



**Committee for the Evaluation of Business Administration
Study-Programs**

**Netanya Academic College
The School of Business Administration**

Evaluation Report

April 2007

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Chapter 1 - Background

At its meeting on March 8th, 2005 the Council for Higher Education (CHE) decided to evaluate study programs in the fields of Business Administration during the academic year 2005-2006.

Following the decision of the CHE, the Minister of Education, who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- ***Professor Stuart I. Greenbaum*** - Former dean and Bank of America, Emeritus Professor of Managerial Leadership, U.S.A, Committee Chairperson.
- ***Professor Arnoud W.A. Boot*** - Faculty of Economics and Econometrics, University of Amsterdam, the Netherlands.
- ***Professor Arie Goldman*** - KMART Chaired Professor in Marketing, The Jerusalem School of Business Administration, the Hebrew University of Jerusalem.
- ***Professor Dr. Peter Leeflang*** - Frank M. Bass Professor of Marketing, Department of Economics, University of Groningen, the Netherlands.
- ***Professor Thomas Z. Lys*** - Eric L. Kohler Chair in Accounting, Accounting Information and Management, Kellogg School of Management, Northwestern University, USA
- ***Professor Yair E. Orgler*** - Former Chairman of The Tel-Aviv Stock Exchange, and former Vice-Rector, Tel - Aviv University, Committee Deputy Chair.
- ***Professor David A. Walker*** - John A. Largay Professor, McDonough School of Business, Georgetown University, Washington DC, U.S.A.

Ms. Chen Hadad - Coordinator of the committee on behalf of the Council for Higher Education.

Within the framework of its activity, the committee was requested to¹:

1. Examine the self-evaluation reports, submitted by institutions that provide study programs in Business Administration, and to conduct on-site visits at those institutions.

¹The Document with Terms of Reference of the committee is attached as **Appendix 1**

2. Present the CHE with reports for the evaluated academic units and study programs - a separate report for each institution, including the committee's findings and recommendations.
3. Submit to the CHE a separate report regarding the examined field of study within the Israeli system of higher education.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Fields of Business Administration which were compiled by the committee.

Chapter 2 - Committee Procedures

The Committee held its first meeting on January 11, 2006, during which it discussed fundamental issues concerning Business Administration study programs in Israel and the quality assessment activity.

During the months of June-July 2006, the committee members received the self-evaluation reports and in September 2006 they began to hold discussions regarding these reports.

In November-December 2006, the committee members visited the institutions. During the visits, the committee met with officials of each institution as well as faculty and students.

In accordance with the committee's request, each institution publicized in advance the committee's visit and it invited academic staff members, administrative staff and students to meet with the committee in order to express their opinions concerning the Business Administration study programs.

This report deals with the **School of Business Administration, Netanya Academic College.**

The committee's visit to Netanya Academic College took place on November 20, 2006. The schedule of the visit, including the list of participants representing the institution, is attached as **Appendix 2.**

The committee members thank the management of Netanya Academic College and the School of Business Administration for their self-evaluation report and for their hospitality towards the committee during its visit to the institution.

Chapter 3: Evaluation of Netanya Academic College - the School of Business Administration

The evaluation is based on the information and the data provided in the self-evaluation report, the committee's visit to the institution and the general impressions of the committee.

1. Background

Netanya Academic College (NAC) was established in 1996 and accredited by CHE in 1998. The College consists of seven Schools: Law, Business Administration, Computer Sciences & Mathematics, Behavioral Sciences, Communication, Banking & Capital Markets, and Insurance.

The total number of students is 3,133 (BA: 2,845; MA: 288). The college was established by a number of senior professors from Bar-Ilan University.

The NAC president is an entrepreneurial academic who with the support of the Netanya mayor, arranged for the land, financing and contributions for building the campus. The senior staff of the College and the Business School draw heavily on retired university professors, many from Bar-Ilan University.

The School of Business Administration (SBA) is the second largest School in the College with 700 students in accredited BA and MBA programs. The BA (410 students, entry class 148) offers a morning and an evening track. The MBA program (287 students, entry class 173) offers four specializations: Finance, Marketing, Multidisciplinary Management, Information Systems & Technology. In 2004/5 SBA graduated 81 BAs and 56 MBAs.

