



# Higher Education in Israel CHE & Accreditation

**ECA VISIT**  
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# Israel: Some Basic Data - 2019

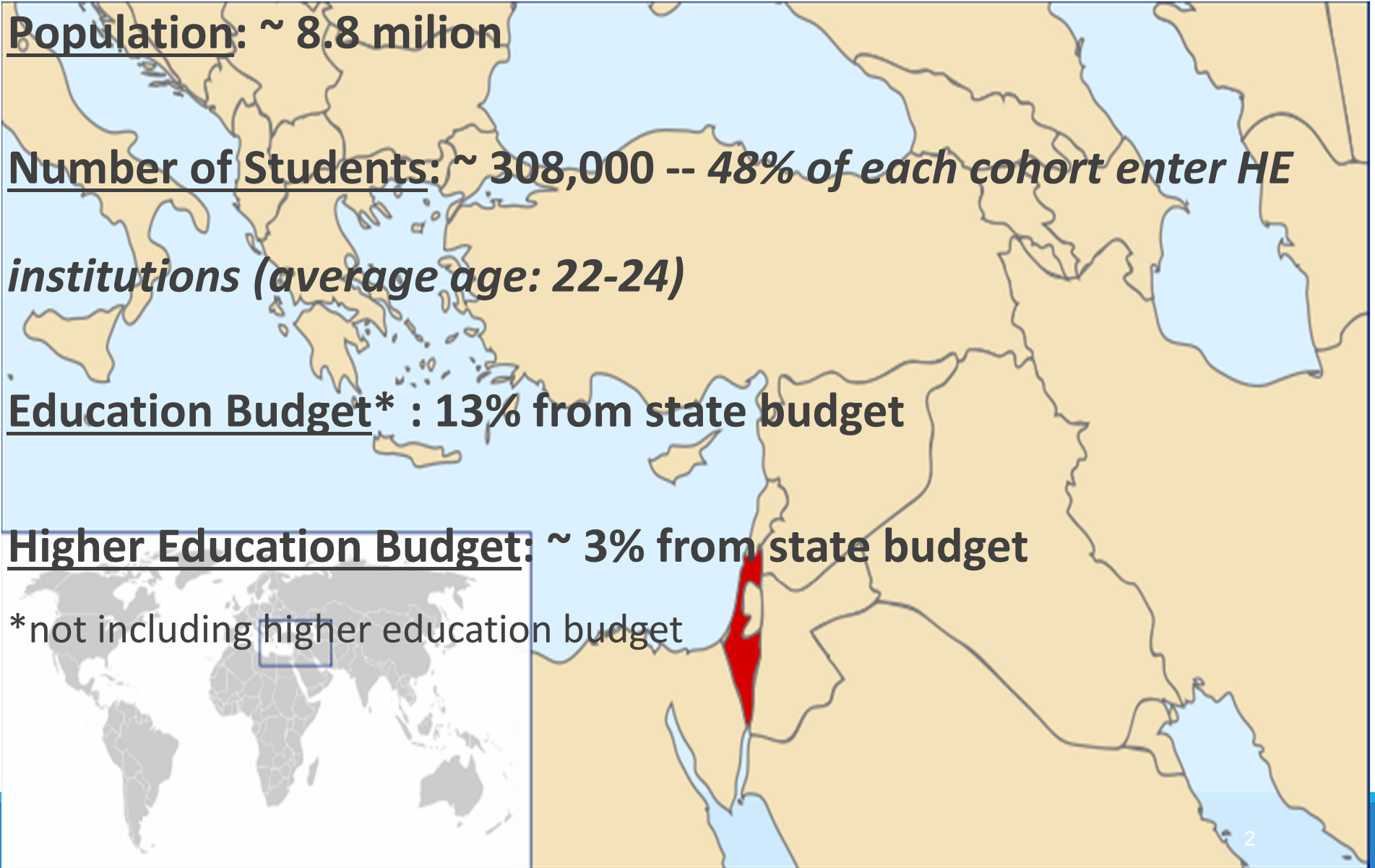
**Population: ~ 8.8 milion**

**Number of Students: ~ 308,000 -- *48% of each cohort enter HE institutions (average age: 22-24)***

**Education Budget\* : 13% from state budget**

**Higher Education Budget: ~ 3% from state budget**

\*not including higher education budget



