2 committees; 2010, 2011)
	Ministry of finance - Capital Markets Division	Member of the advisory board 2011-2014
	ISA – Israel Securities Authority	Board member since (2012 - present)
	Hadassa Pension fund	Investment committee member - part of the pension reform
	Milken Institute	Fellow - financial literacy research
	PISA Financial Literacy	Academic Coordinator - Israeli team (2010)
<i>Prof. Zvi Wiener</i>	GARP – Global Association of Risk Professionals	Regional director for Israel & Member of credit risk committee
	Ministry of Defense	risk management
	ISA – Israel Securities Authority	Member of a committee on risk management of exchange traded products (ETP)
	Ministry of finance	Accountant General & Pension and Insurance supervisor
	Tel Aviv Stock Exchange	Consulting on new products (options, futures)
	Rating companies, legal cases, expert opinions, valuation of complex securities	Consulting
<i>Prof. Yishay Yafeh</i>	Advisor to the Research Department, Bank of Israel	Research on Israel's financial system (various years)
	Advisor to the Israel Securities Authority and Chief Economist	Research on Israel's financial system (2006)
	Committee on Concentration of Economic Power in Israel	Expert witness (2011-2012)
	Neeman Committee on Concentration of Executive Compensation in Israel	Expert witness (2011)
	Andoren Committee on Bankruptcy Procedures in Israel	Member (2013-2014)
	Zaken Committee on Competition in the Bankruptcy Industry in Israel	Member (2013)
	Israeli Antitrust Court	Member (2011-present)
	International Monetary Fund, Research Department	Visiting Scholar (various years)

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

A high level of synergy exists between research and teaching in the School. In assigning faculty members to courses, the top priority is to select members who specialize in their research in the material that is to be taught. In particular for electives and seminars faculty members most typically choose the topics of the courses they will teach, based on their research expertise. It is the overall balance in fields of expertise that we aim for in recruiting

faculty members that provides teachers substantial autonomy to teach what they study, and at the same time maintain a well-balanced set of topics in our study programs.

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?

Overall, the research achievements of the School's faculty members are outstanding, especially in view of the School's small size, limited financial resources, and distance from the academic centers in the US. Faculty members publish regularly in top journals in their fields, secure a large number of competitive research grants, present their research at the most important scientific conferences of their fields worldwide, and serve as reviewers and editorial board members for many scientific journals. In addition, the School regularly hosts several international academic conferences each year in Finance, Marketing, Organizational Behavior, Strategy and Operations Research. Besides scientific conferences, there are regular weekly seminar series in several of the School's disciplinary fields in which accomplished researchers from all over the world present their research. It is fair to say that the School's research activity, in all its dimensions, is highly satisfactory.

Additional resources will, naturally, enable the School to further improve its research environment and achieve even better outcomes. Recruiting additional faculty members will encourage more research activities (conferences, seminars, joint work) in all fields, but especially in Accounting, Marketing and Strategy, in which the number of faculty members is currently particularly low. Additional research funds will enable the School to set up research centers in certain fields (current plans/proposals include centers for research on corporate governance, behavioral finance, organizational behavior and more) which will enable regular support for conferences, graduate (Ph.D.) students, visiting scholars etc.

Chapter 7 - Infrastructures

7.1 Where is the unit 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 Business School is located in the Recanati Building (Block no 1), one of the eight blocks in the Social Sciences wing on Mount Scopus Campus. There are seven classrooms in the block. These are used mainly, but not solely, by the Business School, and are shared with other departments in the Faculty of Social Sciences. The Business School also teaches courses in other buildings within the Social Sciences wing, in coordination with the other departments. These are two central computer lab areas which serve all students in the Business School and in the Faculty of Social Sciences. Both lab areas are located within the Social Sciences wing, outside of the Business School block.

The Recanati Building, originally allocated only to the Business School, now also houses the University Computer Center for Mount Scopus, (including all its mainframe computers, micro-computer laboratories, administration, advisory services etc.).

7.2 Please describe the overall physical infrastructure that serves the unit and the study program under evaluation. 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?

Classrooms – The 2nd floor of the building holds 5 classrooms of different sizes (see diagrams in Section 7.7). They are used mainly by the Business School. The 3rd floor has two classrooms which are also used primarily by the School. Classrooms are equipped with a presentation unit which includes a computer, a projector, and a sound system. Students in class have access to wireless internet, and classrooms have a limited number of electricity outlets, which students can use for charging their laptops.

In addition, the School uses classrooms in other blocks in the Social Sciences wing. This requires coordination with other departments, and is done using a computerized allocation system. These classrooms are significantly inferior to those in the Business School block, in terms of their physical condition.

Classrooms are maintained by the two members of the School's administrative staff. The lack of a sufficient number of classrooms in our Block, and the poor maintenance condition of classrooms in the adjacent Blocks required the School to invest from its own budget to maintain and update classes in these other Blocks (primarily in Block 2).

Computerization – As described above, at Mount Scopus there are two computer centers with nearly 430 standalone computers for student use. The two centers include eight computer classes. In addition to computers in the computer centers, there are nearly 500 additional computers outside of the centers in 25 different areas: open spaces, single computer classrooms, and public stands in the libraries. More than 20 public printers are available for students on campus.

The computers include Microsoft Office, Internet browsers, Data analysis packages (SAS, SPSS, Jump), access to databases and academic journals, and access to the Moodle system. Computers in the computer classes also include Class-net, which gives instructors the ability to interact with

students' computers. For more information about student computing services at Mount Scopus refer to: <http://msfarms.huji.ac.il>.

Computer services are managed at the University by two departments: The Authority for Computation, Communication and Information, and the Information Systems department. These departments are in charge of the central computing infrastructure, central servers (e.g., Internet servers, email, library catalog, the Moodle system), managing information systems, backups, and security information, as well as maintain computers at the computer centers and the library, the wireless networks, and all other computer-related systems and services.

All faculty members at the School have desktop computers and laptops, typically purchased from their own research budgets. These are maintained by the three staff members at the School's computing unit, which are far too few to handle all computer-related issues. Furthermore, given the increase in our faculty members' research on topics that require the use of very large data bases (mainly in the areas of Marketing, Information Systems and Finance), we require a server farm to support the necessary computing power and storage. At present, we resolve such problems with short-term, ad-hoc, solutions that will not be viable over time.

Administrative offices - The Faculty's secretariat consists of three offices:

- 1) The Student Secretariat, located on the 3rd floor of our Block. The office hosts three secretaries, one for each of our Faculty's programs:
 - 1) B.A. in Business Administration
 - 2) M.B.A.
 - 3) B.A. in Accounting (not reviewed in this report)

The office includes five service stands and students have a recently renovated waiting area right outside the office.

- 2) The Dean's secretariat, located on the 4th floor, adjacent to the Dean's office.
- 3) The Executive MBA Secretariat, also located on the 4th floor.

Faculty offices - The academic staff (all tenure-track members) occupies 30 offices. Each faculty member has his/her own office, with a few additional offices for the retired faculty members, visitors and research students. In addition, the administrative and technical staff occupy 18 offices, 3 offices are available for adjunct faculty members, and a few offices are used for various functions, including the copy room, rooms for the program counselors, and two conference rooms.

Offices are equipped with a desk, bookshelves, drawers, a desktop computer, phone, and some offices have a printer. A few offices are somewhat larger than the rest and include a small lounge.

7.3 Laboratories

What laboratories serve the program, who uses them, how are they equipped, and how many seats do they have?

The School has four state-of-the-art labs. Two are designed for behavioral studies. A 3D virtual shopping lab, located in Block 7 of the Social Sciences Wing on Mt. Scopus, and a behavioral lab, located in Block 1. These labs are used by researchers in Marketing and Organizational Behavior. In addition, there is a trading room used by Finance students, and an Enterprise Resource

Management simulation room for the use of Information Systems and Operations Research students.

The 3D virtual shopping lab

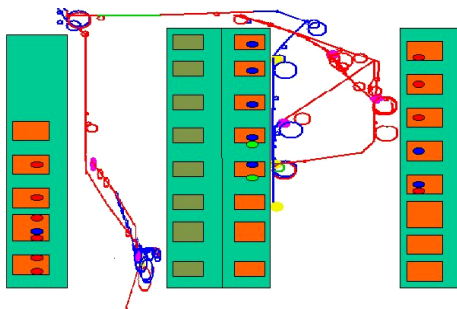
The virtual shopping lab is used for advanced research on consumer-simulated shopping experiences, and is used for both teaching and research. It uses cutting-edge simulation technologies and is an advanced marketing research instrument to study both physical and electronic shopping technologies. It consists of three rooms. One is a relatively large hall, and can seat up to 20 persons, and two are smaller rooms, with a computer station in each. For teaching, the lab hosts classes such as Interactive Advertising, Consumer Behavior, and Executive Programs, to demonstrate the up-to-date research that can be conducted in this field.

The virtual shopping system is a 3D computerized simulation allowing individuals to act as consumers and navigate a store on a large screen. The simulation mimics a supermarket environment, which contains images of actual products, chosen from a large dataset of available products. These can be selected and manipulated by the experimenter. This system provides a high level of realism, with prompt responses to users' actions and a very high resolution. The system is all Netscape and Java driven, and can be readily uploaded to the net. A window is opened showing a map of the store with the exact navigation route that the consumer had taken. The locations in which the consumer stops to examine or purchase a product are marked in the system, along the navigation route. Upon clicking on these marked locations, a "snapshot" of the store is exhibited in the exact position and angle at which a product was examined or ordered.

Figure 1 – An example of a simulated store interface



Figure 2 – An example of a store navigation search log



1. Line colors indicate the direction of viewing (red - down, green - middle, blue - up)
2. The filled circles mean the places where the user picked the product - they are yellow if he bought it, purple if he dropped it
3. The unfilled circles (of the same color as the lines) indicate places where the customer stopped for a long time (the bigger the circle, the longer he stopped). They are also "mirrored" on the shelves as dots, so it is easy to see which places attracted attention.

The behavioral lab

The behavioral lab is used for studying individual and group behavior, as this relates to consumer behavior and the behavior of individuals in social and organizational contexts. The lab consists of a large open space with a large table in its center that can seat up to 15 people. Surrounding the room are 16 individual work stations with a computer, and two cubicles for the experimenters. The lab serves faculty members in the Marketing and Organizational Behavior areas who are involved in behavioral research.

The trading room

On the 3rd floor of Block 1, the school holds a state-of-the-art trading room, used by the finance area. It is used to exercise stock-market trading. The room was built through the generous donation of Shirley and George Weinstein and with the help of the Krueger Center. It is unique in Israel and one of the very few that exist worldwide. The room allows for "real-time trading" on foreign currency and stock exchanges in Israel and around the world. It is equipped with a "Bloomberg Professional" service system, as well as other cutting-edge financial information systems, provided by "Bezeq Gold" and "Reuters". It has excellent communication systems provided by both "Compaq Computers" and Information Systems for Business Management Support of Financial Decisions, provided by Bank Igud, which is the strategic partner of this project. In addition, the Trading room is equipped with a video system for conference calls. Advanced Finance courses take place in this room, both for MBA students and for students who take part in the "Investment Fund Management" course. The room seats 20 and has 10 computer stations. The School's IT staff maintain the room.

7.4 Library and Information Technology (IT)

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

Bloomfield Library for the Humanities and Social Sciences

The Bloomfield Library for Humanities and Social Sciences was established in 1981 with the merging of 24 departmental libraries from the Edmond J. Safra campus (Givat Ram) in one new building on Mt. Scopus. From the start the library was using an integrated library system (Aleph, now ExLibris company). The library was intended to serve teachers, researchers and students of the Faculties of Humanities, Social Sciences, Business Administration and Occupational Therapy. However, in fact, the entire Hebrew University community is its patron. Since 2003, the library has been under the supervision of the Hebrew University Library Authority, established with the purpose of providing an academic, professional and administrative framework for the institution libraries.

Building Facility, Seating Capacity, Computer Facilities

The library's five story building is located in the center of the Mt. Scopus campus, lodged between the buildings of the Faculties of Humanities and Social Sciences. The lower level - 1st floor - houses storage facilities and the Photocopy Service (in addition to photocopy machines located on each floor). The other four floors offer a variety of about 2,000 seats for patrons. Workplaces with and without computers are integrated into study areas.

The 3rd (entrance) floor's Berel and Agnes Ginges Library Information Centre holds modern study spaces with pleasant atmosphere for individuals and groups, small rooms (with LCD screens) that encourage collaborative learning, a computer equipped seminar room, a library classroom (with software that broadcasts the teacher's screen to twenty-two

students' computers), and a lounge for patrons relaxation. The Current Periodicals Reading Room, separated from the team work area, presents a comfortable place for undisturbed study.

Library book collections (open stacks) are accommodated in the reading rooms on the 2nd, 4th and 5th floors, divided into the various fields of study, in line with the classifications set by the Library of Congress: Social Sciences, Business Administration and Occupational Therapy on the 2nd floor and Humanities on the 4th and 5th floors.

Areas for quiet study are available throughout the library reading rooms. Each reading area is approximately 3,000 square meters large, and includes a seminar room for group study. A seminar room on the 4th floor has been renovated and dedicated in honor of Prof. Amnon Netzer (Iranian Studies) and includes high technology facilities and a video conference system.

The 2nd, 4th and 5th floors are also furnished with individual carrels for students who seek a private corner.

A modern Media department (the music, audio and video collection), equipped with 24 multimedia and viewing stations and four "smart" classrooms, is housed on the 2nd floor. The map collection (sheet and wall maps, atlases, etc.) is placed in the Social Sciences building.

Subject-specialist librarians' offices are located on the corresponding floors. The Acquisition and Cataloging department is situated on the 4th floor. The Reference, Circulation and the Administrative offices are placed on the 3rd floor, close to the library entrance.

The study areas of the four floors are completely equipped with wireless internet connections for personal laptops and other electronic devices (a large number of electric points for recharging are provided).

Up to 200 computer workstations are available for patrons around the library, with a major cluster on the 3rd floor. Computers that require a log-in with the university account allow searching in the discovery tool (includes the library catalog – HuFind and articles and more), databases and internet, reading of e-books and e-journals, using bibliographic software tools, Microsoft Office programs, email, watching DVDs, etc., and supplies auxiliary programs provided by the University Computer Authority. Printing from all the library computers that require a log-in, and from private wireless laptops, is available for patrons via printers located in the library. Printouts are dispensed on payment, either by a credit card or by a special rechargeable card (a recharging station is near the entrance on the 3rd floor). Free scanning is allowed from computers with portable scanners attached. For patron's convenience, about 15 computers in the library building do not require any log-in, and are restricted to the library catalogue search. All computers can be used with any language supported by the operating system and a virtual keyboard. About 30 computers are supplied with three lingual (Hebrew-English-Arabic or Hebrew-English-Russian) keyboards. LCD monitors at the entrance acquaints patrons with the Library news.

The Collection

The library collection consists of about 800,000 titles (more than 1,000,000 volumes on shelves), and includes the following:

- 538,801 print books (see number of titles according to subjects in appendix I)
- ~270,000 E-books (the number includes electronic packages, individual titles from electronic collections and free titles).
- ~80,000 journals+ electronic journals (the number includes individual subscriptions, packages, aggregators, databases and free e-journals; all of them available via SFX ExLibris system)
- 7658 DVDs and videocassettes, and 2808 online movies from various databases.
- ~30,000 sound recordings and music compact discs
- ~250 general and subject specific electronic databases (see appendix II for all databases in Business Administration)
- 4,644 M.A. theses (print and electronic) submitted to the relevant departments of the Hebrew University
- 3,553 Ph.D. theses (print and electronic) submitted to the relevant departments of the Hebrew University
- ~70,000 maps

The Business Administration book collection is located on the second floor. The call numbers are: HD, HF and HG. This collection includes more than 25,000 books (in print). Print journals in this field of study can be found in the periodicals section, their titles alphabetically ordered. There are more than 7,700 periodicals (print and electronic) in the Business Administration field.

Budget, Subscriptions and Collection Development

At the beginning of each academic year the Library Authority allocates an acquisitions budget to each individual faculty. Part of the budget is for journal and database subscriptions. The remaining budget is for monographs (in print and electronic format), new journals and databases, and for non-book materials (sound and video recordings, maps, etc.). The library also makes an effort to acquire electronic journals archives.

Subscriptions are acquired in cooperation with other libraries in the Hebrew University, as well as through Malmad consortium. Subscriptions to new databases are approved only after the evaluation, given by librarians and faculty members during a requested trial period.

Collection development is a joint effort of librarians and faculty members. The communication between the library and the faculty is maintained by subject-specialist librarians. There is a subject specialist for each area of study covered by the library. Applications for book order given to the acquisition department by subject specialists are classified into three categories according to the importance for curriculum and research and are processed correspondingly. Selections are made from required reading lists, teachers' recommendations, publishers' catalogs, professional publications and on-line resources.

In average, from 10,000 to 15,000 titles are added annually to the Library catalog. This number includes new acquisitions, gifts and donations. Together along with the process of additions, the library routine includes weeding, essential to maintaining a quality collection.

Books in more than a hundred languages can be found in the library, the main collections being in Hebrew, English, Arabic, French, German, Spanish, Italian and Russian. Collection of books in East Asian languages is rapidly developing in all subject areas. The library has started to digitize materials. The change of format is allowed in accordance with the copyright law. This process now also applies to the Hebrew University dissertations and maps created at the Department of Geography.

Required Reading for Courses

The Reserved Reading Collection is updated every semester. It includes textbooks and a database of scanned articles, digitized music and streaming video based on the required reading lists of the teachers. If a title is on the required reading list, the Library has to provide an item for every 10 - 30 students (the correlation can be changed if needed). In average, there are about 5,000 books and 4,000 scanned articles on reserve annually. Access to the on-line database of scanned materials is strictly limited according to the copyright law and is open to students only after logging in with their personal identification code.

Circulation Services

In recent years we have had more than 15,000 registered borrowers annually. The majority of the monographs can be circulated and each patron may borrow up to 50 books simultaneously. There are approximately 500,000 circulation transactions per year. Daily renewals are performed automatically by the Aleph500 system after a check that there are no requests for an item or problems with a reader. The patrons themselves enter requests for loaned items into the system. Materials that are not available in our collection may be obtained for a fee by inter-library loan, from Israeli libraries, as well as from abroad. Laptops, Financial Calculators, Oxford Electronic Dictionary, Cellular Modem (for students who are in Reserve duty), can all be loaned to patrons at the circulation department.

Library Staff

The library staff is comprised of 29.5 staff positions: 27 librarians, a computer specialist, a technical assistant, and an administrative assistant. The library also employs student assistants, approximately 54,000 hours annually. All librarians have academic degrees in library science and in the fields of humanities and social sciences, and several have advanced degrees. Our librarians are fluent in many languages, necessary in building the collection and in serving the researchers. During all opening hours there is always a librarian to render reference services. Our librarians are active in both inter- and intra-university forums, publish in professional journals, lecture at conferences, and have served as chairpersons of national committees. The library is a member of national consortium (MALMAD) and international organizations.

Library Homepage and Electronic Resources

The library homepage (www.mslib.huji.ac.il) is updated on a daily basis, and includes information about the library services, resources, staff, activity etc. It's interface are in both English and Hebrew.

We have recently added a discovery tool search – EDS (of EBSCO) - which gives the option to search for books, articles and more in one search box. SFX (Ex-Libris software) is our link resolver program for locating and accessing full texts.

Students, teachers and researchers can access online electronic resources (e-books, e-journals, streaming music and video, and databases) from any computer that is connected to the university network on campus or from home. They can access electronic resources from home or dorms by entering a personal identification code. A computer with databases limited to single users per session is located on the 3rd floor, next to the reference department. Some databases are available only at the Business Administration faculty building.

Library Instruction, Reference Services and Cultural Activities

The main reference desk providing professional face-to-face assistance during all library opening hours is located at the entrance floor. Other floors' reading rooms render general guidance during the busiest hours. Individual help can be also obtained from a relevant subject specialist librarian by e-mail, by phone or by scheduling an appointment.

Library orientation sessions are offered to new students at the beginning of each semester by our reference staff. These include tours of the library facilities and explanations on the use of the library resources. There are specialized instruction classes coordinated by subject specialist librarians and teachers keyed to particular course subjects. In-depth training is given to acquaint students with the databases and reference tools (such as EndNote, Zotero, Mendeley etc.) as they pertain to their own fields of study.