Their detailed and well written vision and goal statement is student focused and expresses the desire to serve the less privileged, maintaining close contacts with industry and training experts to fulfill significant roles in business.

The SBA seeks "to conduct applied research ... based on practical experience of lecturers, students and curricula."

The SBA is led by a Dean assisted by an associate dean responsible for teaching. The incumbent dean is a former Bar-Ilan Marketing professor.

The SBA enjoys substantial academic and administrative freedom. They are autonomous in recruiting/hiring teaching staff, in developing new courses, new programs, and changing course content and in all internal organizational issues. The impression is that the SBA enjoys respect and power within the College.

Teaching and Students

BA program admission standards are lax. The College and the SBA leadership justify this in terms of "opening the door to less privileged". Given the entrance requirements, it is surprising the drop-out percentage is only 4.5% for BA students and 6% among MBA students. Most BA students study in a focused BA program. The only double major BA is with insurance.

The entry criteria for the MBA are similar to many other colleges. They do not require the standard GMAT test for entry. Most students work full time and teaching is concentrated in few days, and in the evenings.

The SBA makes a major effort to connect students to industry and practice via projects with firms, guest lectures, participation of industry executives in program advisory boards and internships. Students participating in the special ("Excellence") MBA program work on projects in 10 participating firms. These projects are financed by participating firms and are tutored by their executives.

The SBA technological and teaching infrastructure and facilities are highly developed and are updated frequently. SBA is one of the few institutions in Israel operating a Trading Room. SBA emphasizes serving students and devotes considerable resources towards this end. For example, all class materials are distributed to students. (This practice is typical in the Israeli universities only in executive programs.) Students benefit from counseling and open door/email contacts with faculty and SBA leadership.

The SBA offers 50 BA courses. Most (78%) are taught by the permanent faculty. They offer 41 MBA courses, and 75% are taught by regular faculty. The BA program is in need of updating and upgrading. The SBA offers relatively few elective courses and admits to making infrequent adaptations to the program. In many BA courses only one exam and no case analyses or projects are required. Most readings in the BA program are in Hebrew (consisting of Open University texts or Hebrew translations of textbooks) and many readings are outdated (early 1990s). In many BA courses no articles are assigned. The situation in the MBA courses is better. The MBA program structure and the content of courses were modeled after Israeli business school programs but, as we learned in conversation with students and teaching staff, students rarely read English and rely mostly on readily available unofficial summaries, "takzirim".

Academic Staff

The SBA employs 15 senior academic staff in the MBA program, four in Marketing, three in Finance, two in Information Systems, three in Economics, two in Management and one in Accounting. Five of these faculty members hold teaching positions at other institutions.

The BA program lists 21 senior academic staff. However, these include the MBA academic staff plus faculty members from other Schools within NAC such as mathematics, law, computer science and statistics. In addition, the SBA employs 14 senior external teachers at the lecturer level with Ph.D. degrees many of whom teach at other Universities/Colleges. The SBA also employs 5 junior external teachers.

Research

Most faculty are on "research track" and few are on a "teaching" track. The SBA states that research is important and major consideration in promotions. However, a scan of staff publications shows that the emphasis is on numbers and, with few exceptions, publications are in secondary or tertiary journals. Faculty typically teaches 12 hours per week at NAC, and some also teach at other institutions and/or maintain a consulting practice. Thus, while the SBA would like to upgrade and expand applied and academic research, it is not clear how they will achieve this.

The Report and Future Plans

The self-assessment document was well prepared. For example, the report profiles the "ideal graduate," something others fail to do. The report also details ambitious plans. These include enlarging the BA and MBA programs, opening new specializations within the MBA, establishing an MBA with thesis, hiring more faculty and recruiting additional staff from among the graduates of Israeli Ph.D. programs. The ultimate goal of the NAC is to achieve university status. The business school is viewed by the College as important in elevating the status of NAC.