# A Quick Glance: Facts & Figures 2019

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## Institutions

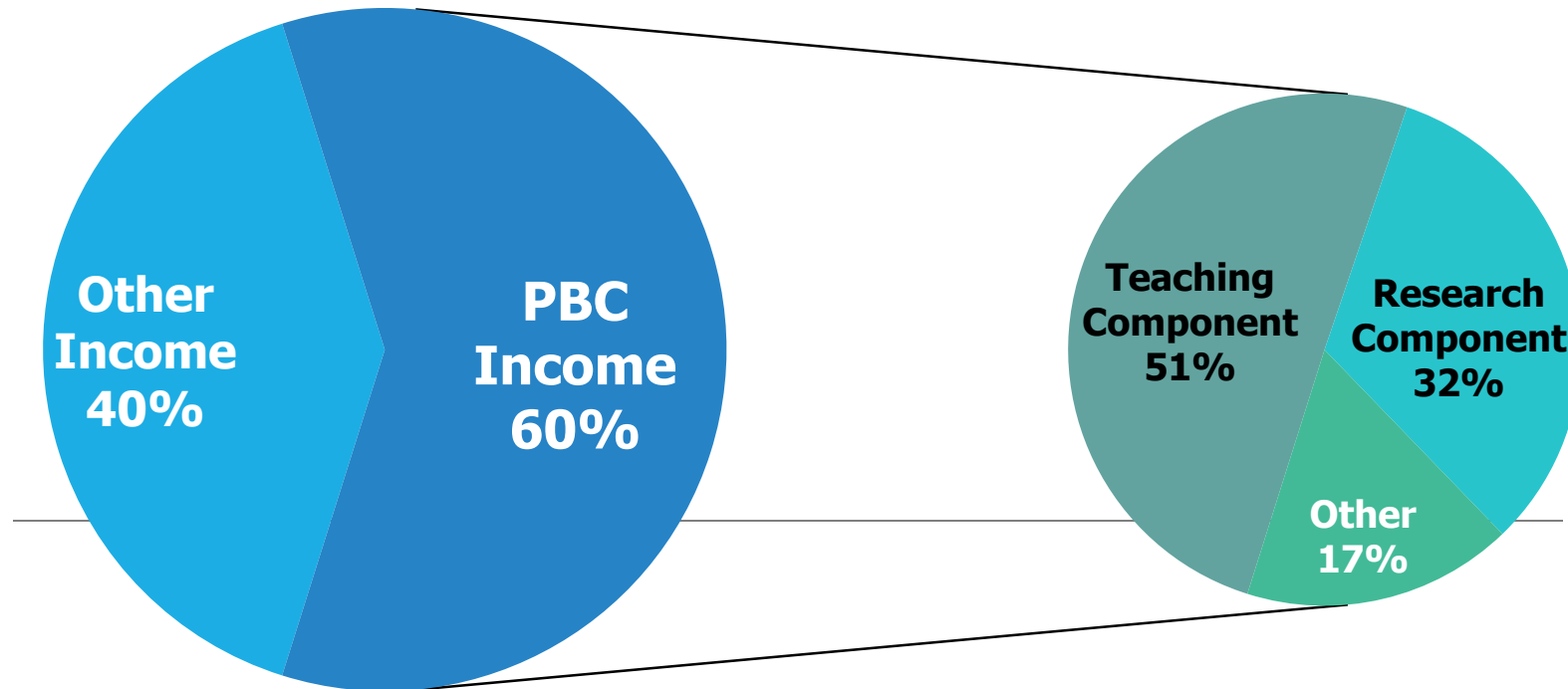
❖ Universities	9
❖ Colleges	20
❖ Non-Budgeted Colleges	11
❖ Teachers' Colleges	21
❖ Total	61

\*all institutions, other than non budgeted, are 70% state budget

# Higher Education Budget

## Budgets of Israeli HEIs

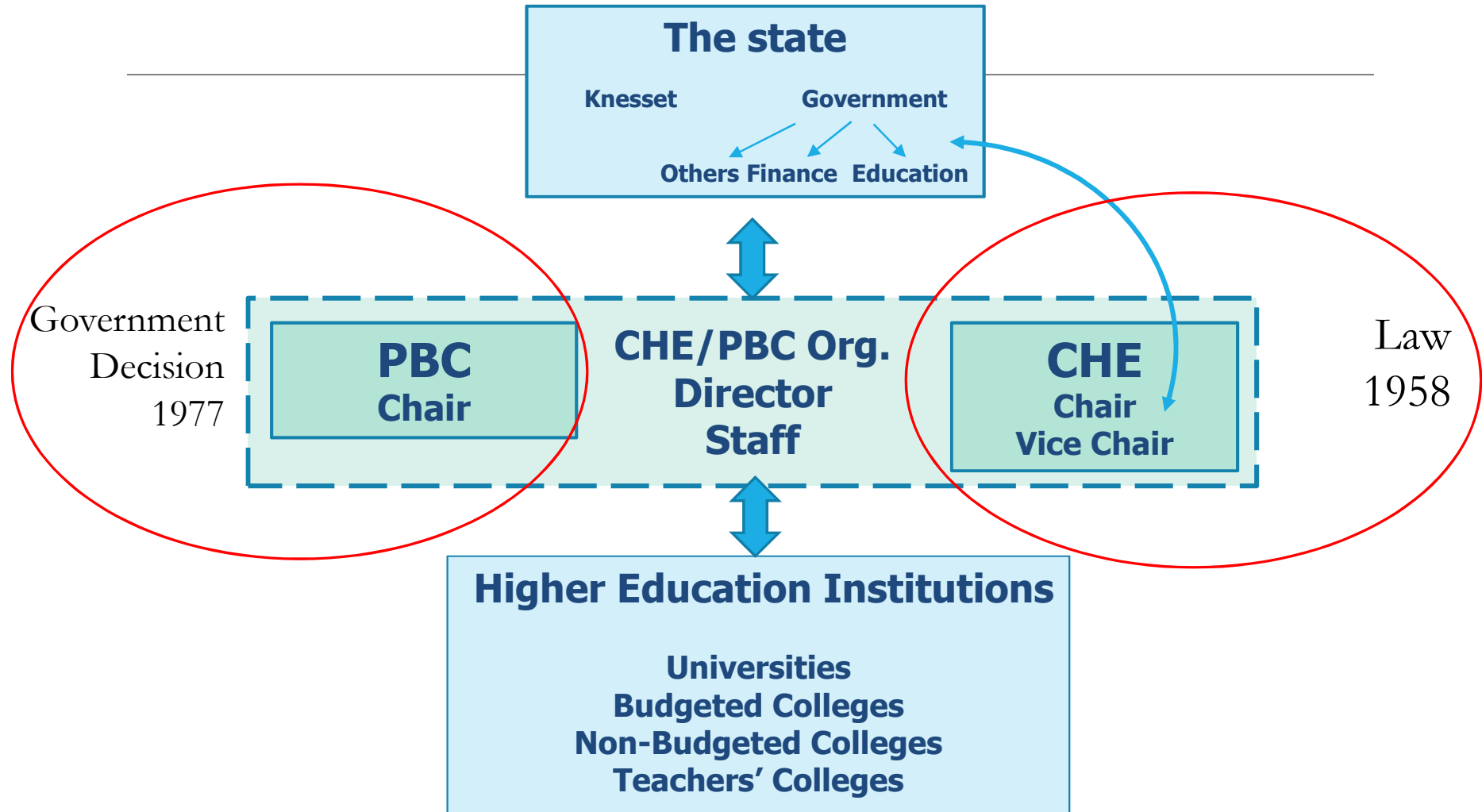
(Total - ~14 billion ₪)



