



The Committee for the Evaluation of Nursing Study-Programs

Ben-Gurion University of the Negev Evaluation Report

November 2010

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Chapter 1 - Background

At its meeting on October 7, 2008 the Council for Higher Education (CHE) decided to evaluate study programs in the field of Nursing.

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:

- Prof. Erika Froelicher- School of Nursing and Department of Epidemiology & Biostatistics, University of California, USA- Committee Chair
- Prof. Joyce Fitzpatrick- Frances Payne Bolton School of Nursing, Case Western Reserve University, USA
- Prof. Miriam Hirschfeld- Department of Nursing, Jezreel Valley College, Israel
- Prof. Barbara Kelley- College of Nursing, Northeastern University, USA
- Prof. Jane Robinson- University of Nottingham, United Kingdom

Ms. Alisa Elon, Coordinator of the committee on behalf of the CHE

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 Nursing, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated departments, including the Committee's findings and recommendations.
3. Submit to the CHE a general report on the state of the discipline in the Israeli system of higher education, including recommendations for standards in the evaluated field of study.

¹ The Committee's letter of appointment is attached as **Appendix 1**.

Chapter 2 - Committee Procedures

The Evaluation Committee (EC) held its first meeting on April 25, 2010, during which it discussed fundamental issues concerning higher education in Israel and the quality assessment activity, as well as Nursing study programs in Israel.

During April – May, 2010, the Committee members conducted a two-day visit to each of the Nursing departments at the four universities offering study programs leading to a Nursing degree².

During the visits, the Committee met various stakeholders at the Nursing departments, including management, faculty and students. The committee also conducted a tour of the campus and of clinical-sites.

This report deals with the Department of Nursing at Ben-Gurion University of the Negev (BGU).

The Committee's visit to BGU took place on April 26-27, 2010³.

The members of the committee thank the management of the university and the Department of Nursing for the self-evaluation report and for their hospitality towards the Committee during its visit.

² Nursing degrees are offered at Ben-Gurion University of the Negev, the University of Haifa, the Hebrew University of Jerusalem and Tel Aviv University.

At the time of the evaluation there were three colleges that offered study programs providing Nursing degrees (the Jerusalem College of Technology, the Academic College of Emek Yezreel and the Zefat Academic College). However, the programs at these colleges did not receive accreditation from the CHE at that time and, therefore, were not included in the evaluation process

³The schedule of the on-site visit is attached as **Appendix 2**.

Chapter 3 - Evaluation of the Department of Nursing at Ben-Gurion University

Executive Summary

The Committee was very impressed by the commitment to and the high level of the department in the areas of teaching and clinical practice, as demonstrated by excellent student and graduate performance. The senior faculty members' commitment to teach not only in the classroom, but also in the clinical settings is a great strength. The Committee recommends that this strength should be maintained and enhanced by enabling academic clinical faculty advancement to professorial levels.

However, the department's research is still in its beginning stages. The heavy teaching loads of the faculty interfere with the faculty spending significant and equal time and energy on research. In order to potentially reduce time in clinical settings, simulation facilities need upgrading with modern equipment and technologies and faculty needs the resources to develop additional simulation scenarios.

As far as research is concerned, there are obstacles such as recognition by the university administration of the need to develop an infrastructure for nursing research. Also, working conditions and faculty promotion tracks, which enable faculty to both retain their excellence in clinical teaching and invest in research currently mitigate against faculty engaging in scholarly work and need to be revised. These efforts will have to be matched by the nursing faculty's commitment to develop research distinction in addition to their teaching and clinical excellence. Not only does faculty need to be prepared on the PhD level to sustain and further develop the

existing programs, but PhD level research is also needed to create the knowledge base needed for the health of the population, in particular in the Negev.

The level of support the University will provide to facilitate the development of high level nursing research, including recruitment of PhD prepared nurse researchers, additional administrative support and active participation in the development of a national PhD program, will largely influence the future of the Department.