In compliance with the University administration decision that each B.A. student is required to prove his/her competence in accessing print and digital materials, an instructional computerized course (on Moodle platform) was created by the Reference department team. The course (questions and electronically stored answers) demands preliminary acquaintance with the library resources and teaches effective search skills in the library catalog and databases, as well as the use of internet tools.

The library makes all efforts to strengthen its connection with patrons. We update our patrons via the library homepage, newsletters, Facebook postings, etc. Among other things we arrange different kinds of cultural events, including book launches, meetings and exhibitions.

Access for people with disabilities

All areas of the library building are accessible for persons with different kind of **disabilities**. Service desks, located near to the entrance, with sufficient space in front of them, allow unobstructed access. Parts of reference and circulation desks are adjusted in height to serve a person in a wheelchair. Glass doors are marked to warn visually impaired persons. Two adaptive technology workstations with electrically controlled desk heights are equipped with software and a variety of ergonomic devices for people with motor impairments. The library "public computers software package", obtained through the Hebrew University Computer Authority, includes screen reading and enlargement programs, as well as instructional software helpful for people with dyslexia. Most of the library public workstations have a 22" widescreen monitors.

Library HoursDuring the school year:

Sun.-Wed. 9:00-21:45

Thurs. 9:00-19:00

During the exam period:

Sun.-Wed. 8:30-22:30

Thurs. 8:30-20:00

Summer hours:

Sun.-Thurs. 9:00-19:00

Table 7.2.1- Collection by Call Number

Call Number	Subject	Number of Documents
A	General Works	71
B	Philosophy, Psychology, Religion	62345
C	Auxiliary Sciences of History	2826
D	History: General and Old World	85188
E	History: America	8540
F	History: America	8554
G	Geography, Anthropology, Recreation	9312
H	Social Sciences	68692
Business Administration		
HD	Industries. Land use. Labor	13142
HF	Commerce	6803
HG	Finance	5452
J	Political Science	23624
K	Law	221
L	Education	3336
M	Music	20200
N	Fine Arts	24968
O	Microforms, Orders, Video, CDs, Phonodiscs, DVD.	12181
P	Language and Literature	171000
Q	Science	9167
R	Medicine	7174
S	Agriculture	772
T	Technology	3585
U	Military Science	4019
V	Naval Science	195
X	Periodicals	6011
Z	Bibliography, Library Science	915

Table 7.2.2 - databases in Business Administration:**Ifat On Disk**

Predicta (the library had subscription until June 2012 and the data is accessible to students up until that date)

- Securities
- Bonds
- Trust funds
- Stakeholders
- Macroeconomic data
- NASDAQ data

A-online- Super analyst, Grafit and Trend 2000

ABI/INFORM

Academic OneFile (Gale)

Business Data Israel

Business Source Complete (EBSCO)

Datastream (Thomson-Reuters)

Duke

Econlit

Economist Intelligence Unit

Encyclopedia of human resources policy and management (EOLSS)

Encyclopedia of Leadership (Gale Virtual Reference Library)

Israel Venture Capital Online Database (IVC)

Marketing Science Institute Online Library (MSI) – *in the process of purchasing*

RDS business suite (Gale) (including Business & Industry, Business & Management Practices, and TableBase)

Reuters 3000 Xtra

Social Sciences Research Network - *the library purchased a number of subscriptions for teachers and doctoral students to the following of their networks:*

- Accounting Research Network
- Economics Research Network
- Entrepreneurship Research & Policy Network
- Financial Economics Network
- Management Research Network

General databases with coverage for business administration:

Academic OneFile (Gale)

Academic Search Premier (EBSCO)

Lexis/Nexis Academic

Proquest Central

Scopus

Web of Science (Thomson-Reuters)

7.4.2 Accessibility: Do the institution and the study program take steps to enable the convenient access of the 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 floors are accessible through the elevators, including direct access from the parking lot. All classrooms and bathrooms are accessible, although not all floors host bathrooms for individuals with disabilities. Due to the increased number of students with special needs, who need to take their exams orally, or in separate, quiet, rooms, additional small offices, dedicated for these purposes, are needed, throughout the university.

Furthermore, given the limited number of elevators, malfunctions, which occur from time to time render areas of the university inaccessible.

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

The main strengths of the physical infrastructure at the School includes the excellent library and databases, the laboratories, and the trading room. Also, the five classroom maintained by the School are well equipped and maintained, and the School invests much effort to improve even those classrooms that are outside its Block. In addition, the secretariats are very welcoming and accessible.

That being said, the facilities available to the Business School are inadequate for its current staff and research and teaching requirements. The actual allocation of space to the various Departments in the Social Sciences Wing (in which the School is located) was determined in the early 1980's, based on their needs and size at that time. These allocations have not been updated since. The main problem is in the number and quality of classrooms. With respect to the offices in the School, although they serve their purpose, most of them are very small, making it difficult to hold meetings, even in small groups (e.g., as in when more than a single student comes to office hours). Furthermore, additional space should be allocated to research assistants, who often work with sensitive data (e.g., students' grades), and need their own private space. Similarly, teaching assistants need additional office space for holding office hours and additional rooms are needed for the student union, the study program counselors, and for other School-related activities.

**Recommended actions –
Short term –**

- The University should *exclusively allocate* all Block 1 rooms to the Business School, including those on the 2nd and 3rd floors. In addition, 1-2 of the classes in Block 2 should also be allocated to the School. Funds should be allocated by the university to renovate and equip these classrooms.
- Study rooms for students and rooms for teaching and research assistants should be made available. These cannot be located near classroom, to avoid interruption and noise.
- Resources from the University should be allocated for a server farm and staff to maintain it, to support the research of those who deal with extremely large data bases.
- Funds for hiring additional IT staff should be made available by the University.

Long term –

At some point, a new building will need to be constructed to meet all of the research and teaching needs of the School.

National Infrastructures**7.6 From your point of view, if there is a need for facilities that can serve the evaluated field on a national level, such as labs, research centers, libraries etc. please describe them.**

Two of the business-related fields in which Israel has a strong reputation are those of entrepreneurship and big data research. Although high quality researchers exist in both fields, greater integration is necessary among researchers in the country, in particular given the interdisciplinary nature of these research domains. Accordingly, national research centers, one for each of these topics, could facilitate research in these areas, help raise funds, and overall maximize the impact of these fields.

7.7 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.

See diagrams of the school's building and a map of the campus in Appendix 10.6.

Chapter 8 - 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?

On October 2013, the Dean appointed Prof. Shaul Oreg to coordinate and manage the School's Self-Evaluation report. Together with a Ph.D. student, Mr. Zvi Ben-Ami, they managed the process through the assistance of numerous bodies within and outside the School. First off, a task force was established, comprising the Dean (Prof. Yishay Yafeh), the Vice Dean (Prof. Lilach Sagiv), Mr. Ben Ami, Prof. Oreg, Prof. Moshe (Shiki) Levy, Dr. Renana Peres, Prof. Gur Mosheiov, the head of the School's computing unit (Mr. Amihud Friedman), the Associate Dean (Mr. Eli Kenan), the Dean's assistant (Ms. Adi Tomashover-Peled), and a few undergraduate and graduate research assistants. The School also benefitted from the assistance of Dr. Nira Munichor, and of the BA Counselor, Ms. Haneen Matar, and from Prof. Gad Yair, from the Department of Sociology and Anthropology of the Hebrew University, who provided significant assistance in culling the necessary data for the report from our faculty members' CVs.

Some of the groundwork for preparing the report was set between November 2013 and January 2014. Following the Malag's Quality Assessment Division's conference in January (at Kfar Ha'Makabia), which both Prof. Oreg and Mr. Ben-Ami had attended, the task force held its first meeting, in which tasks and duties were assigned to team members. Members of the task force worked on their respective assignments until May 2014. The process involved obtaining data from multiple sources in the university, including the Rector's office, the University's Computation Authority, the Center for Student Registration, the Teaching and Learning Unit, and several other sources, with which Mr. Ben-Ami had been in touch. After receiving the materials prepared by members of the task force, Mr. Ben-Ami and Prof. Oreg had integrated the materials and prepared the first draft of the report.

Parts of the process were particularly difficult because much of the information had not been previously documented, or needed to be recoded and reanalyzed due to an incongruence between how the information is ordinarily used by the School and the University and the format required in the self-evaluation report. For example, course evaluations at the University are not documented in the same format and structure as required for the report. Similarly, much of the information about teachers' employment outside the university is not readily available. Much of the information requested in the report appears in several sections, which generated much additional work. For example, in section 3.1,3 we were asked to provide a description of the School's administrative organizational structure and in section 5.2, were asked, again, to describe the technical and administrative staff. Also, in Table 10.1 we were asked to specify the names of the faculty members who teach each of our programs' courses, and in Table 10.2 were asked to list each of the courses taught by each of our faculty members. This seems to us to be redundant and unnecessarily increased the already heavy workload for preparing the report.

Overall, this contributed to our sense that the specificity and resolution of information required in the report are too high and do not justify the vast amount of work and time it has taken to prepare the report. While we acknowledge the importance of the self-evaluation process, and value the benefits we had gained and are yet to gain from conducting it, we do

not believe that the amount of detail requested is necessary for forming a valid impression of the state of a department.

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

Once the first draft of the report was ready, it was forwarded to all of the School's faculty members. The report was then discussed at the School Council meeting, in June 2014. Following the discussion, revisions were made to the report. In the months of July-August a few additional sets of information, including a few tables and charts, were integrated into the report. These were collected by Mr. Ben-Ami, together with the assistance of several of our administrative staff members. After Mr. Ben-Ami and Prof. Oreg finished reviewing the completed document, it was then reviewed by the Vice Dean and the Dean, both of whom introduced a few additional revisions and corrections to the report. The final report was then administered to all of the faculty members, and the senior members of the administrative staff for final approval.

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?

The Self-Evaluation report was reviewed by all of the School's faculty members and was discussed in several School Council meetings. Once the evaluation process is completed, and the Council for Higher Education submits its final report, the weaknesses and suggested changes will be further addressed in the various School Committees, in particular in the Teaching Committee and in the Appointment and Promotion Committees, to discuss how the weakness should be addressed and the proposed changes implemented. This corresponds with how the School has typically dealt with the challenges it has encountered, independent of the official review that takes place every several years.

8.4 Is the full Self-Evaluation Report accessible? If 'yes' - to whom it is accessible and to what extent?

The self-evaluation report and appendices prepared by the School are not accessible to the public. Following completion of the evaluation process, however, the Council for Higher Education posts its final evaluation report on its official website.

Chapter 9 - Implementation of previous QA 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 School was evaluated by a CHE evaluation committee in 2007. Since then, the School has undergone various important changes in terms of mission, faculty and study programs. We elaborate on these below.

Strategic planning, mission and goals

As proposed by the evaluating committee, open and frank discussions took place at the School level, as well as between the School and the University's management in the years that followed the evaluation, with the aim of addressing the committee's concerns and accordingly developing the School's strategic plan. In the summer and fall of 2012, the incoming Dean (Prof. Yafeh) initiated four work-groups (comprising the School's faculty members and senior administrative staff) which studied, discussed and proposed actions on central issues, such as recruiting, budget, and improvements in the study programs. This collective work was summarized and discussed in a special faculty meeting in Oct. 2012.

A key point of consensus that emerged in faculty discussions was faculty members' commitment to high-quality research and teaching as the primary, complementary, factors in the School's mission. Furthermore, the School aims to develop areas in which it has a comparative advantage, by capitalizing on the strong quality not only of the School itself, but of the Hebrew University at large. Examples of such advances include the new "Internet Studies" area that was established, and is still developing, in the School in 2008, the interdisciplinary collaboration in research on corporate governance that yielded an "excellence center" (ICORE), funded by the government, and the numerous interdisciplinary study programs that have been established in the School over the past five years. These include joint undergraduate programs with the department of East Asian Studies and the School of Arts, and a new entrepreneurial program for student in the Faculty of Science. At the graduate level, new collaborative initiatives include a program in Management and Public Policy, collaborations with almost all of the faculties at the University (Sciences, Computer Sciences, Social Sciences, Humanities, Law, Agriculture, and soon the Faculties of Dental Medicine and Medicine as well). These developments fully correspond with the previous CHE committee's recommendations.

Faculty

Over the past seven years (since the previous evaluation) the School's academic staff has changed considerably. Unfortunately, the number of senior faculty members has not increased. Nevertheless, whereas in 2007 many of the School's faculty members were close to retirement, several of whom were less active, both academically and administratively, the large majority of the School's faculty members today are very prolific (see Chapter 6) and highly involved and committed to the School. This is well reflected in the high level of research maintained, as well as in numerous initiatives and substantial improvement in the School's study programs.

In line with the previous CHE committee recommendations, one of the main goals of the School is to recruit new faculty members. The University's management supports this goal and beyond granting positions for the School to fill, it has recently agreed to accommodate a variety of new recruiting policies that improves the School's competitiveness vis-à-vis other business schools in

Israel and abroad (e.g., contrary to the past, it is now possible to grant tenure to new, senior, recruits upfront). Correspondingly, the School has recruited a large number of researchers (see Table below). The outflow of faculty members during these years (mainly due to retirement), however, has exceeded the inflow. As described in Chapter 6, the School remains committed to recruiting additional faculty members, with promising prospects for the upcoming academic year. Until these recruitments are secured, the School plans to host internationally acclaimed researchers, from top schools. In the coming year, for example, the School will host four such visitors. This serves both to enrich the School's (mainly graduate) programs and research collaborations. It should also be noted, however, that the School's ability to recruit outstanding scholars based in the US, especially in some fields, is severely impaired by the salary differentials in Israel and the US.

New senior faculty since 2007

Name	Year	Area
Dr. Michal Feldman*	7/2007	Internet Studies
Prof. Ronen Feldman	7/2007	Internet Studies
Dr. Keren Bar-Hava	1/2008	Accounting
Prof. Doron Abramov	7/2009	Finance
Dr. Nira Munichor	7/2009	Marketing
Dr. Nir Helman	7/2009	Operational Research
Dr. Micki Eisenman	1/2010	Strategy
Prof. Ilan Kramer	1/2011	Finance
Prof. Shaul Oreg	10/2011	Organizational Behavior
Prof. Eithan Goldman	7/2012	Finance
Dr. Lev Muchnik	7/2012	Internet Studies
Dr. Bini Segal**	7/2014	Accounting

*Dr. Michal Feldman has since moved to another university.

** Joining in Fall 2014.

Study programs

Numerous developments have been introduced in the School's study programs, reflecting the School's strong commitment to both quality research and teaching, and corresponding with the previous CHE committee recommendations as well as with School's strategic goal of capitalizing on the Hebrew University's comparative advantages in Israel.

Changes in the School's Ph.D. program. The School's Ph.D. program reflects the School's goal to educate the next generation of top Israeli business researchers. In recent years, the number of students in the Ph.D. program has increased. Furthermore, for students to focus on their research (most students in Israel are required to maintain employment while studying), the School offers several scholarships, and teaching opportunities as substitutes to working outside the University.

Furthermore, since the previous CHE evaluation, the Ph.D. study program has been further formalized and the number of doctoral courses has increased substantially, especially in the Finance and Organizational Behavior areas (which, to date, include most of the School's Ph.D. students). Each of the School's areas determines the area's mandatory courses that all Ph.D. students (both within and outside the particular area) are required to take as part of their doctoral training. This provides for a more comprehensive program and more uniform across areas than has been in the past.

Changes in the MBA program. In recent years, the MBA program has been changed in a number of meaningful ways (see a full description of the MBA program in Section 3.1.5). The main changes introduced, and their rationale, are presented below.

- The program is very structured, yet allows students ample flexibility in combining the program's basic courses with a variety of advanced courses in the areas of their choice.
- Students can choose between a broader focus (combining two specializations) and a deeper one (choosing a single, extended, area of specialization). Extended specializations include a group of courses that focus on a specific content (e.g., financial management, strategic counseling, organizational counseling).
- In addition to the core specializations (Finance, Internet Studies, Marketing, Operations Research, Organizational Behavior, and Strategy), students can choose a minor specialization in East Asian Studies or Law. We are currently in the process of developing additional such minors.
- A unique aspect of the School's MBA program is the set advanced core courses it includes. In addition to the general mandatory courses and the specific area courses, students take one to two advanced courses in areas in which they do not specialize.
- The revised MBA program includes a substantial number of courses that are offered in English. These include both pre-requisite (HASHLAMA) courses and advanced electives. Students are encouraged to take these courses as part of the School's and University's efforts to increase the internationalization of its study programs.
- A substantial number of exchange programs, typically for one semester, are now available to our students in a large variety of schools in North America, Western Europe, South America, and East Asia.
- As described in Chapter 3, beginning this upcoming academic year, the School will be offering an International MBA program, offered in English, focusing on innovation and entrepreneurship. Most of the program's courses will host both international students and Israeli students who wish to take classes in English, which will offer good networking opportunities for both student populations.

Changes in the School's Undergraduate program. As described in Chapter 3, the School's undergraduate program includes fundamental courses, core courses, and advanced integrative and applied courses. Given that these sets of courses are essential components in most business undergraduate programs, the School has not introduced major changes to the undergraduate program since the last CHE evaluation. The School's efforts, with respect to the undergraduate program, have instead been focused on ensuring and enhancing the program's academic standards, and extending the integrative and applied study opportunities in the third year of studies. Additional course and project opportunities have been introduced over the past few years, which now include a year-long business project, involving a hands-on application of a variety of business foci (e.g., finance, marketing, strategy etc.), practitioner-supervised entrepreneurial projects, strategic consulting projects for non-profit organizations, internships in strategic and organizational counseling, and beginning in the upcoming year, an internship in East Asian business initiatives.

Another key, long-standing, goal of the School is to base its study programs on the School's internal faculty members. The School has made substantial improvements in recent years toward fulfilling this goal. Most of the program's core courses are now offered by the School's internal faculty members. In addition, the School is now in the process of having the fundamental courses (Economics, Mathematics and Statistics) taught by the internal faculty members in the School's teaching track (מסלול מקביל).

Honors programs. The School's Honors programs are offered in collaboration with other departments in the University. They are designed for outstanding students who, beginning in the third year of their studies, combine their undergraduate studies with courses from the MBA program (see details on this program in Section 3.1.11). In recent years, the School has introduced additional honors programs, in collaboration with the Law School, the School of Engineering and Computer Sciences, and the Faculties of Agriculture, Social-Sciences and Humanities. In the coming year we will offer new interdisciplinary programs with the Faculty of Science and the School of Dental Medicine. We are also currently developing a similar collaborative program with the Faculty of Medicine.

Joint programs. All students in the School's undergraduate program study an additional major, beyond business. The School has recently tailored synergic joint programs with the Department of East Asian Studies and the School of Arts (see Section 3.1.11).

International Accreditation – in line with the recommendation of the previous CHE evaluation committee, the School is now in the process of obtaining international accreditation from the Association to Advance Collegiate Schools of Business (AACSB). The School has recently passed the accreditation “eligibility” stage and is now in the “pre-accreditation” stage.

Student body

Following the recommendations of the previous CHE evaluation committee, the School has enhanced the assistance it provides students for developing their professional career as part of, and beyond, the support they receive as part of their academic curriculum (see details on this assistance in Section 4.1.7.2). The School now provides students with opportunities to meet and form working relationships with senior managers and key professionals in leading industry, service, and public organizations. These relationships are intended to enrich students' academic experience, and help them establish and consolidate their professional path.

In addition, the School has tightened its collaboration with the School's Student Union, to improve the study programs and improve students' experience. Students initiate, and the School accommodates, many extra-curricular activities.

Also in line with the previous CHE evaluation, the School has extended the activities of its Office of Alumni Relations. These activities are described in detail in see Sections 4.1.7.2 and 4.1.10. It should be noted, however, that the success of any effort to effectively utilize alumni relations as a source of funding, as is done in the US, is substantially restricted by longstanding cultural norms in Israel, whereby alumni do not ordinarily make substantial contributions to their alma mater, perhaps because social ties are formed elsewhere (e.g. during the period of military service).