\* Includes: Research universities, the Open University and budgeted academic colleges only.

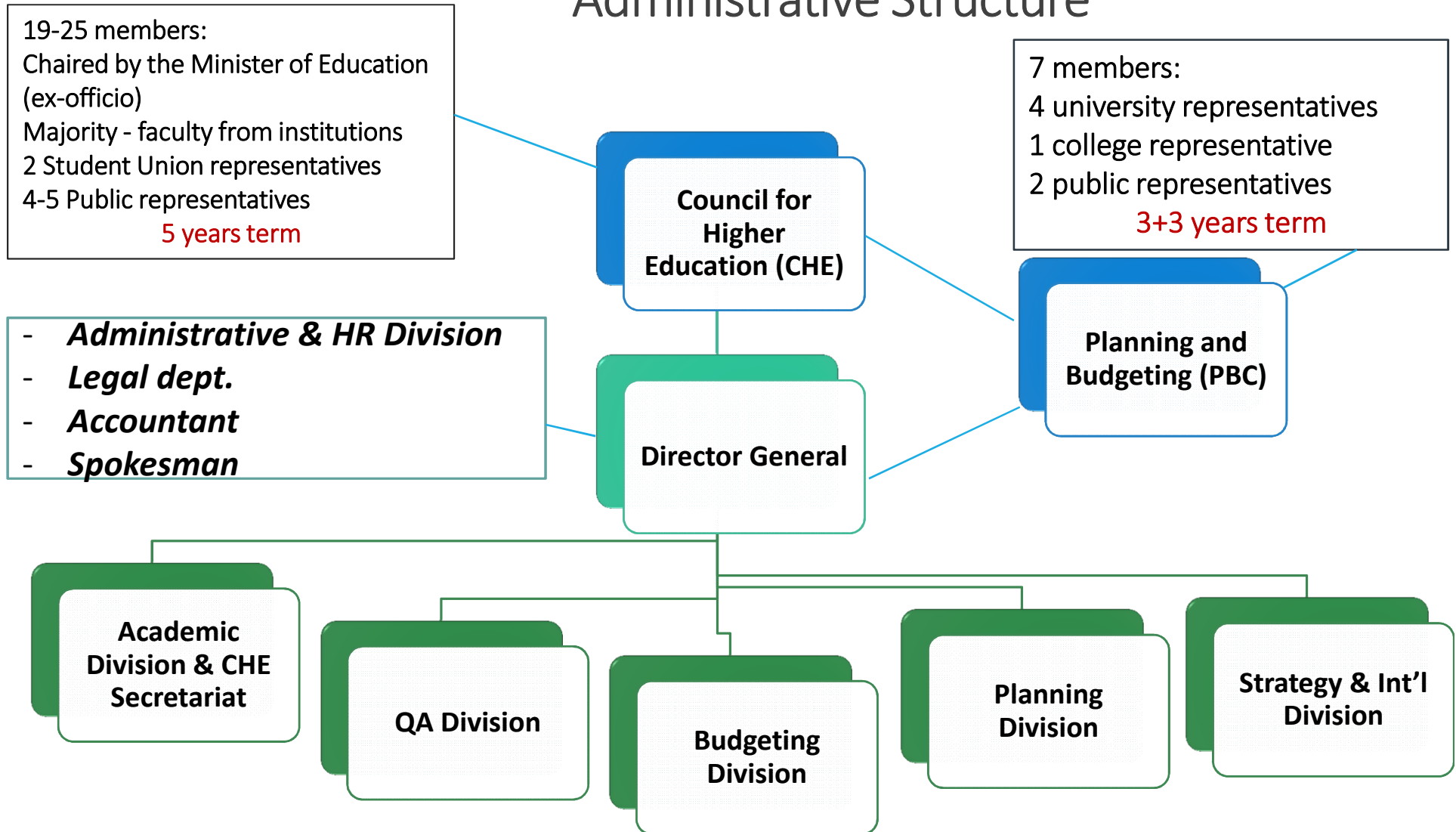
\* Total public funding for Israeli higher education system for 2015/16 stood at 10 billion NIS (~2.7 billion USD). Of that, about 8.5 billion NIS (2.3 billion USD) goes directly to the HEIs, and the rest goes to fund various R&D projects and partnerships (such as the EU Framework program)

