



The Committee for the Evaluation of Nursing Study-Programs

Tel Aviv University 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, USA¹
- 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 to²:

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.

¹It has been brought to the attention of the Committee and of the CHE's Quality Assessment Unit that Prof. Fitzpatrick is currently working on a publication in collaboration with faculty from Tel-Aviv University.

² 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 degree³.

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 Tel Aviv University.

The Committee's visit to Tel Aviv University took place on May 4-5, 2010⁴.

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

³ 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

⁴The schedule of the on-site visit is attached as **Appendix 2**.

Chapter 3 - Evaluation of the Department of Nursing at Tel Aviv University

Executive Summary

Interviews with staff, students and alumni at all levels confirmed that the Department's goals are fulfilled in practice. The EC concurs with the Department's vision as it anticipates future Israeli societal needs for academic nursing leadership and scholarship needs.

The EC observed however, and the self-evaluation report confirmed, a number of difficulties associated with faculty staffing and other resources that the Department experiences in fulfilling its mission. The EC observed in its meetings with the university authorities that these difficulties lie in a lack of awareness of the contribution that academic nursing could and should make to contemporary health care. The university authorities view nursing in Tel Aviv University, despite its long history and the size of its student body, as the least academic part of the School of Health Professions. This perception has consequences both at a practical level in terms of resource allocation and at a psychological level in terms of staff morale. The EC believes that a broad university education is desirable for all health professions, including nursing, and that a century ago Theodor Herzl put forward a broad, inclusive view for Israeli higher education⁵. University support for nursing in other countries has included for example: encouragement for the career advancement of exceptional nurse academics beyond the nursing field; encouragement of nurse membership of university committees; support to enable academic nurses to participate and, where appropriate, take the lead in multi-disciplinary health services research; practical and financial assistance to enable academic nurses to participate in international multi-centre and

⁵ In May 1902 Theodor Herzl wrote to the Ottoman Sultan, Abdul Hamid (on the proposed foundation of the Hebrew University), 'The Jewish University should bring together all the scholarly qualities of the best universities, technical schools and schools of agriculture. The institution will offer nothing unless it is of the very first rank. Only then can it render real service to scholarship, to the students, and to the country.' Martin Gilbert (2008) *Israel: a history*, Black Swan, London, page 20.

individual nursing research; and the provision of the resources required to develop the latest appropriate technology in teaching and learning for nursing students at all academic levels.

The EC recommends that the university authorities should engage with other developed-world universities in order to identify the changes that have taken place within the international nursing education community and to review other university models for providing appropriate support for the development of nursing departments.

The scale of the Department's educational programs and its research base require a broad-based institutional framework. The need for enhanced interdisciplinary research is recognized and while the most natural academic association for the Department for both education and research is the Faculty of Medicine, nursing knowledge also depends on the humanities and the social and economic sciences in its approach to health needs, and their solutions. The EC believes that a direct reporting line to the dean would strengthen the nursing program in its quest for resources, grant funding and research capabilities. Nursing therefore needs its own academic identity if it is to develop in order to meet the changing health needs of Israeli society.

The EC recommends review of the structure of the Nursing Department within the university structure and that consideration should be given to the creation of a separate School of Nursing consistent with international organization structures. This recommendation is made in the light of the Department's history as the first academic nursing department in Israel, the scale of its operations including being the only current provider of nursing PhDs, the size of its student body, and its developing international research profile.

Background

Tel-Aviv University was established in 1956 and was fully accredited by the Council for Higher Education in 1969. As stated by the leadership of the university, the goal of Tel Aviv University (TAU) is to be a top research university in the world.

According to the institution's self-evaluation report, during the academic year 2008-9 31,894 students were enrolled at the university as follows: 19,449 B.A. students, 10,172 M.A. students and 2,273 Ph.D. students.

The Department of Nursing at Tel Aviv University opened in 1968 and is one of four departments in the Stanley Steyer School of Health Professions, which is one of the five schools of the Sackler Faculty of Medicine at Tel-Aviv University. The Mission Statement of the Department of Nursing is congruent with the university's mission and includes: the professional academic education of nurses; promoting nursing research; and contributing to the professional community and community at large. The university's self-evaluation report takes into account the history of the Department of Nursing as the founder of academic university education in nursing; its role as a subsequent leader of academic education for nurses in Israel; and its position within a global nursing profession that over the past several decades has seen advances in the worldwide development of advanced nursing practice and education, and the associated research and knowledge development needed to support such progress.