2. Observations

The NAC and the SBA have made notable progress but face many challenges. The leadership's attention seems to be focused on expansion in numbers of academic staff, students and teaching programs and on gaining university status. The SBA should focus on ways of consolidating the present achievements and addressing two central problems, weaknesses in the BA program and in the academic/research quality of the staff.

The BA Program

The lax BA admission standard reflects the ideology of the NAC and the SBA to serve a wide-range of student populations including the "underprivileged." The goal of providing educational opportunities to those denied access at universities is laudable. However, the danger is that the teaching program standards will adapt to rather than elevate the students. Our impression is that this indeed seems to be happening.

Faculty and Research

The SBA focuses on teaching. As is the practice in other colleges, faculty teach a heavier load than counterparts at the universities (12 vs. 8 hours weekly) and some among the faculty hold additional teaching jobs at other colleges/universities and/or operate consulting businesses. The goal of encouraging research activity is recognized by the NAC and the SBA. However, there are no clear guidelines as to what constitutes acceptable "research" or "applied" research. These need to be articulated as well as the requirements for promotion and professional advancement. The SBA lags in developing these policies and in creating a favorable research climate.

3. Recommendations

BA Program

1. Raise entry standards, but accept students with weaker credentials who are documentably underprivileged. Designate these as "special" students, provide them with special assistance and closely monitor their progress. Insist upon measurable progress as a condition for remaining in the program. Alternatively, apply strict criteria as a condition for advancing into the second year and continuing in the program.
2. Institute a double major BA as a requirement for all students. Develop double majors with other Schools at the College. The aim should be to provide students with a BA education that has greater breadth.
3. Review all BA syllabi, the required reading materials and the course requirements. Set standards, institute regular updating and monitor the implementation. Specifically, ensure that teaching materials reflect the rapidly advancing state of the art in the different areas, that students are required not only to sit on exams but also actively participate in exercises, case analyses and projects and that students are indeed made to read a substantial part of their materials in English. Note the successful Open University monitoring of the quality of courses. Their final exams are developed centrally rather than by the course administrators. This approach merits careful consideration, especially for required courses. Also, senior faculty in each area should periodically observe the teaching of the BA courses in their areas.

MBA Program

The challenge here is to build upon the present strength particularly the connection to firms and the world of practice.

1. Expand the "Excellence" program (at present it serves only 28 of 131 students). Make it (or versions of it) the standard for the whole MBA program.
2. Emphasize teaching, reading and presenting in English (e.g., teach courses or parts of courses in English, ask students to make presentations in English).


English fluency should be the goal for all graduates, both graduate and undergraduate students.

3. Both MBA and BA programs could benefit from curricular focus on entrepreneurship and values in business.

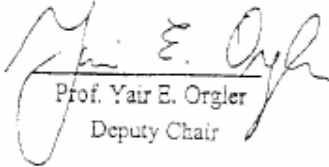
Faculty and Research

1. Clearly identify the quality of each journal in which the faculty publishes as well as the quality and standing of each conference. Lists classifying journals into A, B and C qualities are available for most disciplines. The associate dean should manage this process and gradually develop appropriate databases for each area of study.
2. The SBA should specify the publication criteria for promotion for the different academic levels. These are likely to differ from those the universities in giving more focus to applied research and the development of teaching materials such as cases and simulations.
3. The SBA or the College should establish a research authority, allocate research funds to research-active faculty members and encourage the submission of research proposals for external funding. Sponsor research seminars in which SBA faculty and others deliver papers. Also, establish a working paper series.
4. Graduates of Israeli Ph.D. programs will increasingly become the primary source of faculty. This is a potentially invaluable resource that needs to be attracted and nurtured. As many among this group are likely to be oriented towards research, they should elevate the research environment within the SBA and strengthen research contacts with other Israeli business schools. The SBA needs to attract this group and develop its commitment to the college. The SBA could, for example, financially support post docs abroad and encourage their research.


Signed by:



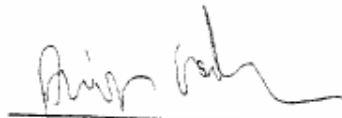
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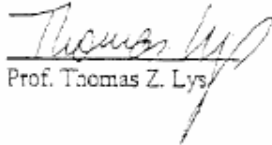
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