# The Higher Education System and Its Interfaces



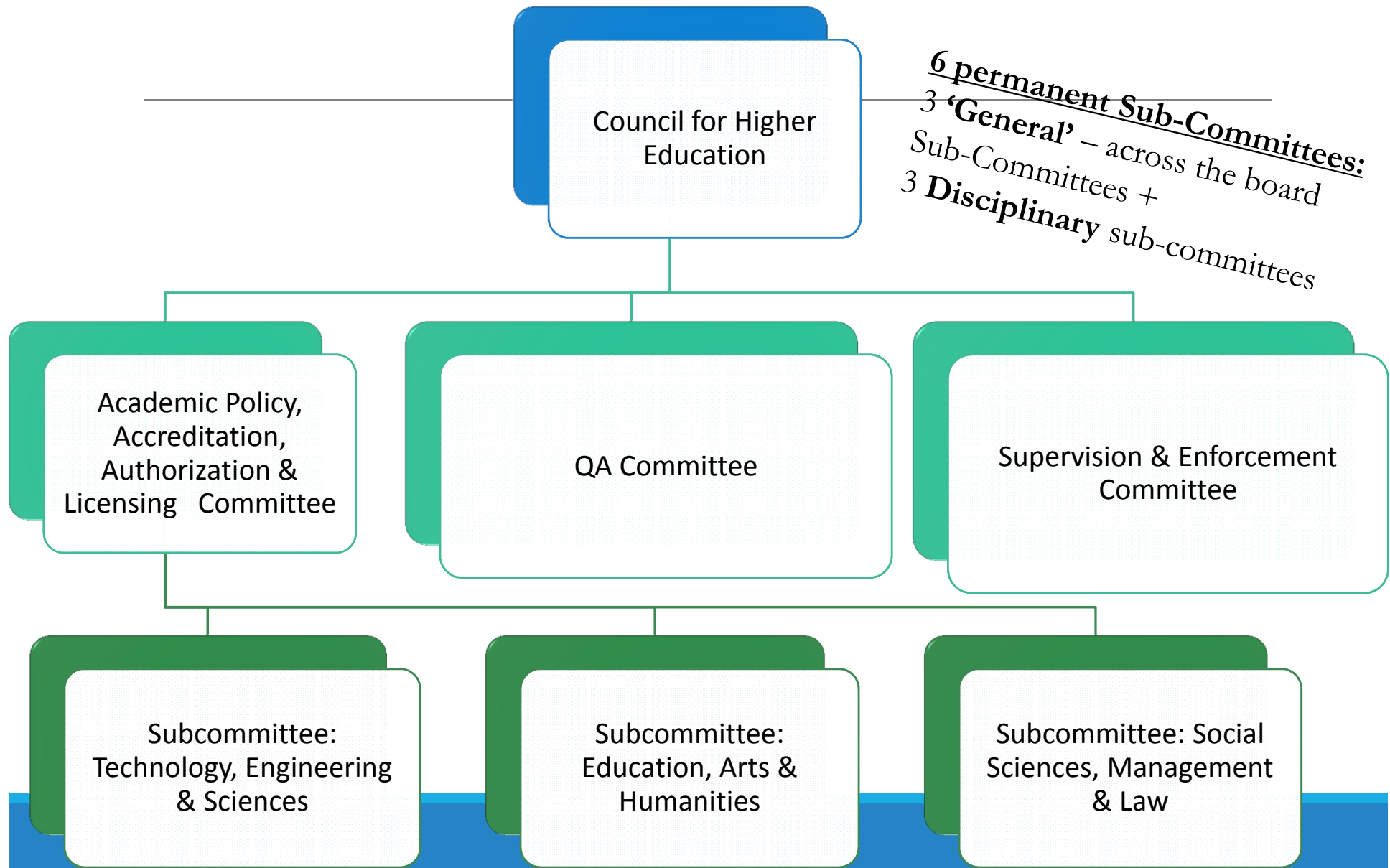
# CHE & PBC

## Administrative Structure





# CHE – Structure & Committees





# The Planning and Budgeting Committee (PBC)

- **Established According to government & CHE decisions**
- **A buffer – standing in between the political arena and HEIs**
- **Negotiates solely with M. of Finance on HE budget**
- **Recommends on policy & HE developments**