Background

Ben-Gurion University was established in 1970 and formally accredited by the CHE in 1973.

According to the institution's self-evaluation report, during the academic year 2007-8 the number of students enrolled was: 11,597 BA students, 4,157 MA students and 1,141 Ph.D. students. The Department of Nursing at BGU operates within the framework of the Leon and Matilda Recanati School for Community Health Professions. This School is one of the five schools of the Faculty of Health Sciences and consists of the Departments of Nursing, Physical Therapy and Emergency Medicine.

The Department of Nursing was established in 1978 as a 3-year diploma school, which awarded RN diplomas. In 1982 it was transformed to a 4-year baccalaureate program which awards a Bachelor of Nursing (BN) degree. A year later, the department was authorized by the CHE to start a supplementary program for registered nurses towards a Bachelor of Nursing degree.

In 1996 a graduate program in nursing was begun; this program leads to a Master of Nursing (MN) degree. The university states in its self-evaluation report that its graduate program is unique in that it encompasses both graduate studies and clinical specialty training towards a position of specialist nurse (although this title has not yet been approved in Israel). There are 136

students in the 2-year program MN degree program. The program has three tracks: a research track, in which students submit a thesis; a regular track, in which a thesis is not required, and a clinical track.

According to the university's self-evaluation report, the number of students in the Department of Nursing during the academic year 2008 was as follows: 204 generic BN students, 90 RN to BN students, 127 non-thesis MN students and 22 MN students with thesis. The Nursing department is an integral part of the School of Health Sciences. Faculty members, students, alumni, and clinical preceptors are committed to the practice mission of the nursing program. They are very proud of the “spirit of Beer Sheva” and feel responsible for providing excellent nursing care to their community. There is a symbiosis between Soroka Hospital and the Department of Nursing. Many of the nursing graduates choose to work at the Hospital after graduating. Though, in order to also facilitate the School's research mission, the Recanati School of Community Health Professions and the University must recognize nursing research as an essential component in addressing the population's health needs and give its full support. Currently research development in the Department of Nursing is in the preliminary stage, it requires further investment in order to achieve high academic levels. However, the heavy teaching loads of the faculty interfere with the faculty spending equal time and energy on research.

Programs of Study

BN Program

This is a clinically strong program designed to prepare excellent clinical nurses. A major strength of the curriculum is that expert-nursing faculty also teaches in the clinical areas, thus providing

the students with high-level clinical guidance. The downside of this is that faculty does not have the time to invest fully in research. Yet, the Committee believes that rather than abandoning this important strength, other measures, detailed later in the report, should be implemented to enable faculty to fulfill both the roles of clinical teaching and research.

There is full coordination between the theoretical and clinical components of the course work, and there are key themes woven throughout the curriculum, such as evidence-based practice, problem-based learning and a strong community orientation. Course content crosses disciplinary boundaries in order to create meaningful themes that reflect professional clinical reality. Thus basic sciences learnt in the first year are presented in body system modules. In each such module, physiology, patho-physiology, pathology and pharmacology are interwoven with clinical information.

The Evaluation Committee commends the program, as most of the professional nursing courses are continuous throughout the four years, with increased levels of sophistication and complexity. Students are exposed to the clinical reality as early as the 1st semester of the 1st year within the framework of the Interviewing and Fundamentals of nursing courses. In this way students are able to examine their aptness for the profession and place the learnt theoretical content within the clinical context, which is important.

However, as the nursing core curriculum, mandated by the Ministry of Health constitutes a major proportion of the entire curriculum, it restricts opportunities for a broader academic experience and options for choosing electives. This structured curriculum also allows little flexibility in

adjusting to new knowledge developments in nursing and health care. Nevertheless, health economics, for instance, became part of the curriculum. In addition, self-learning is encouraged. Most of the courses are available on-line through the High Learn system, which provides for receipt and submission of assignments and access to professional literature. However, there are insufficient computer-based learning materials available in Hebrew for self-learning in the sciences and in basic nursing techniques.

