

Committee Recommendation	<u>Steps toward implementation</u>
Essential changes required	
<p>1. A new strategic plan for the School is needed in order to address the School's limited financial resources, decrease in the number of full-time faculty members as well as impending faculty retirements, infrastructure needs, and diversity.</p>	<p>The school will appoint a committee to formulate a strategic plan. The plan will be brought for discussion at a symposium to be held during the coming school year and will be submitted for approval by the school board.</p>
<p>2. The new strategic planning should examine the role of the School with respect to the unique community within which it resides, and how to address some issues that are unique to the City of Jerusalem. Issues should include diverse populations, trauma, and conflict and international programs.</p>	<ul style="list-style-type: none"> • The research, teaching and practical training at the School are closely integrated with Jerusalem. The characteristics of the city, the residents' exposure to traumatic events, the social, national and cultural conflicts and their implications are reflected in the research, training, and teaching at the School. • The School's students, professors, and counselors reflect the Israeli population in all its diversity. The School will seek to further refine the issue of integrating a culture-sensitive perspective into the curriculum, research, and field training. • The School's M.A. program in English operates in conjunction with The Rothberg International School. Foreign guest lecturers teach regular, intensive courses in the M.A. program. Additionally, the School joined a group of leading Universities that jointly run a summer school at different international locations. The summer school runs mini-courses held in collaboration with leading universities in the US and Korea. This year we signed student exchange agreements with Shandong University in China and the University of Toronto in Canada.
<p>3. The Committee is alarmed by the implications for the serious reduction in faculty size and the casualization of its teaching staff (the latter as reflected in the huge increase in adjunct teachers) to the School's ability to continue to deliver high quality research and education. It poses a threat to the School's preeminent status in the country and internationally. The Committee strongly recommends that the university, through the Rector, ensures that all retiring faculty positions in</p>	<p>In recent years, the number of students has risen while the number of positions has declined. Over the last three years, however, there was a slight rise in the number of positions, but the number of staff members is still small compared to the needs of the school. Furthermore, a number of lecturers are expected to retire soon. More than 40% of the teaching staff is comprised of junior staff (external lecturers); a fact that negatively impacts the teaching stability and the research quality of the School. In order to stabilize the teaching and improve the research, it is necessary to add positions to the existing manpower at the School. The heads of the University are aware of the need to further increase the number of the School faculty members and will work in this direction in the coming years.</p>

<p>the next ten years remain with the School to fill and that new positions are added to bring the School back to its full faculty establishment, an establishment that also needs to be reviewed by the university in order to take cognizance of the very large increase in student enrolments.</p>	
<p>4. The School should utilize a variety of grading mechanisms in first year BA courses so as to better evaluate learning outcomes with respect to students' knowledge and critical thinking ability and provide students with more meaningful and discerning feedback.</p>	<p>A committee was established to evaluate the Undergraduate studies which will examine, among other items, the manner in which grades are awarded. This issue will be discussed in meetings of the School's Council for Social Work initiated by the Dean.</p>
<p>5. Greater structure is needed in coursework to ensure that all doctoral students receive comprehensive methodological training. Advanced research methods and data analysis courses should be required for all doctoral students whether they do quantitative or qualitative research.</p>	<p>Two advanced methodological courses were opened (in quantitative and qualitative research methods) in which doctoral students can take part. The School's research committee is mapping the research needs of the staff and doctoral students and is setting up research workshops for advanced analysis methods, usually in cooperation with other departments at the University.</p>
<p>6. Written procedures need to be developed addressing how the Dean and academic program Heads will monitor and evaluate the implementation of course learning outcomes.</p>	<p>The process of learning outcomes (Bologna model) is still in its infancy, only in its second year at the University. It still needs to be more institutionalized and to develop assessment and monitoring methods for the learning outcomes.</p>
<p>7. The School should introduce more and diverse grading methods that would help assess students' mastery of learning outcomes more accurately and provide them with meaningful and discerning feedback.</p>	<p>The School utilizes the University's accepted methods for grading: tests, projects, and assignments. School budgetary constraints, costs associated with testers' salaries, and increased enrollment make improvement in this area difficult, such as providing interim exercises or interim assignments. The committee that was established to evaluate graduate studies will discuss this. Grading in the MA is mostly based on intermediate exercises and assignments.</p>
<p>8. The University should solicit</p>	<p>The School sees establishing a research center as a very</p>

and raise funds to establish a School-wide endowed research center with the infrastructure to support faculty and doctoral student research benefiting the leading school of social work in Israel.	important goal. There are several active research centers currently operating in the School. An independent research center at the School will be based on the existing centers and will allow for continued research.
9. The Baerwald School should allocate resources to hire a statistician to provide statistical consultation to faculty and doctoral students in the preparation of grant proposals and empirical papers.	Staff submitting research grants for competitive funds receive financial aid from the Dean which can be used for statistics consultations.
Advisable changes	
1. Offer more electives to accommodate students' interests and the varied needs for expertise in the field.	There is a wide variety of elective courses in the undergraduate and MA programs. Over the last 2 years we have even widened the offerings. There are 25 elective courses in the undergraduate program and more than half the courses in the M.A. program are electives.
2. The School should review its policy of not requiring faculty members to supervise student theses.	The school attempts to free-up the young lecturers from supervising during their first two years. The School conducts regular assessments of its instructors so as to equitably distribute the supervising responsibilities among its staff members. The Dean encourages the lecturers to act as supervisors. This supervision is taken into consideration during the promotion process.
3. The School should invest in formal supervision training for faculty members (and students too as "consumers" of supervision) in order to enhance the quality of supervision.	The structure of the research proposal and thesis were discussed in the committee established to evaluate research studies in the M.A. programs. The committee set rules regarding the thesis structure – the instructions are listed on the School's website. The School's thesis seminar accompanies the students writing their thesis. The seminar's lecturers work in conjunction with the thesis supervisors.
4. Given the large number of adjunct faculty members, the School should develop a program of induction, supervision and training of adjunct faculty, a number of whom are not professionally-trained social workers.	Most external teachers are social workers or experts in topics relevant to the School's curriculum. The heads of the programs assist these teachers in developing new courses and monitor the quality of their teaching.
5. The School should develop a career advisement program for its degree program graduates.	The School will organize a job fair. It will determine the possibility of hiring a career counselor, contingent on finding the necessary resources.