## Main authorities:

### 1. planning



**Makes recommendations to the CHE regarding policy & development of the HE system and policy**

### 2. Budgeting



**Full autonomy with regards to budget incl. allocations**

# Two layers system

Colleges are focused on **TEACHING** at the Bachelor & Master

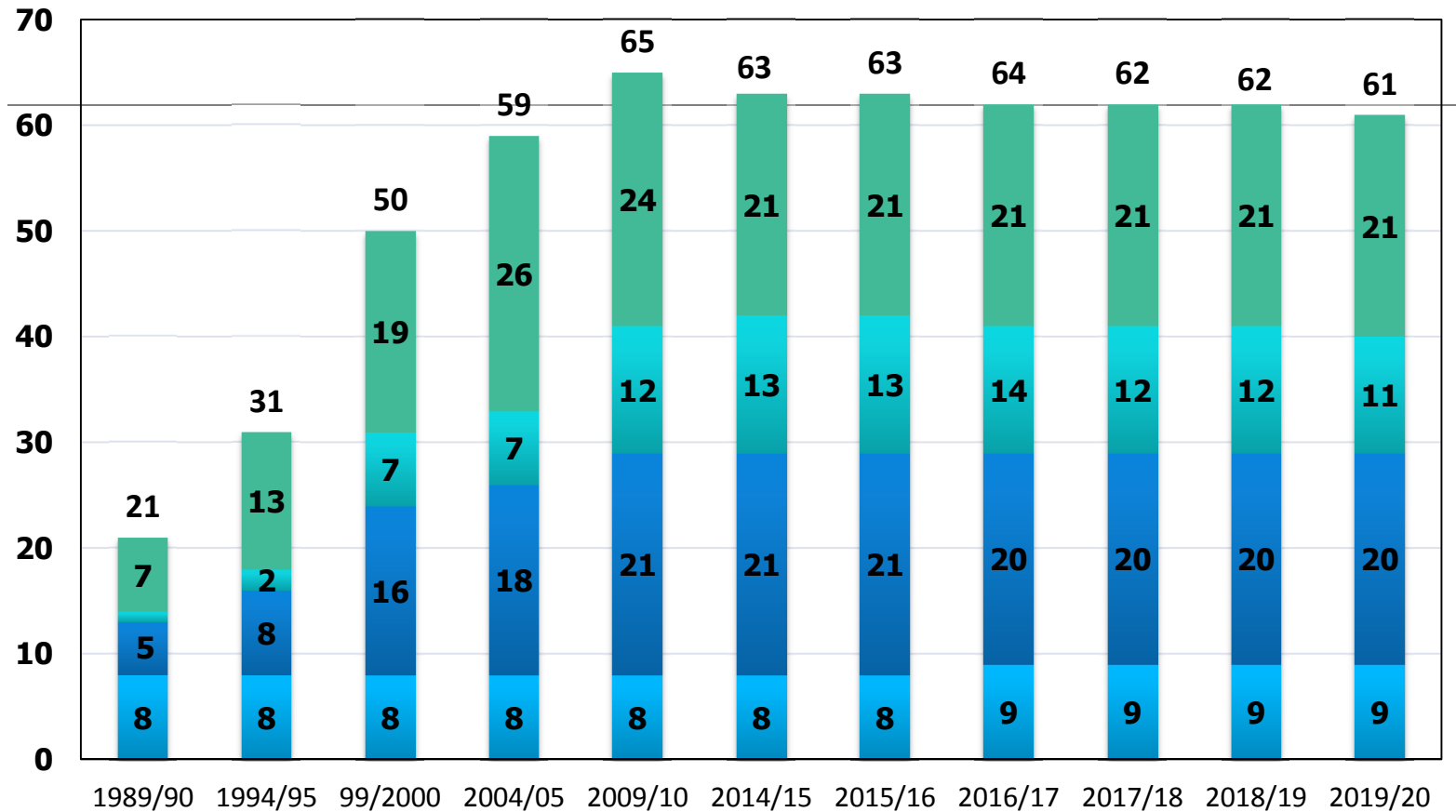
Universities are focused on **RESEARCH**

Colleges that meet certain criteria can apply for **doctorate** programs & award **Associate Prof.**