The program uses a nursing laboratory and an acute care simulation center in cooperation with the paramedical program. These facilities need upgrading with modern simulation equipment and technologies to meet both current and future nursing needs. The faculty needs the resources to develop additional simulation scenarios, which have the potential to better prepare students for clinical practice and potentially reduce time in the clinical settings.

There is a special affirmative action program for Bedouin students with plans to integrate these students into the regular program within the next year.

There are built-in mechanisms to monitor, preserve and improve the quality of teaching and learning, such as Year Committees, composed of faculty and student representatives for a given cohort, debriefing sessions, on-line evaluation by students, objective and reliable student performance evaluation measures and remedial teaching. In discussions with student groups, the EC found that the academic program improvements, reported by the faculty were important and appreciated by students. The major strength of this program is the integration of theoretical and clinical content by expert clinician faculty.

Recommendations:

1. The EC strongly recommends that the Core curriculum mandated by the Ministry of Health should be reduced to assure minimum safety levels only. The nursing faculty of Ben-Gurion University should review the core curriculum and the curricula of their department to broaden the choice of electives and take into account the rapid changes in health care delivery and the roles for which nurses must be prepared.
2. With increasing numbers of faculty involved in clinical research, students will find role models and should become involved in research, based on their clinical experience (i.e. case studies). Even for BN students hands on research experience is important, as it develops their critical thinking capacities and teaches them early in their careers that clinical experience must be cumulative and lead to knowledge development in nursing.
3. While some of the clinical courses are still partially taught by physicians, gradually all nursing courses should be taught by nurses with graduate preparation in the relevant content areas, as this guarantees the transmission of relevant nursing content, rather than “mini-medicine”.
4. Computer assisted learning materials need to be further developed, adapted to Israeli culture and made available in the Hebrew language.
5. The simulation center needs to be upgraded with modern equipment and technologies and faculty needs the resources to further develop and upgrade simulation-teaching scenarios.

RN to BN Program

The scope of the entire curriculum is 60 credits, designed for 4 semesters. In the past, students could extend the program for as long as 6 years, but since 2008 extension is no longer possible. The curriculum of the supplemental program now reflects the goals and objectives of the program in several ways:

It provides the registered nurses with knowledge in basic sciences that they did not receive in their 3-year diploma school, such as Cell Biology, Genetics and Immunology.

The bio-psycho-social model and the community and public health content are stressed through formal courses in behavioral and social sciences such as Primary Care, (required), the Israeli Health Care System, Health Economics, Management and Leadership in Disaster Situations and others. Advanced modern nursing, not usually studied in 3-year diploma schools, is offered through courses, such as Counseling and Supporting Patients towards Self-Care, Case Management of Chronic Diseases, Advanced Nursing Seminars, Evidence Based Nursing, Legal Considerations in Nursing and Medicine, Trans-cultural nursing, and more.

Scientific approaches and skills are taught through required courses in Epidemiology, Computer Applications, Critical Reading and Scientific Writing, Biostatistics and elective research seminars.

From the self-evaluation report the Committee learnt that the RN-BN students often find it difficult to keep up with the younger students in the sciences and in work, which requires computer literacy. From meetings with the students we learnt that the levels of prior learning experiences in this group greatly vary, so that the group is not homogenous.

The EC heard excellent feedback from nurses in the program, emphasizing how important it was for their professional development. The EC concludes that the RN to BN program is meeting an important societal need by bringing the existing nursing work force up to today's quality level. This program also meets the needs of individual practicing nurses for new knowledge, while broadening their horizons and enabling them advancement in the health care system. The EC also saw evidence of the high academic level of the program.

The EC is aware that the CHE has provided guidelines for the RN-BN programs and that it is currently reevaluating these programs.

Recommendations:

1. The school should provide self-learning materials or intensive preparatory courses in the sciences and computer literacy, prior to the students attending the program, so that they can come better prepared for their studies.
2. As students come with different prior learning experiences, the Department should institute challenge exams to reduce the possible repetition of material and students should be advised to review content that would facilitate their progression in the program.
3. An acceleration program should be planned to allow progression of selected RN students to obtain a master's degree.