<p>6. Funding for PhD students is seriously lacking. This is evident both in comparison to programs in other countries and to some of the other disciplines at the Hebrew University (according to the Committee's conversation with the Rector). It is important to allow PhD students to focus on their research and publications while in the program so they are able to compete effectively for academic jobs upon graduation.</p>	<p>We are aware of this painful problem and are trying to raise funds for this. The PhD students receive up-to-date information on possible scholarships. Nonetheless, we are still far from the goal of a reasonable allocation of scholarships for doctoral students. This issue is at the center of the Dean's fundraising activities and, indeed, there has been some progress in recent years.</p>
<p>7. The Committee recognizes that union contracts make it difficult for doctoral students to teach courses. However, other opportunities to provide teaching experiences for doctoral students should be explored, e.g., guest lectureships, teaching mentorships to work with faculty in course planning, syllabus development, etc.</p>	<p>Doctoral students are invited to guest lectures on relevant topics. Regarding everything else, opinions are divided, and there is a concern about "exploiting" the doctoral students.</p>
<p>8. The School should explore ways in which greater interaction among doctoral students and greater integration of doctoral students into the School community could be achieved.</p>	<p>The doctoral students are invited to all the conferences, seminars, and symposium occurring at the School. PhD students take an active part in initiating and organizing conferences and workshops.</p>
<p>9. The intended learning outcomes of each of the many courses offered by the School should be shaped by the intended learning outcomes of each of the School's programs and be informed by a clear conception of the knowledge and skills that each program seeks to impart.</p>	<p>The issue of "learning outcomes" will be adapted to the goals and general objectives of the School.</p>
<p>10. The School should appoint a faculty member to foster the</p>	<p>The Dean of the School encourages submissions of research grant proposals. The Head of the Research Committee refers the</p>

<p>development of faculty and doctoral student research activities, such as the Associate Dean role typical for US/Australia-based schools, with emphasis on encouraging longitudinal research, interdisciplinary research, and research that cross-cuts problem areas (e.g., violence and substance abuse; physical and behavioral health). This position could provide support for these activities through formation of research groups, writing seminars, and methodological seminars for faculty and doctoral students. These activities should complement but not duplicate resources offered by the University Central Research Authority.</p>	<p>researchers to relevant funds.</p>
<p>11. The School should consider constituting an independent, non-School-based IRB/ethics committee.</p>	<p>We will add an external member to the School's Ethics Committee.</p>
<p>12. The University, through the Rector, should make additional classroom space available to the Baerwald School to accommodate the needs of large classes as well as seminars.</p>	<p>There is a severe classroom shortage at the School. We are trying to add more classrooms.</p>
<p>13. Decrease class size to provide higher quality professional and academic education. To the extent that budget restrictions limit this option, perhaps use a hybrid approach of decreasing class sizes where possible and developing alternative teaching methodologies and student evaluation strategies to address large class sizes (e.g., collaborative teaching with co-teachers, greater use</p>	<p>There are not many large classes and a portion of those are cornerstone classes, which are offered to students of other faculties. At the School, there are small classes for seminars and courses focusing on treatment and intervention skills. This year, the Introduction to Social Work course that is taught in the undergraduate program was divided into small groups for more meaningful learning. The School has begun developing online courses. In the research seminars, the model used for many years integrates full and individual guidance meetings.</p>

<p>of Teaching Assistants, e-learning classes), mixed use of e-learning and on-site discussion sections, adjustments in class meeting times and hours (no change in overall number of hours per course rather how those hours are distributed—few individual sessions that are longer, allowing more small group discussions within large class sizes).</p>	
<p>14. An explicit rationale is needed for the School's desire for a more heterogeneous group of PhD students given that this may lead to the admission of students without professional training or experience in a program which ostensibly seeks to "produce" graduates who will assume leadership roles in social work in Israel.</p>	<p>The School is interested in outstanding doctoral students who display an interest in the broader area of social welfare. Furthermore, because of the make-up of the staff and their expertise (beyond the narrow definition of social work), there is a high demand for writing doctoral theses at the School. Therefore, we accept candidates from other faculties who are interested in researching fields relevant to the School. These students must take core social work courses. We strive to develop leadership that would have an influence on the profession, and we see the broad theoretical concepts that are grounded in different fields of knowledge as helping to develop this leadership. Students can take leadership courses at the School which will help them in their professional future.</p>
<p>Desirable Changes: The School should provide further information concerning its inclusion of Evidence-Based Practice into the BA and MSW curricula.</p>	<p>This topic is being taught in the "Scientific Thinking" course in the MA program as well as in the research seminar on trauma and bereavement.</p>

בית הספר לעבודה סוציאלית ולרווחה חברתית ע"ש פאול ברוואלד
 The Paul Baerwald School of Social Work and Social Welfare
 مدرسة الخدمة الاجتماعية والرفاه الاجتماعي على اسم باول بيرفالد