Beyond the overarching recommendations made by the previous CHE committee, the committee also included in its report several specific recommendations. Below, we provide a point-to-point response to these specific recommendations.

- ***Hire a recognized leader in management education as Dean and find a way to compensate him/her in accord with the global rather than local market.***

By default, Deans at Israeli universities are appointed from within the faculty. As such, the School believes that this particular recommendation is incongruent with current practices, standards, as well as ideology, in Israeli Academia. Since the previous evaluation, two of the School's faculty members have served as Deans, both of whom are reputable researchers, with a strong record of administrative roles at the Hebrew University. The current Dean, Prof.

Yishay Yafeh, is a leading researcher in corporate governance and has been a key figure in the School since he joined it in 2004.

- ***Convert the school to a Faculty of Management so as to signal a reorientation and an elevation in status and priority for the management education enterprise.***

As exemplified in the correspondence that followed the publication of the previous CHE committee report, the meaning of this recommendation is not entirely clear. In line with the interpretation proposed by Prof. Hornik in his letter to the previous Dean, the School has been enhancing its interdisciplinary emphasis and initiating new collaborative programs with a large variety of departments in the University. These developments are described in greater detail above (9.1, under Study Programs).

- ***Provide new physical facilities for the school in keeping with those of world-class business schools.***

Substantial improvements have been made to the School's physical facilities since the last CHE evaluation. These consist of the installation of new laboratories and conference rooms and renovations of classes and offices. Below is a complete list of the improvements made:

- a. One of the administrative offices has been converted to a second conference room, with an advanced multimedia communication system.
- b. The School's main conference room has been renovated and now includes a new multimedia and overhead projection system.
- c. One of the large seminar classrooms has been renovated and now includes a new multimedia and overhead projection system.
- d. The School's lobby has been renovated and furnished.
- e. A wireless network is now available throughout the School.
- f. A behavioral research lab has been installed with eight computer stations. The lab serves researchers in the OB and Marketing areas.
- g. A set of classrooms shared by the School and the Faculty of Social Sciences has been renovated and all classes now include multimedia and overhead projection systems.
- h. The School's classrooms (on the second floor of Building 1, see Section 7.2) have all been renovated, refurnished and are now air-conditioned. The class multimedia stations were renovated.
- i. The main student counseling office has been refurnished and is now air-conditioned.
- j. The student secretariat has been renovated and refurnished.
- k. Doctoral students' offices were renovated and refurnished.

- ***Double the size of tenure-track faculty.***

We refer to this recommendation in detail above (Section 9.1, under "Faculty").

- ***Re-examine appointment and promotion (tenure) standards to be sure they have not been compromised.***

The Business School consistently applies high standards of research and teaching in both recruiting and promoting faculty members. Our standards are the highest in Israel and equal to those at leading universities in the US and Europe. We consider this policy crucial, despite of the difficulties this entails for recruiting the number of faculty members the School requires.

- ***Academic and career counseling for students will need to be upgraded.***

As detailed above, we have addressed this recommendation (see details in Section 9.1 above, under “Student body”).

- ***A major investment in curricular reform, at both the undergraduate and graduate levels, would seem to be warranted. Points of special focus should include entrepreneurial studies, English fluency for all graduates, and integrity, the last subsuming corporate governance and social responsibility.***

The modifications introduced into the study programs are detailed above (See Chapter 3 and Section 9.1, above, under Study Programs). As part of the discussion above we detail the important part teaching in English takes in our program (see 9.1 under Study program). Below (9.2.point C) we refer to the other specific recommendations

- ***Seek AACSB and/or EFM accreditation.***

As recommended in the previous CHE evaluation, and as described above, since 2012 the School has been going through the accreditation process through the Association to Advance Collegiate Schools of Business (AACSB). The School is now a member of the Association, has passed the “eligibility” application process, and is making progress toward accreditation.

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

Below we list the standards set by the previous evaluation and explain how we meet them. These are standards set for all Israeli departments/schools that offer degrees in Business Administration, following the previous CHE evaluation of these departments/schools.

- 1. The first standard was set for the CHE (and not the departments/schools being evaluated), to initiate new undergraduate programs.**
- 2. To maintain a bachelor's degree (B.A.) program in steady-state, the following staff members are required:**

<i>The Field</i>	<i>No. of Full-time Staff Members Required</i>
<i>Financing and Accounting</i>	<i>2</i>
<i>Marketing</i>	<i>2</i>
<i>Management, Human Resources & Operation</i>	<i>2</i>
<i>Head of Program</i>	<i>1 (Rank of Professor)</i>
<i>Total</i>	<i>7</i>

The number of full-time faculty members at the School exceeds these requirements.

- 3. If an institution wishes to offer specializations, at least three full-time staff members in the specialization will be required.**

We do not offer specializations as part of the undergraduate program.

4. To open a "stand-alone" MBA program, the following will be required:

<i>The Field</i>	<i># of Full-time Staff Members</i>
<i>Financing and Accounting</i>	<i>1</i>
<i>Marketing</i>	<i>1</i>
<i>Management, Human Resources & Operation</i>	<i>1</i>
<i>Head of Program</i>	<i>1 (Assoc. Prof. or Professor)</i>
<i>Total</i>	<i>4</i>

For steady-state maintenance of the program, the number of staff members in each field should be doubled [from the four that are required to start a program].

The number of full-time senior faculty members in the School far exceeds these requirements.

5. To offer specializations in an MBA program, at least two full time staff members in the specialization will be required.

All specialization included in the MBA program consist of at least two full-time senior faculty members.

6. To offer at the same time a program leading to the bachelor's degree (B.A.) together with a master's in business administration (M.B.A.), without specializations, at least ten full-time staff members are required.

The number of full-time senior faculty members in the School exceeds these requirements.

7. External Teachers: no more than 30% of the courses in degree programs may be given by external teachers, and of these at least a third must be full-time academic staff members in another institution.

We meet this standard. Please note that most of the external teachers in the program are practitioners who teach elective courses that with a focus on their field experience (e.g., senior financial executives from the public and private sectors).

8. Pensioners: in order that there be a reasonable distribution/mix of ages, it is recommended that, in a steady state, there should be no more than 2 pensioners, on a full-time basis, among the 6 staff members in a bachelor's degree program, or no more than 3 pensioners among the 10 staff members in an institution that offers both bachelor's and master's degree programs. This criterion also applies to the recruiting of staff who recently completed their doctorates. Staff members who are pensioners will not be in the same field.

As detailed above, the number of senior faculty members (excluding pensioners) well exceeds the requirements.

9. In any event, the ratio of full-time senior academic staff members to students should not be less than 1:50.

The School meets this standard.

10. Spread of studies over days: Bachelor's degree - at least 3 days a week.

The School meets this standard.

11. Master's degree - at least 2 days a week.

The School meets this standard.

Additional Recommendations Made by the CHE (Decisions of the Council for Higher Education from Meeting No. 15[449] Held in Jerusalem on February 26, 2008)

- a. **The first recommendation was not directed to the School, but to the CHE/PBC and the Sub-Committee for Quality Assessment, about the need to accelerate the establishment of a consortium for doctoral studies.**
- b. ***It is recommended that the institutions include in their admission requirements for MBA programs a GMAT or GRE (quantitative and verbal) examination. Institutions with new MBA programs (up to three years) can add further criteria (in addition to the GMAT and bachelor's degree grades), such as a personal interview, practical experience, etc. In any case, admissions data from previous years should be published, for transparency.***

Admission to the MBA program is based on GMAT scores and students' undergraduate GPA.

- c. ***The curriculum: it is recommended that all programs, at both the bachelor's degree and the master's degree level, should include at least one course in entrepreneurship and at least one course in corporation governance (management ethics) as a compulsory, non-elective subject. It is recommended that at least two courses in the final semesters of study should be given in English (preferably by visiting instructors).***

The MBA program includes courses in corporate governance and in entrepreneurship. These courses are designed for students in the relevant areas (finance and strategy respectively). Students in other areas can take them as electives. The undergraduate program (which is a double-major for all students) does not include such courses because at the undergraduate level the School's focus is on providing a strong academic infrastructure (e.g., Mathematics, Economics), covering the broad range of areas within business administration (e.g., Finance, Marketing, etc.), and offering opportunities to integrate this diverse knowledge through the integrative courses and seminar in the third year of studies. Given that all business students have another major as part of their studies, this leaves very little room for additional courses. Undergraduates at the School can therefore choose these few remaining courses from a list of elective courses in all areas.

The study programs at the School also include a considerable (and growing) number of courses in English.

- d. ***It is recommended that the CHE consider a unique bachelor's degree (single major) in business administration - B.B.A. (Bachelor of Business Administration) or B.Bus. (Bachelor of Business) similar to the MBA, and reserve the Bachelor of Arts degree for dual major programs: management plus a second major.***

This recommendation was not directed to the School, but to the CHE.

- e. ***A discussion will be held with the deans, heads of programs, and other people, to discuss the above issues.***

The issues detailed above were and are frequently discussed in the meetings of the School's teaching committee, which includes the Dean, program Chairs, and area Chairs.

Chapter 10 - Appendices*

(* These appendices will appear in the body of the report)

10.1 - The Study Program - Table no. 1**Academic Year of Evaluation* - (2014)****Framework of study:** single track (we only have a single-track program)*** The data must refer only to the academic year during which the quality assessment is taking place****** Not included in this table are courses that are part of the study program, but which are taught by other departments, outside the school (e.g., in the Faculties of Social Sciences or Humanities)****BA program**

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
BA 1	1	Mathematics A'	required	3		2	1		42+38	Noa Nitzan	Non-tenure track teaching staff
	2	Mathematics B'	required	3	Mathematics A'	2	1		25+49	Noa Nitzan	Non-tenure track teaching staff
	1	Basic Principles of Economics (Micro)	required	4		4			119	Lior Amsellem	Teaching Coordinators
									85	Hagai Axelrad	Non-tenure track teaching staff
	2	Management Economics (Macro)	required	4	Basic Principles of Economics (Micro)	4			107	Lior Amsellem	Teaching Coordinators
									103	Matti Eliel	Non-tenure track teaching staff
	1 or 2	Foundations of Behavioral Sciences	required	3		3			101	Lilach Sagiv	Associate Professor
									85	Avihay Berlin	Non-tenure track teaching staff

									70	Andrei Alester	Non-tenure track teaching staff
									63+78	Sharon Arieli	Non-tenure track teaching staff
	1 or 2	Internet Technology	required	3		2	1		46+42 37+42	Arie Jacobi	External Teacher
BA 2	1 or 2	Fundamentals of Accounting	required	4		4			62	Ziv Cohen	Non-tenure track teaching staff
									67	Keren Bar-Hava	Lecturer
									77	Itamar Ben-Meir	External Teacher
	1 or 2	Fundamentals of Finance	required	3	Basic Principles of Economics (Micro)	2	1		66	Orly Sade	Associate Professor
									76+57	Yevgeny Mugerma	External Teacher
	1 or 2	Organizational Behavior	required	3	Foundations of Behavioral Sciences	3			63	Linda Jakob	Non-tenure track teaching staff
									72	Merav Migdal-Picker	Non-tenure track teaching staff
									87	Osnat Hazan	Non-tenure track teaching staff
	1 or 2	Fundamentals of Marketing Management	required	3	Mathematics B' & Principles of Economics (Micro)	3			62+47	Nira Munichor	Lecturer
									68	Keren Hadad	Non-tenure track teaching staff
	1 or 2	Quantitative Methods in Management	required	3	Introduction to Statistics I (For Non-Stat.) & Introduction to Statistics II (For Non-Stat.) & Mathematics A'	3			58+34	Nir Halman	Lecturer
									58+54	Jonathan Kornbluth	Emeritus
	2	Research Methods In Business Administration	required	3	Introduction to Statistics I (For Non-Stat.) & Introduction to Statistics II (For Non-Stat.)	3			53+80	Merav Migdal-Picker	Non-tenure track teaching staff

BA 3	1 or 2	Operations Management	required	3	Quantitative Methods in Management	3			42+54	Nicole Adler	Associate Professor
									58	Dror Hermel	External Teacher
	2	Strategic Management	required	3	All Introduction and Fundamentals Courses	3			59+50	Shai Harel	Non-tenure track teaching staff
	1 and 2	Management in Israel-Project and Seminar	Seminar	4	All Introduction and Fundamentals Courses	4			75	Avishai Bernard	Non-tenure track teaching staff
										Liora Lipaz	Non-tenure track teaching staff
										Fuad Abu hamed	Non-tenure track teaching staff
										Nokrian Yossi	External Teacher
										Avraham Kluger	Associate Professor
	1 and 2	Practical Workshop In Management	Workshop	4	All Introduction and Fundamentals Courses	4			34	Shai Harel	Non-tenure track teaching staff
	1 and 2	Consulting in Non-Profit Organizations	Required (option 3)	4	All Introduction and Fundamentals Courses	4			19	Inbal Abu	External Teacher
	2	Israeli Capital Market	Elective	2	Fundamentals of Finance	2			75	Itsik Zaken	External Teacher
										Ziv Cohen	Non-tenure track teaching staff
	1	International Finance	Elective	3	Fundamentals of Finance	3			37	Yaacov Bergman	Senior Lecturer
	1	Credit Analysis and Management	Elective	3	Fundamentals of Finance and Fundamentals of Accounting	3			20	Ron Hadasi	External Teacher
	1	Gendered Organizations	Elective	3		3			61	Tammar Zilber	Associate Professor

	1	Challenging Conversation In A Demanding Environm	Elective	3		3			64	Michael Tsur	External Teacher
	2	Financial Education	Elective	2		2			60	Yevgeny Mugerma	External Teacher
	1	Consumer Behavior as Basis to Executive Decision	Elective	3	Fundamentals of Marketing Management	3			22	Erez Manhaimer	External Teacher
	1	Brand and Marketing Strategy A	Elective	2		2			28	Chezy Ofir	Full Professor
										Matti Rachamim	External Teacher
	2	Brand and Marketing Strategy B	Elective	4	Brand and Marketing Strategy A	4			24	Chezy Ofir	Full Professor
										Matti Rachamim	External Teacher
	1 or 2	Java Programming	Elective	3		2	1		14+12+28+21	Elishai Ezra	External Teacher
	1	Real Estate	Elective	2	Fundamentals of Finance	2			40	Nitzan Tzur	Non-tenure track teaching staff
	2	Programming in C++	Elective	3		2	1		14	Gad Kasir	External Teacher
	2	Business Markets & Economic Growth in East.	Elective	3	Fundamentals of Finance	3			37	Yishay Yafeh	Full Professor
Total				93		87	6				

MBA Program

Year in Program	Semester	Course Title	Course Type (required/elective/seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
MBA 1	1	Business Law	required	2		2			84	Vered Shemesh-Got	External Teacher
	1 or 2	Business Entrepreneurship	required	3		3			40+27	Micki Eisenman	Lecturer
	1	Business Economics A	required	4		4			62	Lior Amsellem	Teaching Coordinators

									57	Hagai Axelrad	Non-tenure track teaching staff
	2	Business Economics B	required	4	Business Economics A	4			50+47	Ron Eichel	Non-tenure track teaching staff
	1	Programming with Python	required	3		3			14	Moshe Goldstain	External Teacher
	1	Preparatory Course in Mathematics	required	3		3			73	Elyashiv Wiedman	Non-tenure track teaching staff
	1	Statistics for Business Administration	required	3		3			62	Avital Lavi	Non-tenure track teaching staff
	1 or 2	Statistical Methods for Business Administration	required	3		3			61+48	Avital Lavi	Non-tenure track teaching staff
										Oz Benyamin	Non-tenure track teaching staff
	1 or 2	Quantitative Models	required	3		3			56+69	Gur Mosheiov	Full Professor
	1 or 2	Business Policy	required	3		3			55	Niron Hashai	Associate Professor
									60+40	Micki Eisenman	Lecturer
	1	Financial Management	required	3	Introduction to Finance or Fundamentals of Finance	3			67	Yevgeny Mugerma	External Teacher
									42	Efrat Shust	Non-tenure track teaching staff
	1 or 2	Marketing Research Methods	required	3	Fundamentals of Marketing Management	3			35+37	Andrey Elster	Non-tenure track teaching staff
	1 or 2	Investments and Securities	required	3	Introduction to Finance or Fundamentals of Finance	3			59	Doron Avramov	Full Professor
									45+35	Zvi Wiener	Associate Professor
	1 or 2	Internet Technology - MBA	required	3		3			40+54	Lev Muchnik	Senior Lecturer
	1	Introduction to Financial Accounting	required	4		4			67+44	Itamar Ben-Meir	External Teacher
	1 or 2	Introduction to Finance	required	3	Business Economics A	3			65+31+39	Moshe Levy	Associate Professor

	1 or 2	Marketing Management	required	3	Business Economics A, Preparatory Course in Mathematics. Statistical Methods for Business Administration, Introduction to Finance or Fundamentals of Finance	3			39	Renana Peres	Senior Lecturer
									65	Nira Munichor	Lecturer
	1	Theoretical Dimensions in Human Resources Manage	required	3	Elements of Organ. Behavior and Human Resources	3			22	Avraham Kluger	Associate Professor
	1 or 2	Practices in Human Resources Management	required	3		3			31+61	Dotan Castro	Non-tenure track teaching staff
	1 or 2	Elements of Organ. Behavior and Human Resources	required	3		3			17+33+66	Shaul Oreg	Associate Professor
	1	Portfolio Selection	required	3	Introduction to Finance or Fundamentals of Finance	3			19	Efrat Dressler	Non-tenure track teaching staff
	2	Research Methods in Organizational Behavior	required	3	Elements of Organ. Behavior and Human Resources and Statistical Methods for Business Administration	3			25	Andrey Elster	Non-tenure track teaching staff
	2	International Business Strategy	required	3	Marketing Management or Fundamentals of Marketing Management	3			41	Niron Hashai	Associate Professor

	2	Analysis of Financial Statements	required	2	Introduction to Financial Accounting or Fundamentals of Accounting and Introduction to Finance or Fundamentals of Finance	2			36	Yavgeni Ostrovsky	Non-tenure track teaching staff
	2	Advance Marketing Strategy	required	3	Marketing Management or Fundamentals of Marketing Management	3			40+27	Chezy Ofir	Full Professor
	2	Supply Chain Management	required	3	Quantitative Models	3			9	Nir Halman	Lecturer
	1	Theories of Organization	required	3	Elements of Organ. Behavior and Human Resources	3			20	Tammar Zilber	Associate Professor
	1	Capital Markets and Institutional Investors	Elective	2	Fundamentals of Finance	2			37	Lee Dagan	External Teacher
	2	Options and Contingent Claims	Elective	3	Investments and Securities	3			73	Dan Galai	Emeritus
	2	Creativity in Marketing and Business	Elective	2		2			2	Sharon Arieli	Non-tenure track teaching staff
	1	International Business Environment	Elective	2		2			10	Yair Shiran	External Teacher
	2	Financial Econometrics	Elective	3		3			23	Doron Avramov	Full Professor
	1 and 2	Internship in Organizational Development	Elective	4		4			8	Tami Rubel-Lifshitz	Non-tenure track teaching staff
	1	Behavioral and Experimental Finance	Elective	3	Introduction to Finance or Fundamentals of Finance	3			30	Yevgeny Mugeran	External Teacher
	1	Financial Innovations for Economic Development	Elective	3	Introduction to Finance or Fundamentals of Finance	3			26	Yago Gelen	External Teacher

	1	CRM	Elective	3	Marketing Management or Fundamentals of Marketing Management	3			26	Renana Peres	Senior Lecturer
	2	Strategic Dilemmas of International Corporations	Elective	2		2			8	Niron Hashai	Associate Professor
	2	Antitrust and Regulation	Elective	2		2			75	Shlomo Prizant	External Teacher
										Boaz Golan	External Teacher
	2	Managerial Listening Skills	Elective	2		2			33	Avraham Kluger	Associate Professor
	2		Elective	3		3					
	2	Productivity	Elective	3	Quantitative Methods in Management or Quantitative Models	3			6	Nicole Adler	Associate Professor
	1	Brand Management	Elective	3	Marketing Management or Fundamentals of Marketing Management	3			42	Erez Manhaimer	External Teacher
	1	Advanced Competitive Strategy	Elective	2		2			39	Sarit Markivich	External Teacher
	2	Emerging Markets Strategy	Elective	1		1			63	Sharon Belenzon	External Teacher
	2	Issues and Process in Strategic Management	Elective	2		2			38	Eliezer Yonas	External Teacher
	1	Current Accounting Issues in the Israeli Market	Elective	3	Fundamentals of Accounting or Introduction to Financial Accounting	3			28	Keren Bar-Hava	Lecturer
	2	Financial Modeling	Elective	2	Financial Management and Investments and Securities	2			13	Nina Kirma	Lecturer