MN Program:

The graduate MN program offers three tracks: a regular non-thesis track, a thesis track and a clinical specialty track. The curriculum focuses upon public health, research skills, and clinical sciences, while presenting the students in the regular track a wide choice of electives. Since the

curriculum was reduced to 40 credit points, as a response to a demand from the Council of Higher Education and the University, the clinical and thesis track students have very few elective courses, as stated in the self-report.

The thesis track, which only 10% of the students can take due to a lack of advisors, as stated in the self-report and faculty interviews, prepares students to be change agents and active researchers. The clinical specialty track aims to combine graduate study with learning an advanced practice role and a specialty in a clinical field. At present, we were told in the interviews that there are discussions between the Department and the Ministry of Health, who presently controls specialty education, on how to strengthen and broaden this track.

A major positive change in the control of the program occurred in 2004, when the Department established a Curriculum Committee of its own. This Departmental Curriculum Committee is subordinate to the School's Curriculum Committee that reports to the Faculty's Curriculum Committee, chaired by the Vice Dean for Education.

There is a strong emphasis on preparation of nurses for clinical practice in acute care, which leads to the preparation of excellent clinicians for these areas. Students of all tracks gain a profound understanding of the scientific basis of nursing, as well as a thorough grasp of public health issues. Students become aware of health economy issues and managerial aspects of health systems and develop skills in the assessment of communities and populations. While the Master's program is important in its own right, it does require the next step of creating a PhD program in collaboration with other universities, so that it will be sustainable in the future. Not

only does faculty need to be prepared on PhD level, but also PhD level research is needed to create the knowledge base needed for the health of the population, in particular in the Negev. If "Health for All" is to remain a genuine goal for both Israel and BGU, interdisciplinary research questions could, for instance, address: how rapid cultural change and conflict between a patriarchal and modern society (Bedouins or Jews of Ethiopian descent) effects individual or family coping with disease; how migrant and poor women could adopt life styles to enable active/healthy ageing; and how society and health services need to proactively reach out to these populations.

Recommendations:

1. Postgraduate specialty courses, which are currently given by the Ministry of Health, should be at the university level and a component of the master's level program giving credit toward the graduate degree.
2. As BGU's special strength lies in community health and the need for this nursing knowledge in the Negev is especially high, a track within the MN clinical specialty program with a focus on public and community health should be developed.
3. Accept more students on the thesis track, as only hands on experience with research prepares students for knowledge development in the future. This recommendation, however, requires the necessary strengthening of faculty, i.e. numbers of appropriately prepared faculty in research methodologies, as well as in content areas. Until sufficient nursing faculty is developed and available, faculty from other disciplines might collaborate in student mentoring/supervision together with clinical nursing experts. The Committee recommends that a ratio of no more than 1 faculty

member to 8 research advisees should be achieved within the next five years. In the short term, while working towards this target, a maximum ratio of 1 faculty member to 15 advisees should be achieved.

4. All graduate theses should be written in English to facilitate publications in the International nursing and health literature and evaluation outside Israel.

Basic Baccalaureate Students

The School attracts committed and motivated students. However, the department would be able and interested to accept more students, if there were more qualified applicants. The basic BN program does not reject qualified applicants. At times there were not enough applicants and the university decided to take candidates with lower qualifications. According to faculty, the department did that once and will never do it again, as students did not succeed in their studies.

Continuing a program for students with prior university degrees in relevant subjects, leading merely to a diploma and not an academic nursing degree is a waste of scarce faculty resources. The faculty also spend much time in interviewing applicants and while the faculty strongly believe that this is important, the Evaluation Committee wonders whether this process is necessary and of cost-benefit. Faculty invests great efforts to guarantee student success and to assure that the students represent the society the school serves. Students are represented on many of the Departmental and School committees and are encouraged to give their feedback, which is taken into account by faculty. Although the majority of students have to work, they manage to reach the high academic levels of the program and the attrition rate is low. Having scholarships, however, would enable students to fully focus upon their studies and benefit from all the educational opportunities the university has to offer.