## Main Differences:

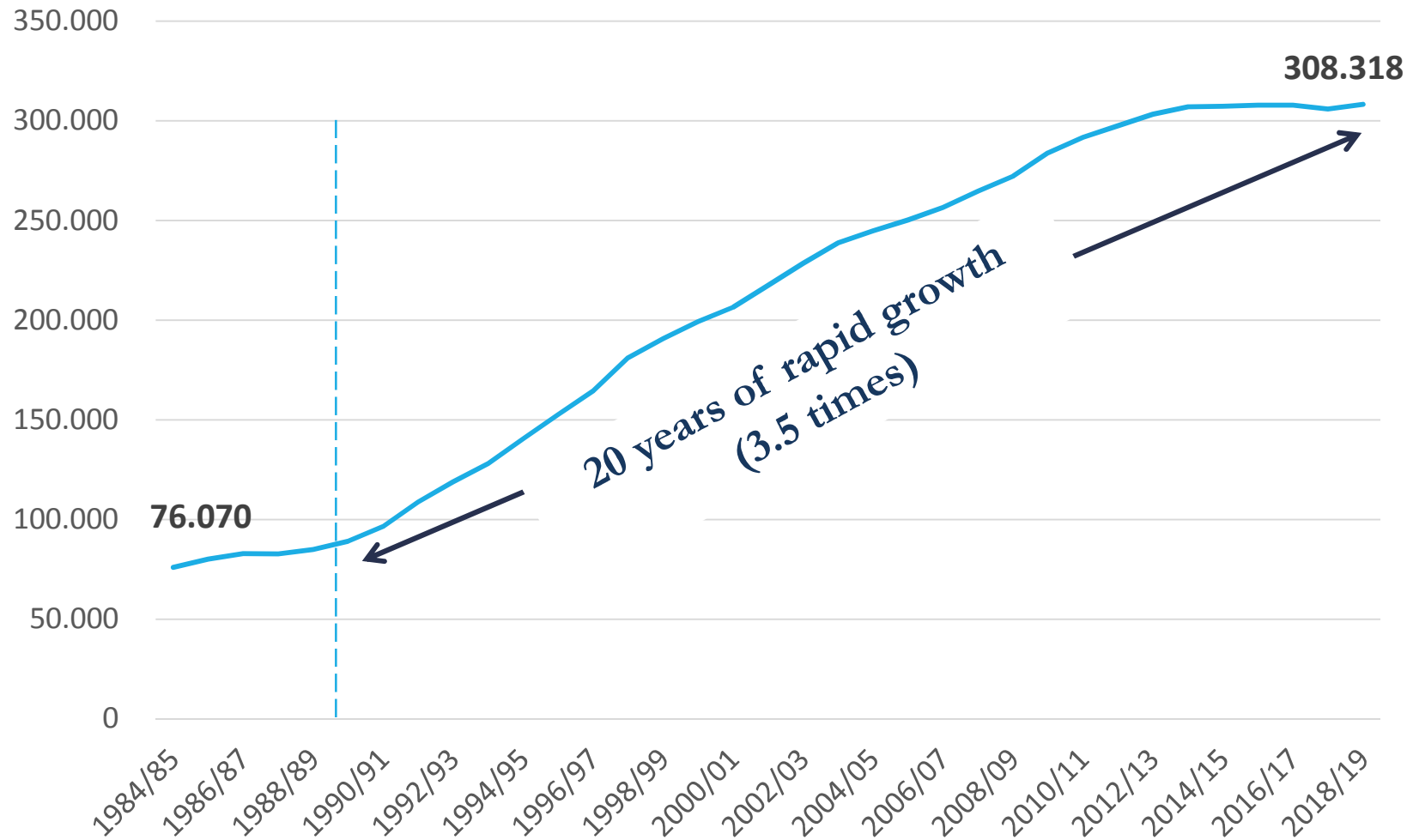
Mission; Teaching load; Budgeting model; Ph.D. programs; Prof. degrees