	1	Selected Topics in Advertising	Elective	3	Marketing Management or Fundamentals of Marketing Management	3			29	Michal Shapira	External Teacher
	1	Game Theory and Applications to Corporate	Elective	2	Introduction to Finance or Fundamentals of Finance	2			22	Yaacov Bergman	Senior Lecturer
	1	Investments and Portfolio Theory	Elective	3	Introduction to Finance or Fundamentals of Finance	3			49	Moshe Levy	Associate Professor
	1	Production Scheduling	Elective	3	Quantitative Models or Quantitative Methods in Management	3			16	Gur Mosheiov	Full Professor
	2	Personnel Selection	Elective	3	Elements of Organ. Behavior and Human Resources	3			30	Yael Brender-Ilan	External Teacher
	1 and 2	Financial Economics Seminar	Seminar	3	Investments and Securities	3			6	Eugene Kandel	Full Professor
	2	New Product Policy	Elective	3	Marketing Management or Fundamentals of Marketing Management	3			11	Renana Peres	Senior Lecturer
	2	Securities Law and Professional Ethics	Elective	2	Introduction to Finance or Fundamentals of Finance	2			46	Vered Shemesh-Got	External Teacher
	1	Money and Banking	Elective	3	Introduction to Finance or Fundamentals of Finance	3			62	Daniel Hahiaashvili	External Teacher
	1	The Innovative Firm	Elective	3		3			21	Ohad Ref	Non-tenure track teaching staff

	1	Person - Work Fit	Elective	3	Elements of Organ. Behavior and Human Resources	3			26	Lilach Sagiv	Associate Professor
	1	Stock Markets and Financial Systems Around the world	Elective	3	Introduction to Finance or Fundamentals of Finance	3			47	Yishay Yafeh	Full Professor
	1 and 2	Seminar in Marketing	Seminar	4	Marketing Research Methods	4			6	Renana Peres	Senior Lecturer
	1 and 2	Management Seminar for Alpha Students	Seminar	2		2			41	Avner Halperin	External Teacher
	1	Management Science 1	Elective	3	Quantitative Methods in Management	3			24	Nicole Adler	Associate Professor
	2	Management Science 2	Elective	3	Management Science 1	3			16	Avital Lavi	Non-tenure track teaching staff
	1 and 2	Research Seminar on Resistance to Change	Seminar	4	Theoretical Dimensions in Human Resources Manage or Theories of Organization and Research Methods in Organizational Behavior	4			10	Shaul Oreg	Associate Professor
MBA2	1 and 2	Qualitative Research: Methods and Skills	required	4	Theoretical Dimensions in Human Resources Manage and Research Methods in Organizational Behavior	4			12	Tammar Zilber	Associate Professor

	1 and 2	Seminar In Finance B	Seminar	4	Investments and Securities and Financial Management	4			11	Yaacov Bergman	Senior Lecturer
	2	Strategic Implementation Seminar	Seminar	4		4			27	Niron Hashai	Associate Professor
	1 and 2	Strategic Consulting Seminar	Seminar	4		4			27	Niron Hashai	Associate Professor
										Shai Harel	Non-tenure track teaching staff
	2	Seminar In Behavioral Finance	Seminar	4	Investments and Securities and Financial Management	4			23	Orly Sade	Associate Professor
	1 and 2 2 1 and 2	Seminar in Finance and Information Economics	Seminar	4	Investments and Securities and Financial Management Investments and Securities and Financial Management	4			5	Ilan Kremer	Full Professor
	1 and 2 2 1 and 2 1	Seminar in Trading Strategies in Financial Mark	Seminar	3	Investments and Securities and Financial Management	3			9	Doron Avramov	Full Professor
	1 and 2	Information Systems Seminar	Seminar	4	Programming With Python	4			12	Lev Muchnik	Senior Lecturer
	1 and 2	Organizational Studies	required	2		2			19	Lilach Sagiv	Associate Professor
	1 and 2	Seminar in Finance A	Seminar	4	Investments and Securities and Financial Management	4			19	Yaacov Bergman	Senior Lecturer
	1 and 2	Biodesign	Seminar	8		8			8	TBA	

	1 and 2	Selected Topics in Finance- Seminar	Seminar	4	Investments and Securities and Financial Management	4			9	Haim Levy	Emeritus
	1 and 2	Seminar in Marketing, Consumer Behavior and Adve	Seminar	4	Marketing Research Methods and Advance Marketing Strategy	4			18	Chezy Ofir	Full Professor
	2	Fixed Income	Elective	3	Investments and Securities	3			41	Doron Avramov	Full Professor
	1 and 2	Operations Research and Operations Management	Seminar	4		4			17	Gur Mosheiov	Full Professor
	1 and 2	Investment Fund Management	Elective	6	Investments and Securities and Financial Management	6			12	Zvi Wiener	Associate Professor
Total				248		248					

Ph.D. program

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
Ph.D	2	Ph.D. - Organizational Behavior Seminar	Seminar	3		3			0	Tammar Zilber	Associate Professor
	1 and 2	Seminar-Ph.D	Seminar	2		2			1		
	1	Structural Equation Modeling	Elective	3		3			1	Avraham Kluger	Associate Professor
	2	Corporate Finance	Elective	1		1			12	Efraim Benmelech	External Teacher
	1 and 2	Doctoral Seminar on Big Data in Social Systems	Seminar	3		3			4	Lev Muchnik	Senior Lecturer
Total				12		12					

10.2 - Faculty (Academic Staff) – Tables no. 2A-2D

Academic Year of Evaluation* - (2014)

*The data must refer only to the academic year during which the quality assessment is taking place

Table 2A
Senior Faculty Employed¹ (סגל במשרה)

Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Position in the Institution ²		Part of Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ³	
								Name of Employer	Part of Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	Ph.D students
First	Family	Academic Degree	Weekly Hours ⁴	Per Cent	Weekly Hours	Per Cent	Weekly Hours		Per Cent	Weekly Hours							
Doron	Avramov	Ph.D.	Full Professor		100	identical					Finance and Banking	1. Financial Econometric	3	14	0	2	
												2. Fixed Income	3				
												3.Seminar in Trading Strategies in	3				

¹ Senior Faculty include (according to the PBC/VATAT definitions) the following 4 ranks: Lecturer; Senior Lecturer; Associate Professor; Full professor.

² In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical).

³ These columns are relevant only if the program has a masters and doctoral degrees.

⁴ Faculty members' main activity involves research. Some variance exists across faculty members in the amount of hours devoted to this. A relatively recent survey indicated that the average weekly work hours for university faculty members was 54.

												Financial Market					
												4. Investments And Securities	3				
												5. Fixed Income Instruments	2				
Eugene	Kandel	Ph.D.	Full Professor		100		50				Finance and Banking	1. Financial Economics Seminar	4	7		0	3
												2. Financial Economics Of The Firm	3				
Ilan	Kremer	Ph.D.	Full Professor		50	identical					Finance and Banking	1. Seminar In Finance And Information Economics	4	9		0	0
												2. Finance for Graduate Students	3				
												3. Faculty Seminar in Economics	2				
Yishay	Yafeh	Ph.D.	Full Professor		100	identical					Finance and Banking	1. Business	3	6	Dean	0	5

												Markets & Economic Growth in East.			Head of the Davidson Center for Agribusiness		
												2. Stock Markets and Financial Systems Around The World	3		Head of the K-Mart Center for Retail and Marketing		
David	Mazursky	Ph.D.	Full Professor		100	identical					Marketing						1
Chezy	Ofir	Ph.D.	Full Professor		100	identical					Marketing	1. Brand and Marketing Strategy A	2	17		2	2
												2. Brand and Marketing Strategy B	4				
												3. Advance Marketing Strategy	4*2				
												4. Marketing Research Methods and Advance Marketing Strategy	3				
Gur	Mosheiov	Ph.D.	Full Professor		100	identical					Operations Research	1. Quantitative Models	3*2	15	Head of Operations Research		0

												2. Production Scheduling	3		Head of MBA com.		
												3. Operations Research and Operations Management	4				
												4. Quantitative Models	2				
Moshe	Levy	Ph.D.	Associate Professor		100	identical					Finance and Banking	1. Investments and Portfolio Theory	3	9	Head of Admission com.		0
												2. Introduction To Finance	3				
												3. Investment Theory	3				
Orly	Sade	Ph.D.	Associate Professor		100	identical					Finance and Banking	1. Fundamentals of Finance	3	7	Head of the Krueger Center for Finance		1
												2. Seminar in Behavioral Finance	4				
Zvi	Wiener	Ph.D.	Associate Professor		100	identical					Finance and Banking	1. Investment	3*2	16			0

												ts and Securities					
												2. Investment Fund Management	6			Head of Finance and Banking Head of the Fishman-JEC Center for Finance Entrep.	
												3. Complex Options and Financial Engineering	4				
Avraham	Kluger	Ph.D.	Associate Professor		100	identical					Organization al Behavior	1. Management in Israel-Project and Seminar	4				
												2. Theoretical Dimensions in Human Resources Manage	3			Head of Integrative Management Executive MBA prog.	
												3. Managerial Listening Skills	3				
												4. Structural Equation Modeling	3				
												5. Organizat	3				4

												ional Behavior					
												6. Leadershi p In a Global Environm ent	3				
Shaul	Oreg	Ph.D.	Associate Professor		100	identical					Organization al Behavior	1 Elements of Organ. Behavior and Human Resources	3*3	13	Head of BA com. Head of International MBA com.		
												2. Research Seminar on Resistanc e to Change	4				
Lilach	Sagiv	Ph.D.	Associate Professor		100	identical					Organization al Behavior	1. Foundatio ns of Behaviora l Sciences	3	8	Vice Dean Head of Organizatio nal Behavior		5
												2. Person - Work Fit	3				
												3. Organizat ional Studies	2				
Tammar	Zilber	Ph.D.	Associate Professor		100	identical					Organization al Behavior	1. Gendered Organizat ions	3	13	Head of Ph.D. com.		5

												2. Theories of Organizat ion	3				
												3. Ph.D. - Organizat ional Behavior Seminar	3				
												4. Qualitativ e Research: Methods and Skills	4				
Nicole	Adler	Ph.D.	Associate Professor		100	identical					Operations Research	1. Operation s Managem ent	3*3	15	Head of BA com.		0
												2. Managem ent Science 1	3				
												3. Productivi ty	3				
Niron	Hashai	Ph.D.	Associate Professor		100	identical					Strategy and Entrepreneu rship	1. Business Policy	3	22	Head of Strategy and Entrepreneu rship Head of the Asper Center for Entrep.		0
												2. Internatio nal Business Strategy	3				
												3. Strategic Dilemmas of	2				

												International Corporations					
												4. Strategic Implementation Seminar	4				
												5. Strategic Consulting Seminar	4				
												6. International Business	2				
												7. Business Simulation	4				
Ronen	Feldman	Ph.D.	Associate Professor		100	identical					Internet Studies					Head of Internet Studies	1
Yaacov	Bergman	Ph.D.	Senior Lecturer		100	identical					Finance and Banking	1.Game Theory And Applications To Corporate	2				
												2. Seminar In Finance B	4				
												3. International Finance	3				
												4. Seminar	4				

												in Finance A					
Lev	Muchnik	Ph.D.	Senior Lecturer		100	identical					Internet Studies	1. Internet Technology - MBA	3*2	13			0
												2. Information Systems Seminar	4				
												3. Doctoral Seminar on Big Data in Social Systems	3				
Renana	Peres	Ph.D.	Senior Lecturer		100	identical					Marketing	1. CRM	3	13			0
												2. Seminar in Marketing	4				
												3. Marketing Management	3				
												4. New Product Policy	3				
Micki	Eisenman	Ph.D.	Lecturer		100	identical					Organization al Behavior + Strategy	1. Business Entrepreneurship	3*2	12			0
												2. Business Policy	3*2				
Nira	Munichor	Ph.D.	Lecturer		100	identical					Marketing	Marketing Management	3	9			0

												Fundamentals of Marketing Management	3*2				
Nir	Halman	Ph.D.	Lecturer		100	identical					Operations Research	1. Supply Chain Management	3	12			0
												2. Quantitative Methods In Management	3*2				
												3. Intro. to Operations Res.-Deterministic Models	3				
Keren	Bar-Hava	Ph.D.	Lecturer		100	identical					Accounting	1. Fundamentals of Accounting	4	10	Head of Accounting Financial Management Executive MBA prog.		0
												2. Current Accounting Issues in the Israeli Market	3				
												3. Selected Topics in Accounting-Seminar	3				

Lior	Amsellem	Ph.D.	Teaching Coordinators		100	identical					Finance and Banking	1. Basic Principles of Economics (Micro)	4	12			0
												2. Management Economics (Macro)	4				
												3. Business Economics A	4				
Shlomo	Dauber	MBA	Teaching Coordinators		100	identical					Accounting	1. Consolidated Financial Statements A	5*2	56			0
												2. Consolidated Financial Statements B	5*2				
												3. Advanced Financial Accounting A	12*2				
												4. Advanced Financial Accounting B	12				
Moshe	Ben-Horin	Ph.D.	Emeritus								Finance and Banking						
Dan	Galai	Ph.D.	Emeritus		100	identical					Finance and Banking	1. Options and	3				3

												Contingen t Claims					
												2. Risk Managem ent	3				
												3. Research Projects	4				
												4. Professio nal Tour in the U.S.A	4				
Yoram	Kroll	Ph.D.	Emeritus								Finance and Banking						
Yoram	Landskr oner	Ph.D.	Emeritus								Finance and Banking						
Haim	Levy	Ph.D.	Emeritus								Finance and Banking	1. Selected Topics in Finance- Seminar	4	4			0
Yitzhak	Venezia	Ph.D.	Emeritus								Finance and Banking						
Avraha m	Friedma n	Ph.D.	Emeritus								Organization al Behavior						
Jonatha n	Kornblu th	Ph.D.	Emeritus								Operations Research	Quantitati ve Methods in	3*2	6			

												Managem ent					
Avraha m	Meshula ch	Ph.D.	Emeritus									Strategy and Entrepreneur ship					
Sasson	Bar- Yosef	Ph.D.	Emeritus									Accounting					
Benzion	Barlev	Ph.D.	Emeritus									Accounting					

Table 2B**Non-tenure Track Teaching Staff Employed (such as: TAs, RAs)**

Name of staff member			Employment Rank	Part of Position in the Institution ¹		Part of Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Weekly Hours	Per Cent		Name of Course	Weekly Hours	Total Weekly Hours for Staff member	
Fuad	Abu hamed	MA	Non-tenure track teaching staff									Management in Israel-Project and Seminar	4		
Andrei	Alester	MA	Non-tenure track teaching staff		80						Organizational Behavior	1. Foundations of Behavioral Sciences	3	12	
												2. Marketing Research Methods	3+3		

¹ In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical)

												3. Research Methods in Organizational Behavior	3		
Sharon	Arieli	Ph.D.	Non-tenure track teaching staff									1. Foundations of Behavioral Sciences	3+3	8	
												2. Creativity in Marketing and Business	2		
Hagai	Axelrad	MA	Non-tenure track teaching staff	15							Finance and Banking	1. Basic Principles of Economics (Micro)	4	8	
												2. Business Economics A	4		
Oz	Benyamin	MA	Non-tenure track teaching staff									Statistical Methods for Business Administration	3	3	
Avihay	Berlin	MA	Non-tenure track teaching staff		30						Organizational Behavior	Foundations of Behavioral Sciences	3	3	
Avishai	Bernard	Prof.	Non-tenure track teaching staff		30						Organizational Behavior	Management in Israel-Project and Seminar	4	4	
Dotan	Castro	MA	Non-tenure track teaching staff		40							Practices in Human Resources Management	3+3	6	
Ziv	Cohen	MA	Non-tenure track teaching staff									1. Fundamentals of Accounting	4	2	
												2. Israeli Capital Market	2		
Efrat	Dressler	MA	Non-tenure track teaching staff	45							Finance and Banking	Portfolio Selection	3	3	
Ron	Eichel	MA	Non-tenure track teaching staff									Business Economics B	4+4	8	
Matti	Eliel	MA	Non-tenure track teaching staff									Management Economics (Macro)	4	4	

Keren	Hadad	MA	Non-tenure track teaching staff	40							Marketing	Fundamentals of Marketing Management	3	3	
Shai	Harel	Ph.D.	Non-tenure track teaching staff									1. Strategic Management	3+3	14	
												2. Practical Workshop In Management	4		
												3. Strategic Consulting Seminar	4		
Osnat	Hazan	Ph.D.	Non-tenure track teaching staff									Organizational Behavior	3	3	
Linda	Jakob	MA	Non-tenure track teaching staff	20							Organizational Behavior	Organizational Behavior	3	3	
Avital	Lavi	Ph.D.	Non-tenure track teaching staff		45							1. Management Science 2	3	9	
												2. Statistics for Business Administration	3		
												3. Statistical Methods for Business Administration	3		
Liora	Lipaz	MA	Non-tenure track teaching staff									Management in Israel-Project and Seminar	4	4	
Merav	Migdal-Picker	MA	Non-tenure track teaching staff								Organizational Behavior	Organizational Behavior	3	9	
												Research Methods In Business Administration	3+3		
Noa	Nitzan	Ph.D.	Non-tenure track teaching staff									1. Mathematics A'	3+3	12	
												2. Mathematics B'	3+3		
Yavgeni	Ostrovsky	MA	Non-tenure track teaching staff									Analysis of Financial Statements	2	2	
Ohad	Ref	Ph.D.	Non-tenure track teaching staff									The Innovative Firm	3	3	

Tami	Rubel-Lifshitz	MA	Non-tenure track teaching staff								Internship in Organizational Development	4	4	
Efrat	Shust	Ph.D.	Non-tenure track teaching staff	35						Finance and Banking	Financial Management	3	3	
Nitzan	Tzur	MA	Non-tenure track teaching staff							Finance and Banking	Real Estate	2	2	
Elyashiv	Wiedman	MA	Non-tenure track teaching staff	60							Preparatory Course in Mathematics	3	3	

Table 2C
Adjunct Faculty*

* We do not make the distinction between Senior and Junior Adjunct Faculty

Name of Lecturer			Employment Rank	Weekly Lecturing Hours	Area of Specialization	Courses taught by the Lecturer	Additional Tasks in Institution
First	Family	Academic degree					
Inbal	Abu	Ph.D.	Adjunct Faculty	4		Consulting in Non-Profit Organizations	
Sharon	Belenzon	Ph.D.	Adjunct Faculty	1		Emerging Markets Strategy	
Itamar	Ben-Meir	MA	Adjunct Faculty	8		Fundamentals of Accounting	
						Introduction to Financial Accounting	
Efraim	Benmelech	Ph.D.	Adjunct Faculty	1		Corporate Finance	
Yael	Brender-Ilan	Ph.D.	Adjunct Faculty	3		Personnel Selection	
Lee	Dagan	MA	Adjunct Faculty	2		Capital Markets and Institutional Investors	
Elishai	Ezra	MA	Adjunct Faculty	3		Java Programming	
Yago	Gelen	Ph.D.	Adjunct Faculty	3		Financial Innovations for Economic Development	
Boaz	Golan	MA	Adjunct Faculty	3		Antitrust and Regulation	

Moshe	Goldstain	Ph.D.	Adjunct Faculty	3		Programming with Python	
Ron	Hadasi	MA	Adjunct Faculty	3		Credit Analysis and Management	
Daniel	Hahiashvili	MA	Adjunct Faculty	3		Money and Banking	
Avner	Halperin	MA	Adjunct Faculty	2		Management Seminar for Alpha Students	
Dror	Hermel	MA	Adjunct Faculty	3		Operations Management	
Arie	Jacobi	P.hD.	Adjunct Faculty	3		Internet Technology	
Gad	Kasir	MA	Adjunct Faculty	3		Programming in C++	
Erez	Manhaimer	Ph.D.	Adjunct Faculty	6		Consumer Behavior as Basis to Executive Decision	
						Brand Management	
Sarit	Markivich	Ph.D.	Adjunct Faculty	2		Advanced Competitive Strategy	
Yevgeny	Mugerman	Ph.D.	Adjunct Faculty	11		Fundamentals of Finance	
						Financial Education	
						Financial Management	
						Behavioral and Experimental Finance	
Shlomo	Prizant	Ph.D.	Adjunct Faculty	3		Antitrust and Regulation	
Matti	Rachamim	Ph.D.	Adjunct Faculty	6		1. Brand and Marketing Strategy A	
						2. Brand and Marketing Strategy B	
Michal	Shapira	Ph.D.	Adjunct Faculty	3		Selected Topics in Advertising	
Vered	Shemesh-Got	Ph.D.	Adjunct Faculty	4		Business Law	
						Securities Law and Professional Ethics	
Yair	Shiran	MA	Adjunct Faculty	2		International Business Environment	
Michael	Tsur	MA	Adjunct Faculty	3		Challenging Conversation In A Demanding Environm	

Eliezer	Yonas	MA	Adjunct Faculty	2		Issues and Process in Strategic Management	
Nokrian	Yossi	MA	Adjunct Faculty	4		Management in Israel-Project and Seminar	
Itzik	Zaken	MA	Adjunct Faculty	2		Israeli Capital Market	

10.3 - Table no. 3

Average Score of Teaching Surveys in the Last 5 Years
School of Business Administration

Range of scores: 1-20 (Average satisfaction from the course/Average satisfaction from the teacher)

Academic Year 2013								
1st semester					2nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	16.19/17.43	15.31/16.49			16.08/17.24	16.28/17.51	16.62/17.53	
N. of courses	50	20	0	0	53	19	4*	0
Academic Year 2012								
1st semester					2nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	15.80/17.30	15.41/16.41	19.30/18.94	19.63/19.81	16.02/17.52	15.12/16.11	12.88/14.34	
N. of courses	48	15	1	1	50	17	8	0

* This number of seminars indicated for this year is substantially lower than most years due to several seminars in 2013 in which the number of students who evaluated the seminar was smaller than 6 (in which case course evaluation scores are not calculated).