Recommendations:

1. Faculty should review the admission process in relation to student outcomes and success in the profession. Student interviewing is extremely time consuming and a burden upon faculty and its effectiveness in selecting "the right" candidates should be evaluated.
2. Create scholarships to cover tuition costs.
3. Raise entrance requirements and provide incentives for students with degrees in other areas to enter nursing education and thus improve both the image of nursing and the academic level of graduates.
4. Students with prior university degrees should be only enrolled in a program granting a university degree in nursing and not merely a diploma, which hinders their advancement in the profession. The possibility of creating a direct access Master's program for selected students should be explored.

MN Program Students:

The students are highly qualified and committed to the development of scientific and clinical knowledge. They are prepared for leadership roles and assume these on completion of the program in nursing education, practice and administration. However, the options in the advanced clinical practice areas are very limited and only few students are accepted to this track. All graduates are encouraged to publish their thesis research in the international nursing and health literature (with faculty support), and few do so. There are no mechanisms for employment of graduate students as TAs, RAs or work-study students and there are hardly any scholarships for student support.

Recommendations:

1. Increase the numbers of students and the opportunities for clinical advanced practice within the Master's program
2. Create models for students to participate in multi-disciplinary research and provide the support needed to turn MN theses into scientific publications.
3. Provide graduate students with career mentoring, as there are no legally sanctioned advanced practice roles, to date, in Israel and career progression is not self-evident.
4. Work together with the Ministry of Health and other stake holders to create advanced nursing practice roles.
5. Work in cooperation with nursing faculty at Tel Aviv, Haifa and Hebrew universities to design a national collaborative PhD program to be implemented within 3-4 years. The EC recommends that a ratio of 1 faculty member to 8 thesis and dissertation students (Masters and PhD) should be achieved within the next five years. In the short term, while working towards this target, a maximum ratio of 1 faculty member to 15 thesis and dissertation students should be achieved. These objectives would make the staffing for research advisement comparable to international norms.

Research

Faculty is aware of the research mission of the University, their School and the Department, but lack the infrastructure to support their own development in order to produce excellent research. They have the clinical expertise and the academic curiosity and desire to add to the body of

clinical nursing knowledge, but their working conditions make this near impossible. One of the main problems is that the workload is overwhelming. They have 40 weekly contact hours with students in theoretical and clinical teaching. This also stems from faculty conviction that clinical teaching should be done by academic staff. The committee agrees with the faculty that this is a major strength of the program, as it assures high level clinical teaching and integration of theoretical and clinical knowledge. However, if the way the university measures and requires teaching loads is not changed, this creates a serious hurdle to developing research.

Despite these impediments, the committee found evidence of faculty publications in high quality refereed international nursing journals. Some faculty members spoke to the EC about their ongoing research, which is of international standard and a good beginning.

Recommendations:

1. In order to create the minimum conditions for the department to develop its research capacity the university should change the way clinical instruction and exercise hours are presently counted (75% and 50% of an hour as reported in the self-evaluation study and in faculty interviews) to full teaching contact hours.
2. The Medical Faculty and The School should provide mentoring and the needed support for developing the research methodology, scientific writing, and grant writing capacity of the nursing faculty
3. The Faculty should raise internal and external funds that may provide seed money for new and young staff members
4. The Faculty should support collaborative research between nurse scientists and funded researchers in other disciplines

5. The Health Sciences School and the nursing department should form research consortia with nurses from universities abroad and those of other Israeli universities, as well as with other disciplines in order to develop high level research, relevant to the complex health problems in today's world.
6. The Faculty needs to encourage clinical case study and clinical innovation writing and count published reports toward promotion on the clinical ladder.
7. The Faculty should participate in interdisciplinary research devoted to the health needs of the Negev.