# Massive Growth in Number of Colleges

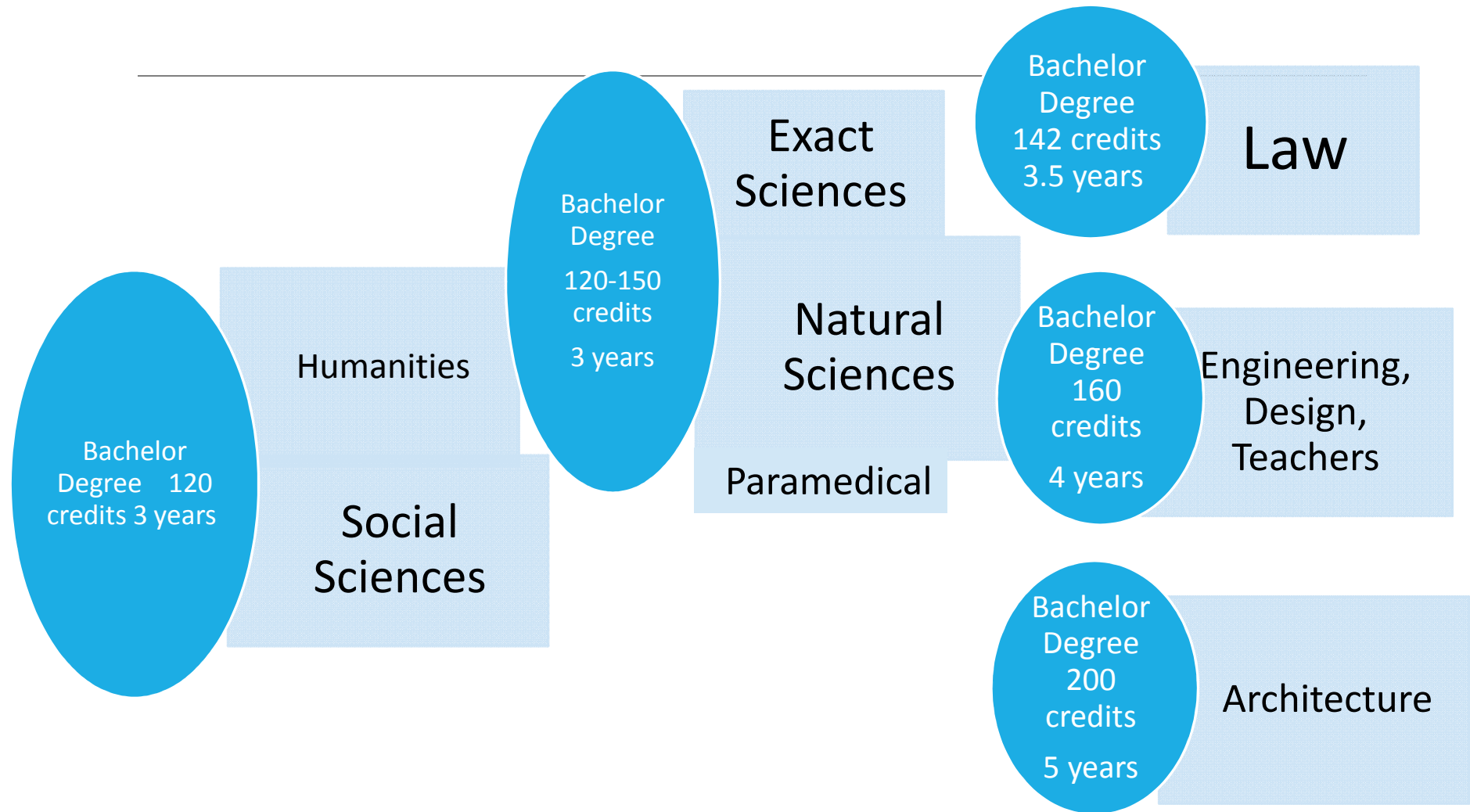


■ Universities 
 ■ Public Colleges 
 ■ Private Colleges 
 ■ Teacher Training Colleges

# Accelerated growth in number of 'overall' students



# Structure of Studies



# Accreditation Process – HEI & SP

<b>Higher Education Institution (HEI)</b>	<b>Study Program (SP)</b>
Permission to open a HEI (new criteria – October 2013)	Permission to publish, register students and open a SP
Temporary recognition/ accreditation (limited in years)	Temporary accreditation/ authorization to award a degree (limited in years)
Final accreditation (not limited in years)	Final accreditation/authorization (not limited in years)

# What Do We (CHE) Check?

- Meeting some basic and minimum criteria
- Planning aspects
- Financial aspects
- Faculty hiring
- Legal aspects
- Request to open a new SP requires 'in advance' approval (within CHE-PBC 6 years Multi-Annual Plan)

# Major Accreditation Components for Peer-Review

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## Mission and Goals

- Long term
- Sustainable planning

## Human Resources

- Core faculty
- Quality & quantity
- Quality of research and teaching
- Promotions
- Fields
- Number
- Ratio
- Administrative staff

## Study Programs

- Curriculum
- Structure
- Theory vs-v practice

## Department Structure

- Academic leadership
- Relevant committees

## Teaching & Learning Outcomes

- Teaching methods
- Evaluation & improvement of teaching
- Methods used to evaluate learning outcomes