Academic Year 2011								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	15.82/17.41	14.96/16.11	20.19/20.71		14.81/15.95	16.25/17.77	18.28/19.36	
N. of courses	45	19	1	0	44	14	10	0
Academic Year 2010								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	15.98/16.95	15.26/16.31			15.10/16.04	15.53/16.42	15.66/17.16	17.00/20.44
N. of courses	42	21	0	0	50	24	15	1
Academic Year 2009								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	14.28/15.81	14.34/15.35			14.36/15.85	15.01/16.38	13.77/14.85	17.81/18.60
N. of courses	44	21	0	0	50	17	14	1

10.4 - Additional Journal Publications²¹ since 2009

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2014	The Role of Active Listening in Teachers-Parents Relations and the Moderating Role of Attachment Style.	International Journal of Listening	Journal not indexed	Prof. Avraham Natan Kluger
2014	Real Estate Prices: An International Study of Seasonality' Sentiment Effect	Journal of Empirical Finance	0.934	Prof. Haim Levy
2014	The Gravitational Law of Social Interaction	Physica A: Statistical Mechanics and its Applications	1.676	Prof. Moshe Shiki Levy
2014	Batch scheduling of identical jobs with controllable processing times	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2013	Location-Allocation Models for the Traffic- Police Routine Patrol Vehicles on an Interurban Network	Annals of Operations Research	1.029	Prof. Nicole Adler
2013	Small Regional Airport Sustainability: Lessons from Benchmarking	Journal of Air Transport Management	0.800	Prof. Nicole Adler
2013	Airport Benchmarking from a Managerial Perspective	Omega – International Journal of Management Science	3.024	Prof. Nicole Adler
2013	Is the Selection of European Transport Investments Economically Efficient?	Transportation	1.657	Prof. Nicole Adler
2013	The Environmental Benchmarking of Aircraft	Transportation Research part B	2.944	Prof. Nicole Adler
2013	Bid-Ask Spread and Implied Volatilities of Key Players in a FX Market	Journal of Futures Markets	0.782	Prof. Dan Galai
2013	Large shareholder trading and the complexity of corporate investments	Journal of Financial Intermediation	2.208	Prof. Eitan Goldman
2013	Are Listeners Perceived as Leaders?	International Journal of Listening	Journal not indexed	Prof. Avraham Natan Kluger

²¹ These are additional to those appearing in the table in Section 6.3. The list is sorted by year of publication.

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2013	Location-allocation models for traffic police patrol vehicles on an interurban network	Annals of Operations Research	1.029	Dr. Jonathan Kornbluth
2013	Constraints of Internally and Externally Derived Knowledge and the Innovativeness of Technological Output: The Case of the US	Journal of Product Innovation Management	1.572	Prof. David Mazursky
2013	How Do Financial Strengths Affect Creativity?	Journal of Product Innovation Management	1.572	Prof. David Mazursky
2013	Savoring the parity and shunning the disparity: The match-mismatch effect of regulatory orientation on construal levels along the time horizon	Social Cognition	1.264	Prof. David Mazursky
2013	The Process by which Product Availability Triggers Purchase	Marketing Letters	1.000	Prof. David Mazursky
2013	Minmax due-date assignment with a time window for acceptable lead-times	Annals of Operations Research	1.029	Prof. Gur Mosheiov
2013	Due-window assignment problems with unit time jobs	Applied Mathematics and Computation	1.349	Prof. Gur Mosheiov
2013	A Note: Minmax due-date assignment problem with lead-time cost	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2013	Scheduling problems with two competing agents to minimize weighted earliness-tardiness	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2013	An improved algorithm for due-window assignment on parallel identical machines with unit-time jobs	Information Processing Letters	0.488	Prof. Gur Mosheiov
2013	A two-stage flow shop batch scheduling problem with the option of using Not-All-Machines	International Journal of Production Economics	2.081	Prof. Gur Mosheiov

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2013	Maximizing the weighted number of Just-In-Time jobs on a single machine with position-dependent processing times	Journal of Scheduling	0.941	Prof. Gur Mosheiov
2013	The optimal number of used machines in a two-stage flexible flow shop scheduling problem	Journal of Scheduling	0.941	Prof. Gur Mosheiov
2013	Polynomial time solutions for scheduling problems on a proportionate flowshop with two competing agents	Journal of the Operational Research Society	0.989	Prof. Gur Mosheiov
2013	Single Machine Just-in-Time Scheduling Problems with Two Competing Agents	Naval Research Logistics	0.692	Prof. Gur Mosheiov
2013	Engineering Social Contagions: Optimal Network Seeding and Incentive Strategies	Network science	Journal not indexed	Dr. Lev Muchnik
2013	The PreferenSort: A Holistic Instrument for Career Counseling	Journal of Career Assessment	1.338	Prof. Lilach Sagiv
2013	Prospect Theory and Utility Theory: Temporary versus Permanent Attitude Toward Risk	Journal of Economics and Business	Journal not indexed	Prof. Zvi Wiener
2013	Counterparty Risk in Exchange-Traded Notes (ETNs)	Journal of Fixed Income	Journal not indexed	Prof. Zvi Wiener
2013	Beyond a Single Organization: Challenges and Opportunities in Doing Field Level Ethnography	Journal of Organizational Ethnography	Journal not indexed	Prof. Tammar B Zilber
2013	Institutional work: Current research, new directions and overlooked issues	Organization Studies	2.190	Prof. Tammar B Zilber
2012	Lean Management for Traffic- Police Enforcement Planning	Policing: An International Journal of Police Strategies & Management	0.534	Prof. Nicole Adler
2012	Sovereign Credit Risk	The Review of Asset Pricing Studies	Journal not indexed	Prof. Doron Avramov

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2012	Analysts' Earnings Forecast, Recommendation and Target Price Revisions	Journal of Portfolio Management	0.525	Prof. Ronen Feldman
2012	The Impact of Fraudulent Earnings Manipulation on Industry Rivals	Financial Management	1.330	Prof. Eitan Goldman
2012	Balancing growth across geographic diversification and product diversification – A stringency approach	International Business Review	1.849	Prof. Niron Hashai
2012	Lean management for traffic-police enforcement planning	Policing: An International Journal of Police Strategies & Management	0.534	Dr. Jonathan Kornbluth
2012	Almost Stochastic Dominance and Efficient Investment Sets	American Journal of Operations Research	Journal not indexed	Prof. Moshe Shiki Levy
2012	On the Spurious Correlation Between Sample Betas and Mean Returns	Applied Mathematical Finance	Journal not indexed	Prof. Moshe Shiki Levy
2012	Co-Monotonicity: Towards a Utility Function Capturing Envy	Economics Letters	0.509	Prof. Moshe Shiki Levy
2012	The Utility of Health and Wealth	Journal of Health Economics	1.600	Prof. Moshe Shiki Levy
2012	A New Perspective on the Validity of the CAPM: Still Alive	Journal of Investment Management	Journal not indexed	Prof. Moshe Shiki Levy
2012	Estimating Prospect Theory's Decision Weights with Stochastic Dominance: The Small Probability Case	Annals of Financial Economics	Journal not indexed	Prof. Haim Levy
2012	Executive Short-Term Intensive, Risk-Taking and Leverage-Neutral Incentive Scheme	Annals of Financial Economics	Journal not indexed	Prof. Haim Levy
2012	The Curious Case of the Refrigerator-TV: Similarity and Hybridization	Cognitive Science	2.385	Prof. David Mazursky
2012	A dual-process model of brand extension: Taxonomic feature-based and thematic relation-based similarity independently drive brand extension evaluation	Journal of Consumer Psychology	Journal not indexed	Prof. David Mazursky

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2012	Thinking or Feeling the Risk in Online Auctions: The Effects of Priming Auction Outcomes and the Dual System on Risk Perception and the Ultimate Placed Bid	Journal of Interactive Marketing	1.000	Prof. David Mazursky
2012	Heuristics for scheduling problems with unavailability constraints and position-dependent processing times	Computers and Industrial Engineering	1.516	Prof. Gur Mosheiov
2012	Batch scheduling on uniform machines to minimize total flow-time	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2012	Minimizing the number of tardy jobs on a proportionate flowshop with general position-dependent processing times	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2012	Scheduling job classes on uniform machines	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2012	A two-stage flowshop with a critical machine and batch availability	Foundations of Computing and Decision Sciences	Journal not indexed	Prof. Gur Mosheiov
2012	Batch scheduling of identical jobs on parallel identical machines	Information Processing Letters	0.488	Prof. Gur Mosheiov
2012	Scheduling on parallel identical machines with job rejection and position-dependent processing times	Information Processing Letters	0.488	Prof. Gur Mosheiov
2012	A note: multi-machine scheduling with general position-based deterioration to minimize total load	International Journal of Production Economics	2.081	Prof. Gur Mosheiov
2012	Parallel machine scheduling problems with common flow allowance	International Journal of Production Economics	2.081	Prof. Gur Mosheiov
2012	Minmax scheduling problems with common flow-allowance	Journal of the Operational Research Society	0.989	Prof. Gur Mosheiov
2012	The equal allocation policy in openshop batch scheduling	Journal of the Operational Research Society	0.989	Prof. Gur Mosheiov

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2012	Batch scheduling with step-deteriorating processing times to minimize flowtime	Naval Research Logistics	0.692	Prof. Gur Mosheiov
2012	Feedback between node and network dynamics can produce real world network properties	Physica A: Statistical Mechanics and its Applications	1.676	Dr. Lev Muchnik
2012	Fluctuations in Wikipedia access-rate and edit-event data	Physica A: Statistical Mechanics and its Applications	1.676	Dr. Lev Muchnik
2012	On the Persistence of Overconfidence: Evidence From Multi-Unit Auctions	Journal of Behavioral Finance	0.300	Prof. Orly Sade
2012	The Value of Connecting Diversity in Organizations and Cross-Cultural Work Psychology Through Dialogue and Multiplicity	Industrial and Organizational Psychology: Perspectives on Science and Practice	0.514	Prof. Lilach Sagiv
2012	Diversity in Organizations and Cross-Cultural Work Psychology: What If They Were More Connected?	Industrial and Organizational Psychology: Perspectives on Science and Practice	0.514	Prof. Lilach Sagiv
2012	Consumer self-control, product attributes and the consumption of virtue products	International Journal of Research in Marketing	1.781	Prof. Lilach Sagiv
2012	The value of Value-at-Risk: A theoretical approach to the pricing and performance of risk measurement systems	Journal of Economics and Business	Journal not indexed	Prof. Zvi Wiener
2012	Conversation at the border between Organizational Culture Theory and Institutional Theory	Journal of Management Inquiry	1.141	Prof. Tammar B Zilber
2012	The relevance of institutional theory for the study of organizational culture	Journal of Management Inquiry	1.141	Prof. Tammar B Zilber
2011	Strategies for Aviation in a New Era of Risk	Journal of Air Transport Management	0.800	Prof. Nicole Adler

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2011	Investment in Hidden Assets in Multi-Period Earning Management Model	Bridging the GAAP, Recent Advances in Finance and Accounting	Journal not indexed	Prof. Dan Galai
2011	A Balance Sheet Approach for Sovereign Debt	Bridging the GAAP, Recent Advances in Finance and Accounting	Journal not indexed	Prof. Dan Galai
2011	Closing Auction	Journal of Financial Intermediation	2.208	Prof. Eugene Kandel
2011	Stock-Based Compensation and CEO (Dis)Incentives	Quarterly Journal of Economics	5.278	Prof. Eugene Kandel
2011	Strength-based performance appraisal and goal setting	Human Resource Management Review	1.951	Prof. Avraham Natan Kluger
2011	Task type as a moderator of positive/negative feedback effects on motivation and performance: A regulatory focus perspective	Journal of Organizational Behavior	3.626	Prof. Avraham Natan Kluger
2011	Endogenous Information Flows and the Clustering of Announcements	American Economic Review	2.792	Prof. Ilan Kremer
2011	Two Paradigms and Nobel Prizes in Economics: A Contradiction or Coexistence?	European Financial Management	0.738	Prof. Haim Levy
2011	The Small Firm Effect: A Financial Mirage?	Journal of Portfolio Management	0.525	Prof. Moshe Shiki Levy, Prof. Haim Levy
2011	Mean-Variance Efficient Portfolios with Many Assets: 50% Short	Quantitative Finance	0.824	Prof. Moshe Shiki Levy
2011	Launch strategies in the fashion system	Economia	Journal not indexed	Prof. David Mazursky
2011	The Effect of Social Cues on Sniping Behavior in Internet Auctions: Field Evidence and a Lab Experiment	Journal of Interactive Marketing	1.000	Prof. David Mazursky

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2011	The Effects of Cognitive Thinking Style and Ambient Scent on Online Consumer Approach Behavior, Experience Approach Behavior, and Search Motivation	Psychology and Marketing	1.309	Prof. David Mazursky
2011	Total absolute deviation of job completion times on uniform and unrelated machines	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2011	Proportionate flowshop with general position-dependent processing times	Information Processing Letters	0.488	Prof. Gur Mosheiov
2011	A Note: A due-window assignment problem on parallel identical machines	Journal of the Operational Research Society	0.989	Prof. Gur Mosheiov
2011	Batch scheduling on a two-machine jobshop with machine-dependent setup times	Naval Research Logistics	0.692	Prof. Gur Mosheiov
2011	Line graphs as social networks	Physica A: Statistical Mechanics and its Applications	1.676	Dr. Lev Muchnik
2011	Change recipients' reactions to organizational change: A 60-year review of quantitative studies	Journal of Applied Behavioral Science	1.081	Prof. Shaul Oreg
2011	To compete or to cooperate? Values' impact on perception and action in social dilemma games	European Journal of Social Psychology	1.667	Prof. Lilach Sagiv
2011	The Value of Values in Cross Cultural Research: A Special Issue in Honor of Shalom Schwartz	Journal of Cross Cultural Psychology	1.547	Prof. Lilach Sagiv
2011	Long Term Changes in Voting Power and Control Structure following the Unification of Dual Class Shares	Journal of Corporate Finance	1.035	Prof. Yishay Yafeh

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2010	Measuring the Relative Socio-Economic Performance of Developing Countries	Socio-Economic Planning Sciences	Journal not indexed	Prof. Nicole Adler
2010	High-Speed Rail & Air Transport Competition: Game Engineering as Tool for Cost-Benefit Analysis	Transportation Research part B	2.944	Prof. Nicole Adler
2010	Introduction to special issue of Transportation Research part B: Modelling non-urban transport investment and pricing. ,	Transportation Research part B	2.944	Prof. Nicole Adler
2010	Bayesian Portfolio Analysis	Annual Review of Financial Economics	0.694	Prof. Doron Avramov
2010	Predicting the Diversity of Foreign Entry Modes: The Role of Firm Size and R and D Intensity	Management International Review	1.043	Prof. Niron Hashai
2010	The feedforward interview	Human Resource Management Review	1.951	Prof. Avraham Natan Kluger
2010	Feedback, the various tasks of the doctor, and the feedforward alternative	Medical Education	3.546	Prof. Avraham Natan Kluger
2010	Cumulative Prospect Theory: Tests Using the Stochastic Dominance Approach	Behavioral Finance: Investors, Corporations, and Markets	Journal not indexed	Prof. Haim Levy
2010	The Two-Parameter Long-Horizon Value-at-Risk	Frontiers in Finance and Economics	Journal not indexed	Prof. Haim Levy
2010	The CAPM is Alive and Well: A Review and Synthesis	European Financial Management	0.738	Prof. Haim Levy
2010	Economically Relevant Preferences for All Observed Epsilon	Annals of Operations Research	1.029	Prof. Haim Levy
2010	The Holiday and Yom Kippur War sentiment Effects: The Tel Aviv Stock Exchange (TASE)	Quantitative Finance	0.824	Prof. Haim Levy

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2010	Scale-Free Human Migration and the Geography of Social Networks	Physica A: Statistical Mechanics and its Applications	1.676	Prof. Moshe Shiki Levy
2010	Purchase Availability and Involvement Antecedents among Financial Products	International Journal of Bank Marketing	Journal not indexed	Prof. David Mazursky
2010	Self-Regulated Surfing: the Effect of Task Type and Task Progress on Type of Experience	International Journal of Electronic Commerce Studies	Journal not indexed	Prof. David Mazursky
2010	The Browne-Yechiali single-machine sequence is optimal for flow-shops	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2010	Job dependent due-window assignment based on a common flow allowance	Foundations of Computing and Decision Sciences	Journal not indexed	Prof. Gur Mosheiov
2010	Scheduling with a common due-window: polynomially solvable cases	Information Sciences	3.643	Prof. Gur Mosheiov
2010	Scheduling a deteriorating maintenance activity on a single machine	Journal of the Operational Research Society	0.989	Prof. Gur Mosheiov
2010	Identification of influential spreaders in complex networks	Nature Physics	19.352	Dr. Lev Muchnik
2010	Empirical extraction of mechanisms underlying real world network generation	Physica A: Statistical Mechanics and its Applications	1.676	Dr. Lev Muchnik
2010	The Effect of Imbalanced Competition on Demonstration Strategies	International Journal of Research in Marketing	1.781	Prof. Chezy Ofir
2010	The Effect of Consumer' Diurnal Preferences on Temporal Behavior	Journal of Consumer Psychology	Journal not indexed	Prof. Chezy Ofir
2010	Innovation Diffusion and New Product Growth Models: A Critical Review and Research Directions	International Journal of Research in Marketing	1.781	Dr. Renana Peres
2010	Does New Product Growth Accelerate Across Technology Generations?	Marketing Letters	1.000	Dr. Renana Peres