Faculty

Nearly all teachers at the Nursing Department are on the parallel track that, to date, does not enable advancement to professorial levels. Nursing faculty is highly committed to teaching and clinical practice and wants fully to combine both these roles. While this is a great strength for the education of nurses, it becomes a serious weakness, as time for research is extremely limited. Thus knowledge development is impeded and faculty research that is a condition for academic promotion is restricted. Additional senior faculty at the professorial rank are needed to lead nursing research, role model and mentor younger faculty.

There is only one member of the nursing faculty on the academic track. The faculty has a great understanding of the clinical practice culture and makes an important contribution to this structure, but lack sufficient understanding of the academic culture and do not receive university support in this area. All faculty have admirable skills in clinical and classroom teaching and a high commitment to transmit their theoretical knowledge to clinical practice.

Recommendations:

1. In view of the health care needs of the Israeli population, and the unique demand of BGU to develop the research to answer these needs for the Negev, the BGU and Department of Nursing need to recruit senior faculty for appointment at professorial ranks to lead this effort. Active recruitment and hiring a minimum of three PhD prepared faculty within the next two years in preparation for a collaborative national PhD program development and implementation is recommended.
2. The faculty's acknowledgement and wish for developing nursing research is strength, but realistically to enable progress, their working conditions must become congruent with an academic career, implying that the university should value clinical teaching equal to classroom teaching and support the development of clinical research.
3. The university should provide outstanding graduates with fellowships or post-doc training in centers of excellence abroad, in return for commitment to join the School for a given number of years.
4. The EC recommends a clinical track for nursing faculty with clinical expertise, comparable to the track already established in medicine, which provides clinicians with conditions more conducive to producing research.
5. The EC recommends that the university review the options of additional parallel tracks to promote senior faculty to associate professor and full professor level.
6. Until the university grows a critical mass of nurse researchers needed to build a nursing department able to lead nursing research that can answer crucial health problems of the Negev population, in particular, the committee recommends to appoint a professor of nursing, possibly from abroad, to lead this effort. The university should actively seek international nursing faculty for two-year leaves (e.g.

Sabbaticals combined with approved leaves of absence), as well as, for example, senior Fulbright scholars to strengthen the Department's research capacity.

7. The University and the School should encourage current nursing faculty to enroll in PhD programs and seek financial support for them.
8. Review the faculty evaluation and promotion system within the context of the discipline of nursing. Promotion criteria: Although teaching evaluation is in place, overall appraisal of professional development (e.g., dissemination of clinical scholarship) is not in place for faculty.
9. Implement a system of faculty review and appraisal for career development and advancement.
10. Implement changes in requirements of clinical faculty, as well as in the teaching to reduce faculty teaching contact (classroom, clinical and laboratory) hours, and thus provide time for research.
11. The university should identify and implement a mechanism for the recognition of adjunct faculty within the university.

Resources

While the classroom facilities are excellent and simulation labs are available there is a need to upgrade and expand the simulation center with up to date simulation equipment. There is a need for more computer stations and more computerized teaching-learning materials for student self-learning. BN students and clinical faculty do not have computer access to all library resources from home. Faculty needs to pay for articles that they need for their work.

There is undue burden on faculty for administrative activities: There is one secretary for the BN and the supplementary program, one secretary for the MN, the special program, and one person who scans exam results. This leaves department faculty to take over many administrative tasks in order to assure smooth functioning of the programs; this is neither cost-effective nor contributing to the university's mission.

Recommendations:

1. The Department needs at least one more full time administrative position to relieve faculty from providing administrative tasks.
2. Improve access to the library for all students and faculty, also from home and provide free access to scientific papers available through the library.
3. Resources and infrastructure such as computer and simulation facilities, and state of the art learning materials, need to be expanded and upgraded.
4. Add computer stations and support.