## Students

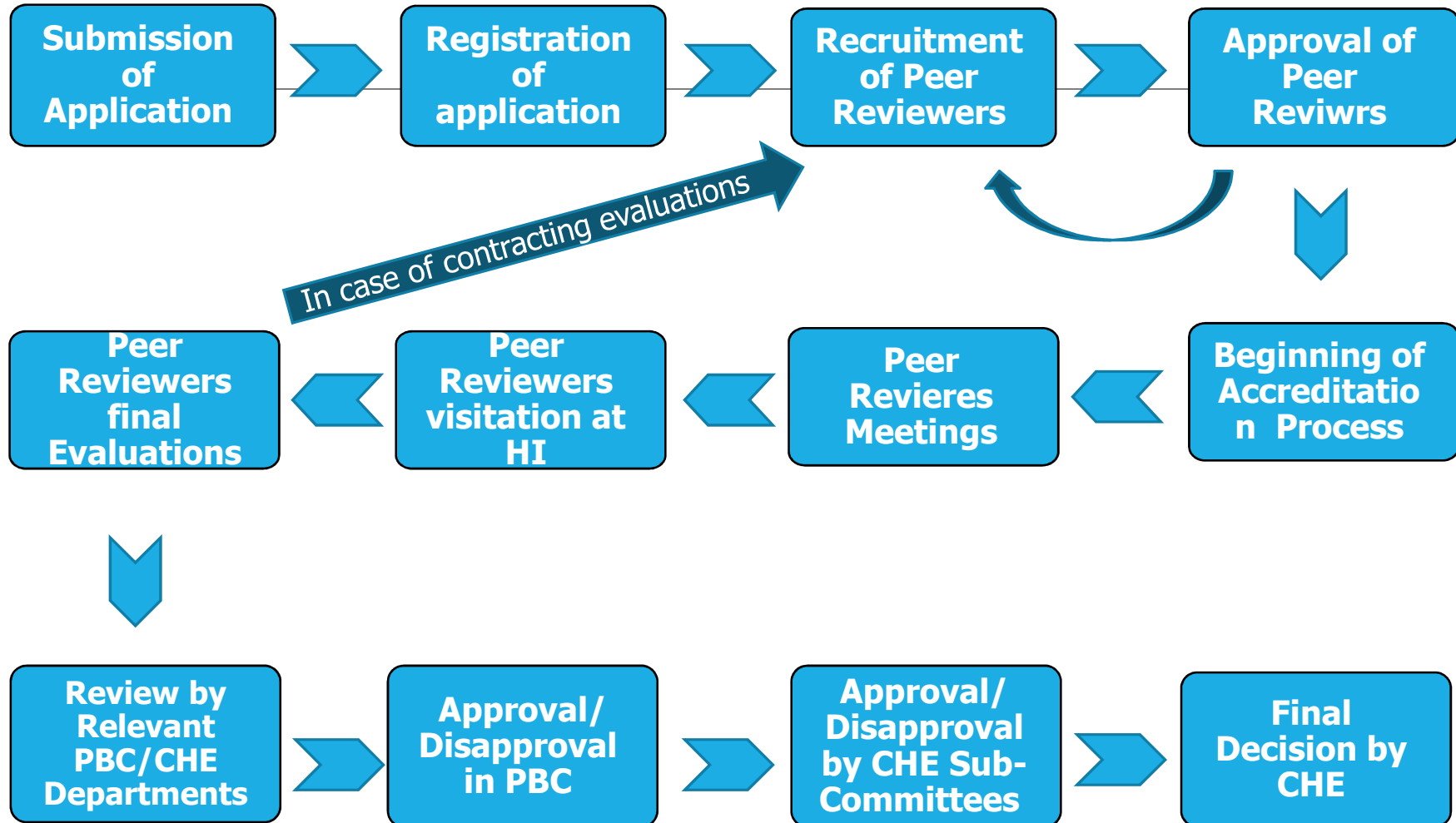
- Admission requirements
- Grading
- Services
- Outcomes
- Coping with diversity

## Infrastructure

- Practicum
- Labs
- Studios
- Library
- IT



# Demonstrating the Rigor of the Accreditation Process



# Criteria for applying for an independent PhD

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- **Minimum period as an accredited HEI (full accreditation)**
- **Minimum Diverse fields of studies (Bachelor & Master level)**
- **Critical mass of appropriate senior core faculty**
- **Cutting edge research outputs (IF, competitive grants)**

**Verifying academic strength & research capacity**

# Challenges

- **Better accessibility of disadvantaged sectors**
- **Improving women representation**
- **Digital/on-line studies**
- **Internationalization**
- **Supporting Humanities**
- **Improving teachers training**
- **Reducing bureaucracy**
- **Improving digitalization of CHE processes**

# Main Challenge:

**'One Size Fits All' Accreditation Process?**

**We have started to move into a  
differential system relying on academic  
strength**

***(Risk-Based Approach)***

# ***THANK YOU for LISTENING***

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# Higher Education Structure

	Universities	Budgeted Colleges	Non-Budgeted Colleges
<b>Status</b>	Budgeted and planned		Not budgeted & planned but <b>supervised academically</b>
<b>Research &amp; Teaching</b>	Budgeted for research. Teaching load (dictated): 6-8 yearly hrs	No research budget. Teaching load: 12 yearly hrs	May have research funds. Teaching load (not dictated): min. 6-8 yearly hrs
<b>Programs</b>	Bachelor, Masters, Ph.D.* wide range of fields	Bachelor & Master (beginning of Ph.D.); limited no. of fields	
<b>Faculty ranks</b>	Full Prof.; Associate Prof.; Senior Lecturer; Lecturer		
<b>Faculty Promotions</b>	To all ranks**	Up to Assoc. Prof. rank. (In most cases) Promotion to Prof. ranks is external –by CHE committees	

\*excluding the Open University and Ariel University

\*\*excluding Ariel University

# Facts & Figures: Faculty - 2017

	Faculty	Tech & Admin.	Total
Universities	9,968	8,035	18,003
Colleges	4,248	2,649	6,897

Academic staff including: senior academic staff; academic officials; researchers and fellows; junior faculty; teaching fellows and adjunct teachers.

Administrative staff at universities and colleges including: administrative and technical staff; administrative officials; individual contracts and temporary workers.

Excluding faculty on sabbatical, maternity leave and leave of absence.