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2010	סקירת – ה ממשלתיים"מכרזי אג ספרות	רבעון לכלכלה	Journal not indexed	Prof. Orly Sade
2010	Structure and freedom in creativity: The interplay between externally imposed structure and personal cognitive style	Journal of Organizational Behavior	3.262	Prog. Lilach Sagiv
2010	Personal Values and Behavior: Taking the Cultural Context into Account	Social and Personality Psychology Compass	Journal not indexed	Prog. Lilach Sagiv
2009	Credit Ratings and the Cross Section of Stock Returns	Journal of Financial Markets	1.093	Prof. Doron Avramov
2009	Immigrant and U.S. Born Mexican Owned Businesses: Motivations and Management	Journal of Developmental Entrepreneurship	Journal not indexed	Dr. Micki Eisenman
2009	Sovereign debt auctions: Uniform or discriminatory?	Journal of Monetary Economics	1.649	Prof. Dan Galai
2009	A Fully Polynomial Time Approximation Scheme for Single-Item Stochastic Inventory Control with Discrete Demand	Mathematics of Operations Research	0.899	Dr. Nir Halman
2009	Fully Polynomial Time Approximation Schemes for Time-Cost Tradeoff Problems in Series-Parallel Project Networks	Operations Research Letters	0.519	Dr. Nir Halman
2009	Knowledge transfer considerations and the future of the internalization hypothesis	International Business Review	1.849	Prof. Niron Hashai
2009	In Search of Reasonable Executive Compensation	CESifo Journal	Journal not indexed	Prof. Eugene Kandel
2009	Mean Variance versus Naïve Diversification	The Handbook of Portfolio Construction : Contemporary Applications of Markowitz Techniques	Journal not indexed	Prof. Haim Levy
2009	Markovitz Versus the Talmudic Portfolio Diversification Strategies	Journal of Portfolio Management	0.525	Prof. Haim Levy

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2009	Bonds versus Stocks: Investors' Age and Risk Taking	Journal of Monetary Economics	1.649	Prof. Haim Levy
2009	The Safety First Expected Utility Model: Experimental Evidence and Economic Implications	Journal of Banking and Finance	1.287	Prof. Moshe Shiki Levy
2009	Are Equally Likely Outcomes Perceived as Equally Likely?	Journal of Behavioral Finance	0.300	Prof. Moshe Shiki Levy
2009	Loss Aversion and the Price of Risk	Quantitative Finance	0.824	Prof. Moshe Shiki Levy
2009	Gibrat's Law for All Cities: A Comment	American Economic Review	2.792	Prof. Moshe Shiki Levy
2009	How successful would a phone-pillow be: Using dual process theory to predict The success of hybrids involving dissimilar products	Journal of Consumer Psychology	Journal not indexed	Prof. David Mazursky
2009	Toward a Contingency View of New Product Creativity: Assessing the Interactive Effects of Consumers Characteristics	Marketing Letters	1.000	Prof. David Mazursky
2009	Scheduling a maintenance activity to minimize weighted flow-time	Computers and Mathematics with Applications	2.069	Prof. Gur Mosheiov
2009	Minmax Scheduling Problems with a Common Due-Window	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2009	Scheduling a maintenance activity and due-window assignment on a single machine	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2009	Scheduling a maintenance activity on unrelated machines	Computers and Operations Research	1.909	Prof. Gur Mosheiov
2009	Scheduling and due-date assignment problems with job rejection	Foundations of Computing and Decision Sciences	Journal not indexed	Prof. Gur Mosheiov
2009	Batch scheduling on a two-machine flow-shop with machine-dependent setup times	Advances in Operations Research	Journal not indexed	Prof. Gur Mosheiov

Year	Title	Journal Name	2012 JCR Impact Factor	Authors
2009	Scheduling a maintenance activity on parallel identical machines	Naval Research Logistics	0.692	Prof. Gur Mosheiov
2009	Long term memory in extreme returns of financial time series	Physica A: Statistical Mechanics and its Applications	1.676	Dr. Lev Muchnik
2009	A call for greater caution in drawing conclusions from individual samples: A comment on "A Test of the Measurement Validity of the Resistance to Change Scale in Russia and Ukraine"	Journal of Applied Behavioral Science	1.081	Prof. Shaul Oreg
2009	Organizational justice in the context of organizational change	Netherlands Journal of Psychology	Journal not indexed	Prof. Shaul Oreg
2009	Prone to bias: Development of a bias taxonomy from an individual differences perspective	Review of General Psychology	2.523	Prof. Shaul Oreg
2009	Dispositional resistance to change and occupational interests and choices	Journal of Career Assessment	1.338	Prof. Shaul Oreg
2009	Calculating, Creating, and Claiming Value in Business Markets: Status and Research Agenda	Marketing Letters	1.000	Dr. Renana Peres
2009	Innovation Diffusion and New Product Growth	Marketing Science Institute, relevant Knowledge Series	Journal not indexed	Dr. Renana Peres
2009	Sovereign Debt Auctions: Uniform or Discriminatory?	Journal of Monetary Economics	1.649	Prof. Orly Sade
2009	Where have the investigative occupations gone? Perceptions and misperceptions of occupations	Journal of Career Assessment	1.338	Prof. Lilach Sagiv

Books Published since 2009

Year	Title	Publisher	Authors
Forthcoming	Resistance to Innovation	University of Chicago Press	Prof. Shaul Oreg
2014	The Business Plan Process	World Publishing	Prof. Dan Galai
2013	The Essentials of Risk Management	McGraw-Hill	Prof. Dan Galai
2013	The psychology of organizational change: Viewing change from the employee's perspective	Cambridge University Press	Prof. Shaul Oreg
2012	The Capital Asset Pricing Model in the 21st Century	Cambridge University Press	Prof. Haim Levy
2011	How Ella Grew an Electric Guitar	CreateSpace	Prof. Orly Sade
2010	Growth Profiles of High Technology Firms – The case of the Israeli Hi-Tech Sector	Lambert Academic Press	Prof. Niron Hashai
2009	Cracking the Ad Code	Cambridge University Press	Prof. David Mazursky
2009	Financial Instruments and Risk Management	Globes publishing house	Prof. Zvi Wiener
2009	Introduction to Finance	Magnes Press	Prof. Haim Levy

Conference Presentations since 2009

Year	Paper Presented	Conference	Author
Forthcoming	Standing Working Group on Institutions and Knowledge	European Group for Organizational Studies	Prof. Tammar B Zilber
2014	Naming what you see: Facilitating shared interpretations of visual design	The 30th EGOS Colloquium	Dr. Micki Eisenman
2014	Naming what you see: Facilitating shared interpretations of visual design	11th International Conference on Organizational Discourse	Dr. Micki Eisenman
2014	Naming what you see: Facilitating shared interpretations of visual design	3rd European Theory Development Workshop	Dr. Micki Eisenman
2014	Giving visual and material form to ideas, identity and imagination: Architecture, urbanism and sustainable construction	Workshop at WU Vienna University of Economics and Business	Dr. Micki Eisenman
2014	Visualizing Institutions and Knowledge	Standing Working Group on Institutions and Knowledge	Prof. Tammar B Zilber
2013	Does it Work or is it Pretty: Resolving Tensions between Utilitarian and Cultural Elements of Production	OMT Research Development Workshop	Dr. Micki Eisenman
2013	Ambiguity and overconfidence	Experimental finance	Prof. Orly Sade
2013	An Institutional Family Reunion? Bridging Ontologies, Levels and Methods	Standing Working Group on Institutions and Knowledge	Prof. Tammar B Zilber
2013	Are the Life and Death of an Early Stage Venture Indeed in the Power of the Tongue? Lessons from Online Crowdfunding Pitches	Crowdfunding Conference	Prof. Orly Sade
2013	Are the Life and Death of an Early Stage Venture Indeed in the Power of the Tongue? Lessons from Online Crowdfunding Pitches	XXI Finance Forum	Prof. Orly Sade
2013	Cross Sectional Asset Pricing Puzzles: An Equilibrium Perspective	American Finance Association	Prof. Doron Avramov
2013	Does it Work or is it Pretty: Resolving Tensions between Utilitarian and Cultural Elements of Production	16th Annual Cognition in the Rough Workshop	Dr. Micki Eisenman
2013	Does it Work or is it Pretty: Resolving Tensions between Utilitarian and Cultural Elements of Production	OMT Research Development Workshop	Dr. Micki Eisenman

Year	Paper Presented	Conference	Author
2013	Handling Risk in the Aviation Supply Chain	The 2nd European Aviation Conference	Prof. Nicole Adler
2013	Imagine the future world where supervisors are listening	16th congress of the European Association of Work and Organizational Psychology	Prof. Avraham Natan Kluger
2013	Long Run Risk Implications for Long Horizon Asset Allocation	American Finance Association	Prof. Doron Avramov
2013	Long Term Savings Decisions: Inertia, Peer Effects and Ethnicity	European winter finance conference	Prof. Orly Sade
2013	Opening the Skies to Israel	2nd Workshop of the Turkish and Israeli Operations Research Societies, Tel Aviv University, Israel	Prof. Nicole Adler
2013	Overcoming Social Comparison: An Alternative Measure of Personal Values	Annual Meeting of Society for Personality and Social Psychology	Prog. Lilach Sagiv
2013	Persistence of Overconfidence: Evidence from Multi-Unit Auctions	Mid-Western Financial Association Meeting	Prof. Orly Sade
2013	Persistence of Overconfidence: Evidence from Multi-Unit Auctions	Southwestern Financial Association Meeting	Prof. Orly Sade
2013	Are the Life and Death of an Early Stage Venture Indeed in the Power of the Tongue? Lessons from Online Crowdfunding Pitches	First European Workshop on Entrepreneurship Economics	Prof. Orly Sade
2013	Research in Aviation and OR	ORSIS Annual Conference	Prof. Nicole Adler
2013	Revisiting Dunning's four-way classification of motives for FDI activity	Contemporary issues in International Business Theory	Prof. Niron Hashai
2013	Sorting out the ideational in institutional processes.	A Joint Israeli-Canadian workshop	Prof. Tammar B Zilber
2013	Sorting out the ideational in institutional processes: Mapping the terrain	the Joint Israeli-Canadian workshop	Prof. Tammar B Zilber
2013	Source personality and persuasiveness: Big-five predispositions to being persuasive and the role of message involvement, In N. Sverdlik	4th annual meeting of the Society for Personality and Social Psychology	Prof. Shaul Oreg
2013	TEG - A Hybrid Approach to Information Extraction	CIKM 2004	Prof. Ronen Feldman

Year	Paper Presented	Conference	Author
2013	Welfare-based Schedule Design and Fleet Assignment with an Application to a Norwegian Network	The 17th ATRS Conference	Prof. Nicole Adler
2013	The influence of time-interval descriptions on goal pursuit decisions	The 2013 Association for Consumer Research Conference	Dr. Nira Munichor
2013	The influence of time-interval descriptions on goal pursuit decisions	The Society for Consumer Psychology Winter Conference	Dr. Nira Munichor
2013	An Efficient FPTAS for Convex Stochastic Dynamic Programs	ORSIS 2013	Dr. Nir Halman
2013	A computationally efficient FPTAS for convex stochastic dynamic programs	Algorithms – ESA 2013	Dr. Nir Halman
2013	Which News Moves Stock Prices? A Textual Analysis	WFA 2013 , EFA 2013	Prof. Ronen Feldman
2012	A Story Never Ending: The Emergence of "Ethnography" in Organization Studies	Harvard-MIT seminar on Economic sociology	Prof. Tammar B Zilber
2012	Building effective R and D portfolios: location choices and productivity consequences	Annual meeting of The Academy of International Business (AIB)	Prof. Niron Hashai
2012	Building effective R and D portfolios: location choices and productivity consequences	European International Business Association (EIBA) Annual Conference	Prof. Niron Hashai
2012	Can being listened to make employees happier?	6th European Conference on Positive Psychology	Prof. Avraham Natan Kluger
2012	Can being listened to make you feel safe?	6th European Conference on Positive Psychology	Prof. Avraham Natan Kluger
2012	Compete or cooperate? - The role of industry structure in the commercialization strategies of innovating startups	5th Israel Strategy Conference	Prof. Niron Hashai
2012	Hate the wait? Why customers who wait longer buy more	The Society for Consumer Psychology Winter Conference	Dr. Nira Munichor
2012	How does it Make you Feel? Constructing the Meaning of Technological Products Paper	The 28th EGOS Colloquium	Dr. Micki Eisenman

Year	Paper Presented	Conference	Author
2012	Individual and Cultural Values in the Middle-East: Commonalities, Differences and some Implications	Culture, Identity, and Change in the Middle East: Insights for Conflict and Negotiation	Prof. Lilach Sagiv
2012	Codesharing types and liberalization agreements: Effects on frequency and pricing	INFORMS Annual Fall Meeting	Prof. Nicole Adler
2012	Is competitive advantage a necessary condition for the emergence of the MNE?	European International Business Association (EIBA) Annual Conference	Prof. Niron Hashai
2012	Language differences among biculturals: Using language to prime cultural mindset among Arabs in Israel	the 21st International Congress of the International Association for Cross-Cultural Psychology	Prof. Lilach Sagiv
2012	Leader big-five traits across high and low workload situations.	Personality in Israel research workshop	Prof. Shaul Oreg
2012	Leader big-five traits and charismatic behaviors: A person-situation perspective.	European Association of Personality Psychology's Expert Meeting	Prof. Shaul Oreg
2012	Long Term Savings Decisions: Inertia, Peer Effects and Ethnicity	Dauphine-Amundi Chair in Asset Management workshop	Prof. Orly Sade
2012	Maintaining the Institutional Order: Reworking Collective Identity in Israeli Hi-Tech 2001-2004	the ABC conference, Organizing Institutions: Creating, Enacting and Reacting to Institutional Logics. University of Alberta	Prof. Tammar B Zilber
2012	Organizational identification during change: The joint roles of value and change type	Personality in Israel research workshop	Prof. Shaul Oreg
2012	Organizational identification during change: The joint roles of value and change type	the annual meeting of the European Conference on Personality	Prof. Shaul Oreg

Year	Paper Presented	Conference	Author
2012	Moving towards a greener fleet: A DEA estimation of the aircraft environmental production frontier	ORSIS Annual Conference	Prof. Nicole Adler
2012	Persistence of Overconfidence: Evidence from Multi-Unit Auctions	ESA Meeting	Prof. Orly Sade
2012	Power in Dyadic Collaboration: Implications for Creative Performance	Would Robin Hood Make a Good CEO? On Power, Pro-Social Behavior and Leadership in Organizations. the 75th annual meeting of the Academy of Management	Prof. Lilach Sagiv
2012	Resistance to change: Current views and future directions.	72nd annual meeting of the Academy of Management	Prof. Shaul Oreg
2012	Small regional airport sustainability: Lessons from benchmarking	The 10th International Conference on Data Envelopment Analysis	Prof. Nicole Adler
2012	The Doing of Field-Configuring Events as Institutional Work: The Case of Health-Care Conferences in Israel	t the Management and Organization Speaker Series, Boston College	Prof. Tammar B Zilber
2012	The Dynamics of Institutionalization as Translation: The Case of "Ethnography" within Organization Studies	The Centre for Strategy Studies in Organizations & Strategy & Organization Area Seminar	Prof. Tammar B Zilber
2012	The Genesis of Emerging Country Based Multinationals.	Annual meeting of The Academy of International Business (AIB)	Prof. Niron Hashai
2012	The influence of time-interval descriptions on the initiation of goal pursuit	The Society for Consumer Psychology International Conference	Dr. Nira Munichor

Year	Paper Presented	Conference	Author
2012	The negative implications of leaders' universalism on leadership attainment and seniority. In L. Sagiv and T. Rubel-Lifschitz (Co-Chairs), Would Robin Hood make a good CEO? On power, pro-social behavior and leadership in organizations	72nd annual meeting of the Academy of Management	Prof. Shaul Oreg
2012	The Never Ending Story: The Translation of "Ethnography" within Organization Studies	the Davis Conference on Qualitative Research	Prof. Tammar B Zilber
2012	The World Price of Credit Risk	The 11th Annual Darden International Finance Conference	Prof. Doron Avramov
2012	The World Price of Credit Risk	The SFS Finance Cavalcade Program	Prof. Doron Avramov
2012	Unknown	ESCP	Dr. Renana Peres
2012	Fully polynomial approximation schemes for stochastic optimization problems	NSF CMMI Engineering Research and Innovation Conference	Dr. Nir Halman
2012	On brands and Words of Mouth	Oxford University Center for Corporate Reputation	Dr. Renana Peres
2011	A Story Never Ending: The Emergence of "Ethnography" in Organization Studies	the ABC conference, Organizing Institutions: Studying the Emergence of New Practices	Prof. Tammar B Zilber
2011	Anomalies and Financial Distress	Adam Smith Asset Pricing Conference	Prof. Doron Avramov
2011	Anomalies and Financial Distress	Asian Finance Conferenc	Prof. Doron Avramov
2011	Anomalies and Financial Distress	The Burrridge Center Annual Investment Research Conference (CFA)	Prof. Doron Avramov
2011	Applying a value framework to understand morality in religious and non-religious cultural groups	The Annual Meeting of the Society of Personality and Social Psychology	Prof. Lilach Sagiv

Year	Paper Presented	Conference	Author
2011	Building effective R and D portfolios: location choices and productivity consequences	European International Business Association (EIBA) Annual Conference	Prof. Niron Hashai
2011	Can a 3-Minutes Listening Make You Safe?	1st Israel Organizational Behavior Conference	Prof. Avraham Natan Kluger
2011	Change recipients' characteristics and reactions to change: A review of empirical findings.	71st annual meeting of the Academy of Management	Prof. Shaul Oreg
2011	Moving toward a greener fleet: DEA estimation of the aircraft operational and environmental production frontier	The 9th International Conference on Data Envelopment Analysis	Prof. Nicole Adler
2011	Culture and creativity: How cultural orientation interacts with the type of problem in affecting problem-solving	The Annual Meeting of the Society of Personality and Social Psychology	Prof. Lilach Sagiv
2011	Culture and Diversity: Current and Future Theoretical and Practical Approaches	The 26th Annual conference of the Society for Industrial and Organizational Psychology	Prof. Lilach Sagiv
2011	Dynamics in the Vertical and Horizontal Scope of High Technology New Ventures –A Knowledge-Based View	Annual Meeting of the Academy of Management (AoM)	Prof. Niron Hashai
2011	Facilitating Listening: A Quantitative Review, a Qualitative Review, and a Theory	1st Israel Organizational Behavior Conference	Prof. Avraham Natan Kluger
2011	Global Service Multinationals from a Small Open Economy–The Case of Israeli Hi Tech Services Providers	European International Business Association (EIBA) Annual Conference	Prof. Niron Hashai
2011	Hedge Fund Predictability under the Magnifying Glass	Forecasting Individual Fund Returns Using Multiple Predictors	Prof. Doron Avramov
2011	Identifying and Following Expert Investors in Stock Microblogs	EMNLP 2011	Prof. Ronen Feldman
2011	Leaders' traits, behaviors and charisma across levels of workload-related stress	1st Israel Organizational Behavior Conference	Prof. Shaul Oreg

Year	Paper Presented	Conference	Author
2011	Maintaining the Institutional Order: Reworking Collective Identity in Israeli Hi-Tech 2001-2004	at the TIES seminar, Sloan School of Business, MIT	Prof. Tammar B Zilber
2011	Panel discussant	European Financial Association Meeting	Prof. Eitan Goldman
2011	Paper presentation	Conference at STL Washington	Prof. Eitan Goldman
2011	Paper presentation	Tel Aviv University Conference	Prof. Eitan Goldman
2011	Paper presentation	Workshop on Infrastructure Procurement and Corruption	Prof. Eitan Goldman
2011	Paper presentation (co-author)	Northern Finance Association Conference	Prof. Eitan Goldman
2011	Personality and charisma in context: The moderating role of situational stress	71st annual meeting of the Academy of Management	Prof. Shaul Oreg
2011	The Co-evolution of Internationalization and Technological Knowledge	Annual meeting of The Academy of International Business (AIB)	Prof. Niron Hashai
2011	The Co-evolution of Internationalization and Technological Knowledge	European International Business Association (EIBA) Annual Conference	Prof. Niron Hashai
2011	The Co-evolution of Internationalization and Technological Knowledge	The 4th Reading International Business Conference	Prof. Niron Hashai
2011	The Effects of Supervisors Listening on Subordinates Well-Being	1st Israel Organizational Behavior Conference	Prof. Avraham Natan Kluger
2011	The Facilitating Listening Scale (FLS)	1st Israel Organizational Behavior Conference	Prof. Avraham Natan Kluger
2011	The Genesis of Emerging Country Based Multinationals	Dynamics in Globalization	Prof. Niron Hashai
2011	The Stock Sonar - Sentiment Analysis of Stocks Based on a Hybrid Approach	IAAI 2011	Prof. Ronen Feldman
2011	Uncertainty and Differential Information in Common-Value, Divisible-Good Auctions	FMA	Prof. Orly Sade