General Comments on the Department's Research Mission:

Nursing appears to be in an impossible situation in terms of the requirements for career success within the University. Despite the faculty's clear passion for the spirit of Beer Sheva in achieving outstanding results with the BN and MN programs, the dice appear to be loaded against their achieving recognition for existing research, or developing research excellence in the future. The following obstacles exist, which it is felt no discretion in the wording of recommendations could unblock:

1. If the BGU nursing department is to keep and develop its high reputation in the future, it requires several academic posts with full support to the faculty, to not only uphold its excellent teaching and clinical roles, but also develop research and become full members of the academic community.
2. Staff acknowledges the present lack of incentives, as the few faculty members who have a promising research record would lose seniority, salary and fringe benefits in the process of academic advancement.
3. Teaching and practice are regarded as the main mission of the department, however the unreasonable teaching load leaves very limited time or energy for research and publication.
4. There is an urgent need for an infrastructure to develop academic staff careers: support with mentoring, grant and publication preparation; methodological and statistical expertise.
5. The diversity of subjects researched in the MN program militates against the creation of specific research areas in the department.
6. Ideally a research center devoted to the health needs of the Negev in which nurse researchers could develop a major contribution to interdisciplinary research should be established and appropriately funded.

In summary, the Committee was very impressed by the commitment to and the high level of the Department in the areas of teaching and clinical practice, as demonstrated by superb student and graduate performance. However, the future of the Department will be largely influenced by the level of support the University will provide to enable the development of high level nursing research, including the development of a national PhD program.

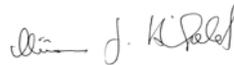
Signed by:



Prof. Erika Froelicher, Chair



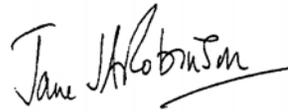
Prof. Joyce Fitzpatrick



Prof. Miriam Hirschfeld



Prof. Barbara Kelley



Prof. Jane Robinson

Appendices

Appendix 1- Copy of Letter of Appointment



November 18th, 2009

Professor Erika Froelicher
Schools of Nursing and Medicine
University of California, San Francisco
USA

שר החינוך
Minister of Education
وزير التربية والتعليم

Dear Professor Froelicher,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel; and to ensure the continued integration of the Israeli system of higher education in the international academic arena. Involvement of world-renowned academicians in this process is essential.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21st century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial endeavor.

It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of Nursing studies.

The composition of the Committee will be as follows: Prof. Erika Froelicher - Chair, Prof. Joyce Fitzpatrick, Prof. Miriam Hirschfeld, Prof. Barbara Kelley, and Prof. Jane Robinson.

Ms. Eti Colb-Uzana will coordinate the Committee's activities.

In your capacity as the chair of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

I wish you much success in your role as the chair of this most important committee.

Sincerely,

Gideon Sadr

Gideon Sa'ar
Minister of Education,
Chairperson, The Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Riki Mendelzvaig, Secretary of the Council for Higher Education
Ms. Michal Neumann, Head of the Quality Assessment Unit
Ms. Eti Colb-Uzana, Committee Coordinator

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Appendix 2- Site Visit Schedule



Department of Nursing, Leon and Matilda Recanati School for Community Health Professions, schedule of site visit- Ben-Gurion University of the Negev