Year	Paper Presented	Conference	Author
2011	Uncertainty and Differential Information in Common-Value, Divisible-Good Auctions	Midwest Finance Association Meeting	Prof. Orly Sade
2011	Understanding Aesthetic Design in the Context of Technological Evolution	The Academy of Management Annual Meeting	Dr. Micki Eisenman
2011	On brands and Words of Mouth	Customer Insights Conference	Dr. Renana Peres
2011	Unsupervised Lexicon Acquisition for HPSG-Based Relation Extraction	IJCAI 2011	Prof. Ronen Feldman
2011	Values and type of change in predicting organizational identification	1st Israel Organizational Behavior Conference	Prof. Shaul Oreg
2011	Personal Values, National Culture and Organizations: Insights Applying the Schwartz Value Framework.	Handbook of Organizational Culture and Climate.	Prof. Lilach Sagiv
2011	Morality across cultures: A value perspective.	The social psychology of morality -Exploring the causes of good and evil.	Prof. Lilach Sagiv
2010	Academic Work as Institutional Work	Institutions and Work	Prof. Tammar B Zilber
2010	Ambiguity and overconfidence	FUR	Prof. Orly Sade
2010	Anomalies and Financial Distress	Eastern Financial Association Conference	Prof. Doron Avramov
2010	Anomalies and Financial Distress	Financial Management Association	Prof. Doron Avramov
2010	Anomalies and Financial Distress	Financial Management Association Asia	Prof. Doron Avramov
2010	Convincing yourself to care about others: Increasing benevolence values through self-persuasion	The 4th International Conference of Social Determination Theory	Prof. Lilach Sagiv
2010	Cross Sectional Asset Pricing Puzzles: An Equilibrium Perspective	Econometric Society World Congress	Prof. Doron Avramov

Year	Paper Presented	Conference	Author
2010	Dispositional resistance to change, Schwartz's cultural values and the GLOBE dimensions in 17 countries	the European Association of Personality Psychology's Expert Meeting on Personality and Cultures	Prof. Shaul Oreg
2010	Environment and Transport	European Business School Conference on the Environment and Transport	Prof. Nicole Adler
2010	Fashion-Driven Competition in Non-Fashion Industries	The 26th European Group of Organizational Studies Colloquium	Dr. Micki Eisenman
2010	Benchmarking of airports: Competition, privatization and regulation	German Aviation Research Society Conference	Prof. Nicole Adler
2010	Strategies for managing risk in a changing aviation environment	Hamburg Aviation Conference	Prof. Nicole Adler
2010	Hate the wait? Why customers who wait longer buy more	The Association for Consumer Research Conference	Dr. Nira Munichor
2010	Hedge Fund Predictability under the Magnifying Glass, Forecasting Individual Fund Returns Using Multiple Predictors	The 4th Imperial College London conference on hedge funds	Prof. Doron Avramov
2010	Hedge Fund Predictability under the Magnifying Glass: Forecasting Individual Fund Returns Using Multiple Predictors	The 2nd INSEE/CREST Annual Conference on Hedge Fund Markets, Liquidity and Fund Managers' Incentives	Prof. Doron Avramov
2010	Hedge Fund Predictability under the Magnifying Glass: Forecasting Individual Fund Returns Using Multiple Predictors	The Institute for Mathematical Finance Meetings (IFM2)	Prof. Doron Avramov
2010	Benchmarking airports from a managerial perspective	INFORMS Annual Fall Meeting	Prof. Nicole Adler
2010	Institutions and Work	Institutions and Work: An International Conference	Prof. Tammar B Zilber
2010	Leopard does not change his spots: evidence from hedge fund activism	CRSP conference	Prof. Orly Sade

Year	Paper Presented	Conference	Author
2010	Approximating Functions in Logarithmic Space and Time: A ``Plug & Play" Approach	ORSIS 2010	Dr. Nir Halman
2010	Open Innovation, The Architecture of the Firm and Radical Innovation	4th Israel Strategy Conference	Prof. Niron Hashai
2010	Paper presentation	Financial Management Association Conference	Prof. Eitan Goldman
2010	Paper presentation	IDC Summer Workshop	Prof. Eitan Goldman
2010	Paper presentation	The 21st Annual Conference on Financial Economics & Accounting	Prof. Eitan Goldman
2010	Paper presentation	The Financial Intermediation Research Society (FIRS) Conference	Prof. Eitan Goldman
2010	Session chair	State of Indiana Conference	Prof. Eitan Goldman
2010	On brands and Words of Mouth	NIT	Dr. Renana Peres
2010	Using agent-based models for understanding customer social value in innovation markets	The Marketing Modelers group	Dr. Renana Peres
2010	Multichannel word of mouth: The effect of brand characteristics	WIMI MSI Conference	Dr. Renana Peres
2010	Value patterns in university departments: Self-selection or socialization?	The 15th European Conference of Personality	Prof. Lilach Sagiv
2010	Performance measurement in public transport and utilities	World Bank roundtable on "Performance measurement in public transport and utilities	Prof. Nicole Adler
2009	Benchmarking airports	German Aviation Research Society Conference	Prof. Nicole Adler
2009	Creativity and culture: Riddle solving and cultural Autonomy versus Embeddedness	The 72nd annual meeting of the Academy of Management	Prof. Lilach Sagiv

Year	Paper Presented	Conference	Author
2009	Cross Sectional Asset Pricing Puzzles: An Equilibrium Perspective	The 20th Annual Conference on Financial Economics and Accounting	Prof. Doron Avramov
2009	Cross Sectional Asset Pricing Puzzles: An Equilibrium Perspective	The Third Singapore Conference on Finance	Prof. Doron Avramov
2009	Does task type moderate the effect of feedback sign on motivation and performance?	Academy of Management	Prof. Avraham Natan Kluger
2009	Group identification as a multidimensional construct: Implications for group-serving behavior	The 10th Annual Meeting of the Society of Personality and Social Psychology	Prof. Lilach Sagiv
2009	Hedge Fund Predictability under the Magnifying Glass: Forecasting Individual Fund Returns Using Multiple Predictors	European Finance Association	Prof. Doron Avramov
2009	How Does Institutional Theory Contribute to the Study of Organizational Culture?	at a session on Culture and Institutions: Initiating a Conversation Between Scholars	Prof. Tammar B Zilber
2009	Internationalization Revisited: Distinguishing between the Internationalization of Inputs and Outputs	3rd Israel Strategy Conference	Prof. Niron Hashai
2009	Internationalization Revisited: Distinguishing between the Internationalization of Inputs and Outputs	European International Business Association (EIBA) Annual Conference	Prof. Niron Hashai
2009	Inventors' Knowledge Sourcing Behaviors in the Absence of Formal Collaboration Mechanisms	The Academy of Management Annual Meeting	Dr. Micki Eisenman
2009	Knowledge Transfer Cost, Competition and the Geographic and Organizational Boundaries of Multinational Enterprises	Annual Meeting of the Academy of Management (AoM)	Prof. Niron Hashai
2009	Leaders' characteristics and behaviors and employees' resistance to organizational change	68th annual meeting of the Academy of Management	Prof. Shaul Oreg
2009	Momentum, Information Uncertainty and Leverage – an Explanation Based on Recursive Preferences	American Finance Association	Prof. Doron Avramov

Year	Paper Presented	Conference	Author
2009	ncertainty and Differential Information in Common-Value, Divisible-Good Auctions	ESA North America meeting	Prof. Orly Sade
2009	ncertainty and Differential Information in Common-Value, Divisible-Good Auctions	International ESA meeting	Prof. Orly Sade
2009	Open Innovation, The Architecture of the Firm and Radical Innovation	Strategic Management Society (SMS) Annual conference	Prof. Niron Hashai
2009	Panel discussant	Corporate Finance Conference	Prof. Eitan Goldman
2009	Panel discussant	State of Indiana Conference	Prof. Eitan Goldman
2009	Paper presentation	Conference on the Role of Government in Corporate Finance	Prof. Eitan Goldman
2009	Personal values, dispositional resistance, and outcomes: A review and integration of findings	the European Association of Personality Psychology Expert Meeting on Virtues, Values, and Personality	Prof. Shaul Oreg
2009	Parallel Aviation Agreements: Who Are They Good for?	INFORMS Annual Fall Meeting	Prof. Nicole Adler
2009	Impacts of Liberalization in the North-East Asian Passenger Market	The 13th ATRS Conference	Prof. Nicole Adler
2009	The multiple levels through which values affect organizations	Annual Conference of the International Association of Cross-Cultural Management	Prof. Lilach Sagiv
2009	The structure of personality traits: A motivational perspective	The 12th Facet Theory Conference	Prof. Lilach Sagiv
2009	Accounting Values versus Market Values and Earnings Management in Bank	Conference on Dynamic Risk Sharing	Prof. Zvi Wiener
2009	Approximating Nonlinear Newsvendor Made Easy	ISMP 2009	Dr. Nir Halman
2009	Approximating Nonlinear Newsvendor and Stochastic Lot-sizing Made Easy	ORSIS 2009	Dr. Nir Halman
2009	Untangling customer social equity via agent-based models	WIMI MSI Conference	Dr. Renana Peres

10.5 - Grants, awards and fellowships received by faculty

Grants since 2009

Start Year	Granting Agency	Research Title	Sum in USD²²	Faculty Member	Competitive²³
2014	Intel Collaborative Research Institute	Unsupervised Relations Extraction	150,000	Prof. Ronen Feldman	No
2014	Yad Hanadiv	Evaluation of Hotam-Teach First Israel	221,000	Prof. Shaul Oreg	No
2014	The Israel Science Foundation	An integrative explanation of employee reactions to change: Mediated and moderated effects of unit leadership	112,424	Prof. Shaul Oreg	Yes
2014	Public Education Foundation	Quantifying Social Interaction Among consumers	25,000	Dr. Renana Peres	No
2014	The Israel Science Foundation	Pre-release Word-of-Mouth Dynamics: The Role of Spikes	103,776	Dr. Renana Peres	Yes
2014	The Israel Science Foundation	The Mechanisms that Link Values to Behavior: The Role of Attention and Interpretation	201,787	Prof. Lilach Sagiv	Yes
2014	The Israel Science Foundation	Gender and the financing of a new venture: Evidence from Kickstarter (Crowdfunding)	57,654	Prof. Orly Sade	Yes
2014	The Israel Science Foundation	The Material and Ideational in Institutional Processes: The Case of Executives' Compensation	103,776	Prof. Tammar B Zilber	Yes
2014	The Israel Science Foundation	Patterns of Ownership and Resource Redeployment in Multinational Corporations	103,776	Prof. Niron Hashai	Yes

²² All amounts were converted to USD, using the exchange rate of the first day of the corresponding year.

²³ According to CHE's Planning and Budgeting Committee classification.

Start Year	Granting Agency	Research Title	Sum in USD²²	Faculty Member	Competitive²³
2014	United States-Israel Binational Science Foundation	Empowering minority shareholders	30,000	Prof. Yishay Yafeh	Yes
2014	The Israel Science Foundation	Resolving conflicting evidence about the idiosyncratic volatility effect in stock prices: theory and evidence.	103,776	Prof. Doron Avramov	Yes
2014	The Israel Science Foundation	Resolving conflicting evidence about the idiosyncratic volatility effect in stock prices: theory and evidence.	17,296	Prof. Doron Avramov	Yes
2014	Fisher Bros. Institute	Examining Safe Airport Capacity	35,000	Prof. Nicole Adler	No
2013	European Union 7th Framework Project – consortium of 4 partners	Accelerating change by regional forerunners (ACCHANGE)	158,440	Prof. Nicole Adler	Yes
2013	The Israel Science Foundation	Productivity, Regulation and Transportation	16,000	Prof. Nicole Adler	Yes
2013	The Israel Science Foundation	Which News Moves Stock Prices? A Textual Analysis	105,000	Prof. Ronen Feldman	Yes
2013	The Israel Science Foundation	The impact of dividend policy on the valuation of equity, debt and credit risk	75,057	Prof. Zvi Wiener and Prof. Dan Galai	Yes
2013	The Israel Science Foundation	Incentive Fees and Competition in Pension Funds	38,600	Prof. Yishay Yafeh and Prof. Eugene Kandel	Yes
2013	I-Core	Center for Empirical Studies of Decision Making and the Law	268,061	Prof. Yishay Yafeh	No
2013	The Israel Science Foundation			Prof. Eitan Goldman	Yes

Start Year	Granting Agency	Research Title	Sum in USD²²	Faculty Member	Competitive²³
2013	The Israel Science Foundation	The influence of time-interval descriptions on goal pursuit decisions	62,000	Dr. Nira Munichor	Yes
2013	Caesarea center	Long Term Savings Decisions: Inertia, Peer Effects and Ethnicity (2014) co-authored with Yevgeny Mugerman and Moses Shayo	1,340	Prof. Orly Sade	No
2012	The Israel Internet Association	Systematic mapping of interaction on social networks	75,402	Dr. Renana Peres	No
2012	Entropy	shareholders votes in general assemblies	10,472	Prof. Yishay Yafeh	No
2012	MOS	Mining Financial Microblogs	30,000	Prof. Ronen Feldman	No
2012	The Israel Science Foundation	The co-evolution of internationalization and technological knowledge	50,000	Prof. Niron Hashai	Yes
2012	Montreal Institute of Structured Finance and Derivative Instruments (IFSID)	Valuation of Bank's Commitments	39,154	Prof. Zvi Wiener	No
2012	Rothschild Caesarea Research Center	Israeli Treasury Auction Reform	1,309	Prof. Zvi Wiener	No
2012	Gartner	Listening	9,000	Prof. Avraham Natan Kluger	No
2012	The Israel Science Foundation	Facilitating listening	86,398	Prof. Avraham Natan Kluger	Yes
2012	The Maurice Falk Institute for Economic Research in Israel	Household Choice of Mortgages	10,472	Prof. Zvi Wiener	No
2012	Rothschild Caesarea Fund	Decision makers' coping with program evaluations	57,000	Prof. Shaul Oreg	No
2012	Ministry of Education	School culture and academic performance	50,000	Prof. Shaul Oreg	No

Start Year	Granting Agency	Research Title	Sum in USD²²	Faculty Member	Competitive²³
2012	Caesarea center	Israeli Treasury Auction Reform - Orly Sade, Roy Stein and Zvi Wiener	1,309	Prof. Orly Sade	No
2012	Clal Insurance and TAU Research grant	ng Term Savings Decisions: Inertia, Peer Effects and Ethnicity (2014) co-authored with Yevgeny Mugerman and Moses Shayo	6,283	Prof. Orly Sade	No
2011	NYU – STAR	Crowdfunding	6,000	Prof. Orly Sade	No
2011	Foundation Dauphine	Long Term Savings Decisions: Inertia, Peer Effects and Ethnicity (2014) co-authored with Yevgeny Mugerman and Moses Shayo	13,390	Prof. Orly Sade	No
2011	Marie Curie, the EU European Union 7th Framework Project	Symbolic Value Creation: Constructing Technological and Aesthetic Evaluation Criteria in High-technology Markets	133,905	Dr. Micki Eisenman	Yes
2011	Gazit-Globe Institute for Real Estate Studies	Household Choice between Fixed and Adjustable Rate Mortgages	8,455	Prof. Zvi Wiener	No
2011	Israeli Civil Aviation Authority	Optimal Aviation Policy for Israel for the next 20 years	310,033	Prof. Nicole Adler	No
2011	Norwegian Ministry of Transport and Communications	Benchmarking Norwegian Airports	250,000	Prof. Nicole Adler	No
2011	Lady Davis Foundation			Prof. Eitan Goldman	No
2011	ERC	Information Flow and Its Impact on Financial Markets		Prof. Ilan Kremer	No

Start Year	Granting Agency	Research Title	Sum in USD ²²	Faculty Member	Competitive ²³
2011	The Israel Science Foundation	Bubbles in capital markets: Theory and empirical assessment		Prof. Doron Avramov	Yes
2011	Inquire Europe			Prof. Doron Avramov	No
2011	Q-group			Prof. Doron Avramov	No
2011	Dan Suesskind (former CFO of Teva Pharmaceutical) Award for Best Research Proposal			Prof. Doron Avramov	No
2010	European Union 7th Framework Project	Efficient Approximation for Stochastic Optimization	128,290	Dr. Nir Halman	Yes
2010	The Hebrew University of Jerusalem	Julian Simone Grant	4,000	Dr. Nira Munichor	No
2010	The Israel Science Foundation	Unraveling the determinants of international knowledge sourcing	50,000	Prof. Niron Hashai	Yes
2010	The Israel Science Foundation	Analyzing the social value of powers	22,284	Dr. Renana Peres	Yes
2010	Israeli Civil Aviation Authority	Trends in Air Transport Management applied to Israel	9,285	Prof. Nicole Adler	No
2010	MAFFAT	A Generic Sentiment Analysis Platform	160,000	Prof. Ronen Feldman	No
2010	National Research Council of Canada: Industrial Research Assistance Program	Connecting Gateways through the Multi-Mode Resource Constrained Cross-Dock Scheduling Problem	50,000	Prof. Nicole Adler	No
2010	Pinhas Sapir Economic Policy Forum	Multimarket Contact and Concentration in Network-Based Markets	13,264	Prof. Nicole Adler	No

Start Year	Granting Agency	Research Title	Sum in USD ²²	Faculty Member	Competitive ²³
2010	Senior Faculty Organization of the Hebrew University	Attitude and satisfaction survey of the academic faculty		Prof. Lilach Sagiv	No
2010	Avnei Rosha Institute	School leadership and students' academic performance	70,000	Prof. Shaul Oreg	No
2010	The Israel Science Foundation	Antecedents and consequences of employees' reactions to change	100,000	Prof. Shaul Oreg	Yes
2010	The Marie Curie (European Union) IRG	Assets Pricing Puzzles		Prof. Doron Avramov	Yes
2009	The Israel Science Foundation	The Effect of Airline-to-Airline Agreements	64,509	Prof. Nicole Adler	Yes
2009	The Israel Science Foundation	Do small shareholders count?	58,112	Prof. Eugene Kandel	Yes
2009	GIF (German-Israel Foundation)	Opinion Mining from Religious Texts	251,505	Prof. Ronen Feldman	Yes
2009	Hebrew University of Jerusalem	Grant from the Committee for Scientific Infrastructure	5,000	Dr. Nira Munichor	No
2009	The Israel Science Foundation	The Dynamics and Varieties of Institutionalization as Translation	79,000	Prof. Tammar B Zilber	Yes
2009	PSC-CUNY Research Grant	Inventor's Knowledge Sourcing	3,200	Dr. Micki Eisenman	No
2009	The Israel Science Foundation	The Effect of Airline-to-Airline Agreements	64,509	Prof. Nicole Adler	Yes
2009	SOCIONICAL			Dr. Lev Muchnik	No
2009	Inquire UK Grant	Hedge Funds, Managerial Skill, and Macroeconomic Variables		Prof. Doron Avramov	No
2009	BNP Paribas Hedge Fund Centre Grant (Singapore)	Hedge Funds, Managerial Skill, and Macroeconomic Variables		Prof. Doron Avramov	No

Start Year	Granting Agency	Research Title	Sum in USD²²	Faculty Member	Competitive²³
2009	FDIC (Federal Deposit Insurance Corporation, USA) Center for Financial Research Award	Anomalies and Financial Distress		Prof. Doron Avramov	No
2009	Q-group	Anomalies and Financial Distress		Prof. Doron Avramov	No
2009	Best Summer Research Proposal, school-wide, University of Maryland	Cross Sectional Asset Pricing Puzzles: An Equilibrium Perspective		Prof. Doron Avramov	No
2009	GRB Award, University of Maryland	Cross Sectional Asset Pricing Puzzles: An Equilibrium Perspective		Prof. Doron Avramov	No

Awards since 2009

Faculty Member	Award	Awarding Institute	Year
Prof. Shaul Oreg	Best Reviewer Award	<i>Journal of Organizational Behavior</i>	2014
Prof. Niron Hashai	Best Reviewer Award	<i>Journal of International Management</i>	2014
Prof. Doron Avramov	Best Paper Award	Journal of Financial Economics	2013
Prof. Doron Avramov	Best Paper Award	Swiss Society for Financial Research	2013
Prof. Shaul Oreg	Best Reviewer Award	<i>Journal of Organizational Behavior</i>	2013
Prof. Orly Sade	Superior teaching	The Hebrew University of Jerusalem	2013
Prof. Niron Hashai	Nominee, Best Paper Award	The Strategy Management Society Annual Conference	2012
Prof. Avraham Natan Kluger	Citation of the Hebrew University's Rector for outstanding teaching evaluation	The Hebrew University of Jerusalem	2012
Prof. Ilan Kremer	Abe Grey award	The Abe Gray	2012
Prof. Moshe Shiki Levy	Harry Markowitz Award JOIM Award	The Hebrew University of Jerusalem	2012
Prof. Orly Sade	Superior teaching	The Hebrew University of Jerusalem	2012
Prof. Orly Sade	Superior teaching – Pi haaton – Hebrew University students newspaper choice of 4 distinguish teachers at the Hebrew university	The Hebrew University of Jerusalem	2012
Prof. Zvi Wiener	PRMIA award for Outstanding Service and Leadership as a Founder of the Professional Risk Managers' International Association	PRMIA	2012
Prof. Yishay Yafeh	Outstanding Teaching Award	The Hebrew University of Jerusalem	2012
Prof. Doron Avramov	Best paper award	Review of Asset Pricing Studies	2011
Dr. Nir Halman	Discrete Optimization Top Cited Article in 2005-2010.	Discrete Optimization	2011
Dr. Nira Munichor	Honorable mention, The Israel Science Foundation (ISF) individual research grant program	The Israel Science Foundation	2011
Dr. Renana Peres	Winner of the "Ideas Challenge" competition of the Marketing Research Institute	Marketing Research Institute	2011
Prof. Yishay Yafeh	Outstanding Teaching Award	The Hebrew University of Jerusalem	2011

Prof. Doron Avramov	Best Paper Award	FMA Asia	2010
Prof. Doron Avramov	Research Award	Netspar (Network for Studies on Pension, Aging, and Retirement)	2010
Prof. Doron Avramov	The Abe Gray Prize in Excellence	The Abe Gray	2010
Prof. Eitan Goldman	Best referee Review of Financial Studies	Review of Financial Studies	2010
Prof. Haim Levy	The article "The CAPM is Alive and Well: A Review and Synthesis" published in the European Financial Management Journal, won two EFM awards: a) 2010 Readers' Choice Best Paper Award for 2010 b) Top Download Award	The Hebrew University of Jerusalem	2010
Prof. Haim Levy	2010 Bar Ilan Mathematical Department's prize for academic excellence in Mathematical Finance	Bar Ilan University	2010
Dr. Nira Munichor	Honorable mention, The Israel Science Foundation (ISF) individual research grant program	The Israel Science Foundation	2010
Dr. Renana Peres	Winner of the Marketing Science Institute research proposal competition for multichannel marketing	Marketing Science Institute	2010
Prof. Tammar B Zilber	Outstanding Teacher–Elected by Students	The Hebrew University of Jerusalem	2010
Prof. Avraham Natan Kluger	Best Competitive Paper with Dina Van-Dijk.	The Organizational Behavior Division of the Academy of Management	2009
Dr. Renana Peres	Finalist for the Paul Green award, for the Paper “The Diffusion of Services”	Journal of Marketing Research	2009
Prof. Tammar B Zilber	Outstanding Teacher–Elected by Students	The Hebrew University of Jerusalem	2009

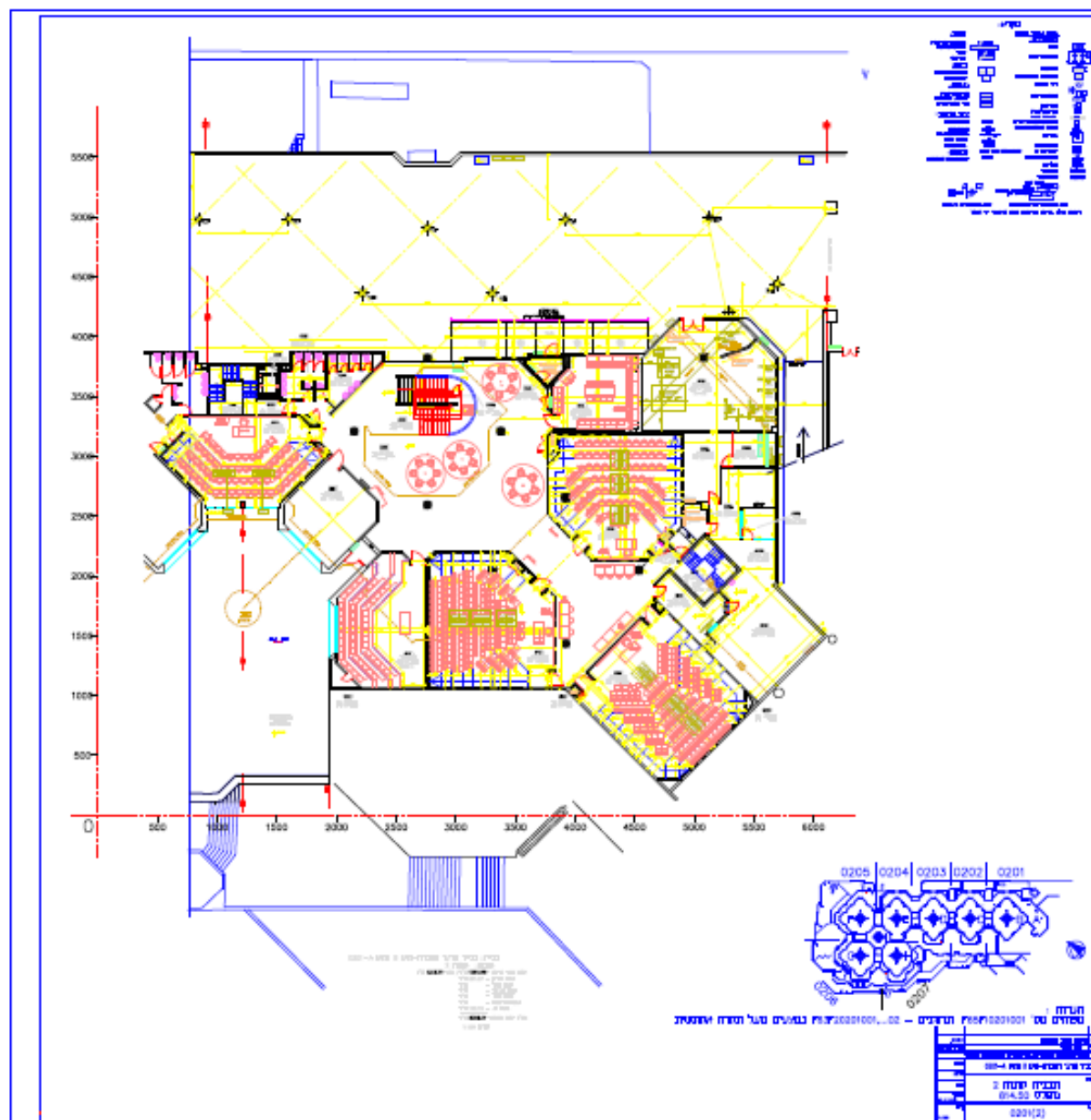
Fellowships since 2009

Faculty Member	Fellowship	Host Institution	Year
Prof. Eitan Goldman	Fed Ex Faculty Fellow	Indiana University Bloomington	2013
Prof. Lilach Sagiv	Dissertation Writing Fellowship	The Hebrew University of Jerusalem	2013
Prof. Lilach Sagiv	Golda Meir Fellowship	The Hebrew University of Jerusalem	2013
Prof. Eitan Goldman	Fed Ex Faculty Fellow	Indiana University Bloomington	2012
Prof. Niron Hashai	John H. Dunning Visiting Fellow	University of Reading	2012
Prof. Eitan Goldman	Fed Ex Faculty Fellow	Indiana University Bloomington	2011
Prof. Niron Hashai	John H. Dunning Visiting Fellow	University of Reading	2011
Dr. Nira Munichor	Golda Meir Fellowship Award for outstanding academic achievements	The Hebrew University of Jerusalem	2010
Prof. Eitan Goldman	Fed Ex Faculty Fellow	Indiana University Bloomington	2009

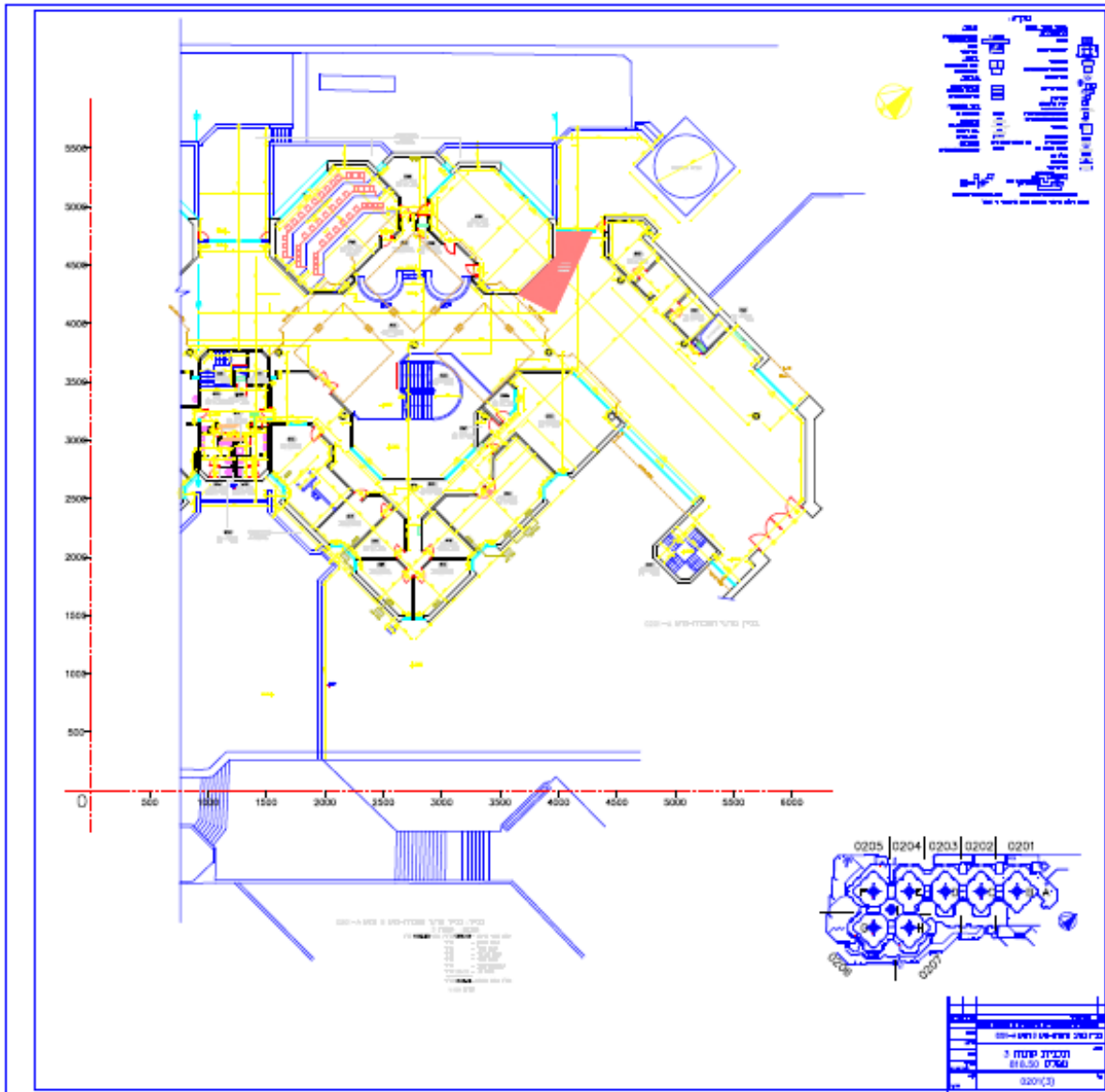
10.6 - Diagrams of the school's building and a map of the campus

Diagrams of the building

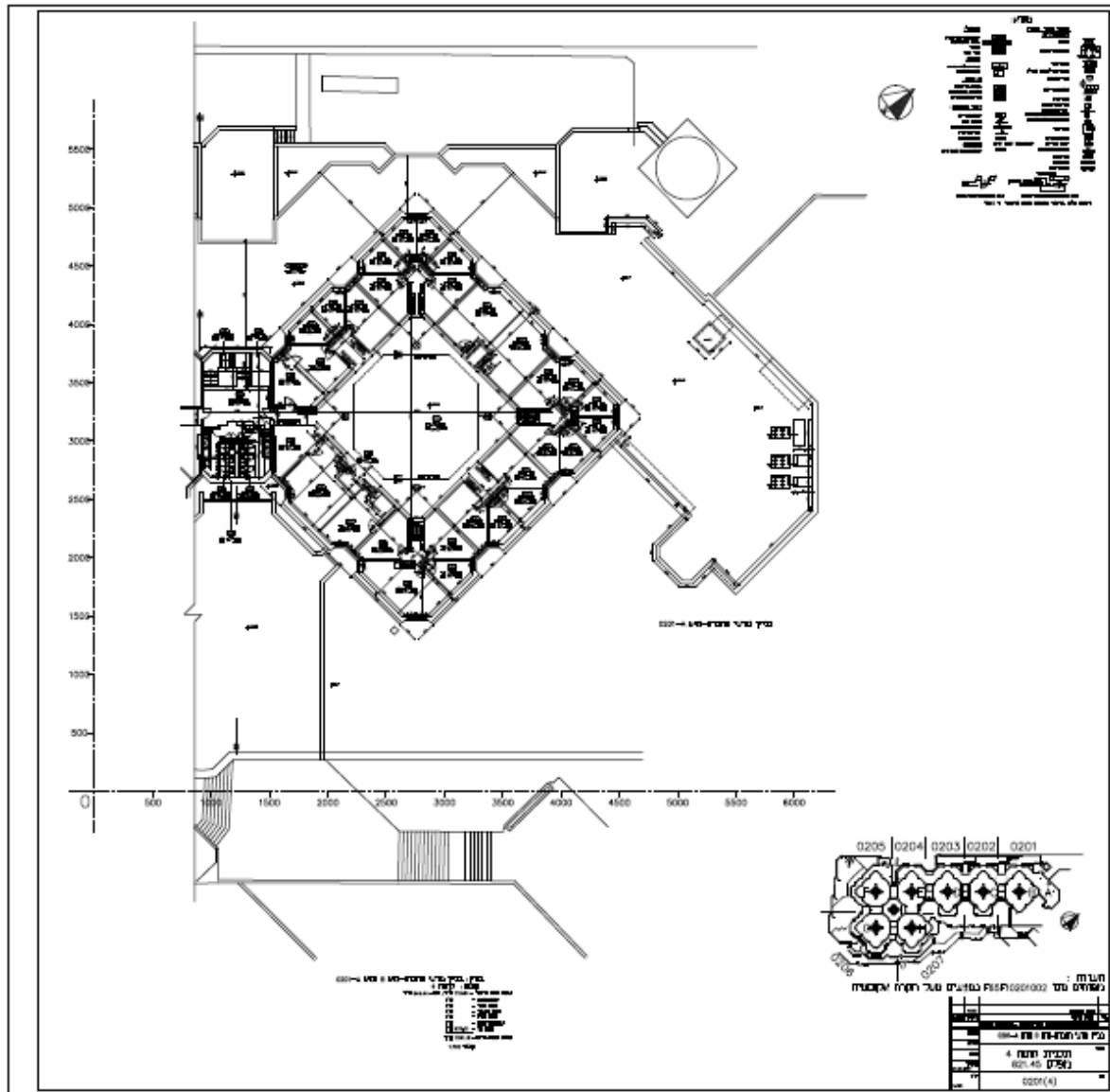
Floor 2

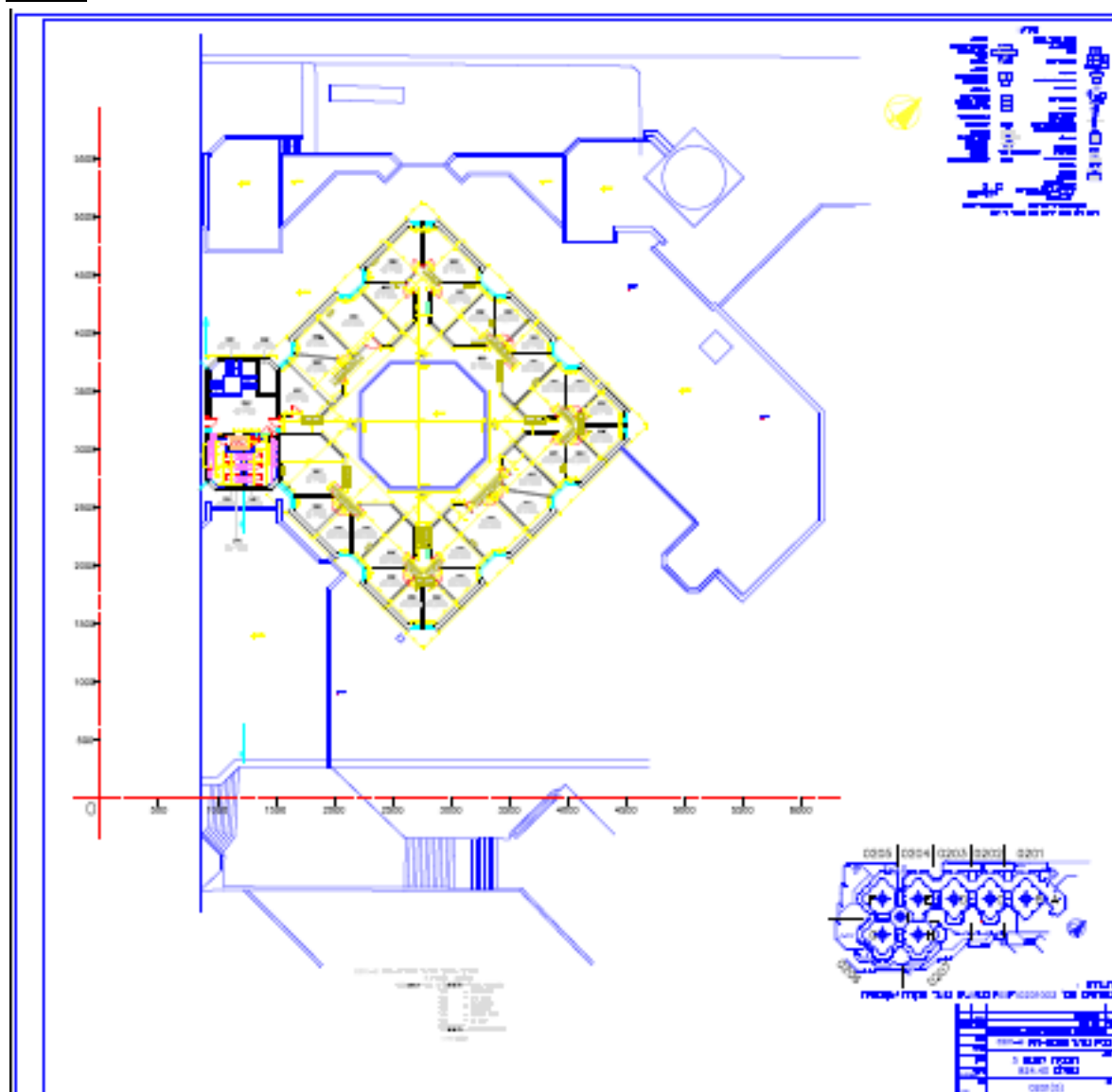


Floor 3



Floor 4





Map of the campus