Evaluation Committee meeting, room 113, Building M7

Monday, April 26, 2010

Time	Subject	Participants	Comments
10:00-10:30	Opening session w/heads of BGU & senior member appointed to deal with QA	Prof. Jimmy Weinblatt Prof. Zvi Hacothen Prof. Yael Edan Prof. Shaul Sofer Prof. Jacob Gopas	Rector Elected Rector Deputy Rector Dean Faculty of Health Sciences Head of Recanati School ¹
10:30-10:45	Meeting with academic & administrative leadership of the Recanati School of Community Health Professions	Prof. Jacob Gopas Mrs. Dafna Madar	Head of Recanati School Head of School Administration
10:45-11:45	Meeting with academic Heads of the Nursing Dept.	Dr. Pnina Romem Dr. Vered Delbar Dr. Yael Segev Dr. Ilana Livshiz-Rivan Mrs. Mina Magril Mrs. Rita Nachmani Mrs. Miri Cohen	Head of the Nursing Dep Head of the Nursing Dep. Head of School Student Curriculum ² MN Program Coordinator ³ BN Program Coordinator Supplementary BN Coordinator Bedouin BN Project Coordinator
11:45-12:45	Meeting with senior academic faculty and with representatives of relevant committees*	Dr. Vered Delbar Dr. Hana Ziedenberg Mrs. Haya Reizer Mrs. Nancy Hurvits Mrs. Dana Kravits Dr. Abed Azab Mrs. Miri Farkash	Head of Research Committee Women's Health Nursing Coordinator Head of Admissions Committee Specialty Courses Coordinator Head of 1 st year Student Com. Member of Supp. Program Student Committee. Community Health Nursing Coordinator

¹ The heads of the institution and academic unit or their representatives will not attend these meetings.
The Leon and Matilda Recanati School for Community Health Professions is one of five schools in the Faculty of Health Sciences. The Recanati School consists of three departments: Nursing, Physiotherapy and Emergency Medicine. Bachelor and Master degrees are conferred in the three departments

² Master of Nursing

12:45-13:15	Meeting with graduate students*	Mrs. Orly Goldstein Mrs. Orly Winshiten Mrs. Svetlana Tsesis Mes. Hilla Sefer Mrs. Avitak Rand	
13:15-13:45	Lunch (light lunch in meeting room)		
13:45-14:15	Meeting with junior academic faculty	Mrs. Einat Kimchie Mrs. Rada Artzi Mrs. Alina Tesler	
14:15-14:45	Meeting with adjunct lecturers*	Dr. Doron Sagi Dr. Eli Rimon Mrs. Amina Litman	Lecturer-Sociology Lecturer- Primary Care Medicine Senior Teacher- CBF
14:45-15:30	Meeting with clinical instructors*	Dr. Ygal Placht Mrs. Regina Moisa Mrs. Keren Levitin Mrs. Ety Guterman Mrs. Yehudit Kerner Mrs. Ruty Levi	Emergency Nursing Psychiatric Nursing Ob/Gyn. Nursing Community Care Nursing Clinical inst. supervisor-Soroka Med. Center Clinical inst. Supervisor- Psych. Med. Center
15:30-16:00	Tour of Campus	Mrs. Nancy Hurvits	
16:00-16:30	Closed door working meeting of the evaluation committee		

Tuesday, April 27, 2010

Time	Subject	Participants	Comments
10:00-12:30	Tour of clinical sites	Mrs. Regina Moisa & Mrs Ruti Levi- <u>Psychiatric Med. Center</u> Mrs. Mina Magril ; Mrs. Nancy Hurvits & Mrs. Yhudit Kerner- <u>Soroka Med. Center</u>	10:00-11:00 11:15- 12:30
12:30-12:45	<i>Travel time from clinical site to campus</i>		
12:45-13:30	Lunch with alumni*	Mrs. Ariela. Keren Mrs. Smadar Malchin Mr. Roslan Shirlis Mrs. Tami. Farkash; Mrs. Anat. Gonen Mrs Yhudit Bloch	
13:30-14:15	Meeting with undergraduate students*	Mrs. Tamar Avivi Mrs. Avital Koretz Mrs. Naa Sabarov Mrs. Inbar Gor Mrs. Roni Fisher Mr. Boris Fazel Mr. Arkadi Rostevanov	
14:15-14:45	Closed door working session QA		
14:45-15:15	Summation w/Heads of BGU & Dept.	Prof. Jimmy Weinblatt Prof. Zvi Hacoohen Prof. Yael Edan Prof. Shaul Sofer Prof. Jacob Gopas Dr. Pnina Romem Mrs. Dafna Madar	Rector Elected Rector Deputy Rector Dean Faculty of Health Sciences Head of Recanati School Head of the Nursing Dep Head of Administration
15:15-16:15	Closed door working session QA		