The RN to BA program for Registered Nurses was the first of the Department of Nursing's programs in 1968. In 1982, the MA program in nursing was launched. In 1989 the Baccalaureate nursing program (generic) was opened. The following five schools of nursing are currently

affiliated with the program: Sheba school since 1989, Sheinbrun in 1991, Wolfson since 1992, Pat Matthews since 2000 (all owned by the Ministry of Health) and the Dina school of nursing, which is owned by the Clalit Health Fund, since 1989.

In 1985 PhD studies were established originally as a monthly interest group offering support and guidance to all nurses studying for PhDs. In 1985 the interest group became a recognized Departmental doctoral workshop, later officially recognized by the Faculty Graduate School of Medicine.

According to the university's self-evaluation report, the number of students in the Department of Nursing during the academic year 2008/9 was as follows: 639 students studying in the BA Generic program, 218 students studying in the RN to B.A. program, 44 students studying for an M.A. without thesis, 46 students studying for an M.A. with thesis and 8 studying in the final stages (18 in total) for a Ph.D. degree. Since 1968 the Department has produced 5,291 graduates in total (2,266 RN to BA; 2,410 generic BA; 606 Master's; and 9 PhDs in Nursing).

Programs of study

BA Program

The BA program is comprehensive, strong in basic science courses, with excellent clinical experiences, and rich opportunities for clinical experience including hospital and innovative community clinical experiences. A major strength is in integration of foundational knowledge with clinical applications for patient care, facilitated by excellent clinical faculty and preceptors.

In 2008-9 there were 639 students across the four years of the program. The EC learnt that the university has pressured the Department to lower the entrance requirements in order to accept more students. The EC believes that lowered entry requirements act as a powerful disincentive to academically well-qualified potential students and that this is contrary to the objectives of a University Department of Nursing. Discussions with various stakeholders provided evidence of the excellence of the program. However, former students identified insufficient opportunity for self-study in the program, and a lack of enthusiasm for specific elements in the curriculum. The student dropout rate is in the range of 18 – 20%, mainly in the first two years and for the following reasons: academic failure; realizing that nursing is not the right career choice; and economic reasons. The self-evaluation report identifies that there had been a fall in the dropout rate over the previous two years, and that a decision to reintroduce interviews had been made in order to cut the dropout rate still further. The EC believes that the relationships between admissions criteria, selection methods, drop out and success rates should be the subject of longitudinal research.

There are constraints on the teaching modalities used due to the large number of students in classes. If the university objective of increasing student numbers is achieved, this problem will be exacerbated. There is a preponderance of frontal teaching with some small group discussions. There is minimal use of new innovative teaching methodologies (e.g., simulation, computer assisted instruction).

The EC believes that a “culture of critical thinking” in the development and evaluation of student work should be a central feature of university nurse education and should be reflected in a

curriculum that also ensures minimum safety standards for practice. The core curriculum of nursing mandated by the Ministry of Health (MOH) restricts opportunities for the broader academic experience and the options for choosing electives. Furthermore, the core curriculum mandated by the MOH, restricts nurse faculty freedom to develop courses to meet the changing health needs of society and allows little flexibility in adjusting to new knowledge developments in nursing and health care.

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 Tel-Aviv 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. The EC recommends that admission standards should not be lowered, and that raising them may instead act as a more powerful incentive to the recruitment of high quality students.
3. Alternative methodologies for teaching and learning should be introduced such as the increased use of simulation and computer assisted learning.
4. Classroom space should be evaluated and reassigned in relation to class sizes and to the demands of different teaching methods for different aspects of the curriculum.
5. Longitudinal research investigations should be initiated into the correlations between admission criteria and methods, satisfaction with the program, drop out and success rates, and ultimate career choice and satisfaction.

RN to BA Program

This is a strong program that is viewed by faculty and students as a means of advancement from diploma level preparation to academic nursing; it prepares graduates for critical thinking, evidence-based practice and educational and career advancement. There are three primary majors for this program, which allows for flexibility in relation to students' identified career goals. In 2008-9 there were 218 RN to BA students across the two years of the program. Graduates from this program identified a very heavy theoretical assessment load involving numerous course assignments, leaving little time for assimilation of the learning achieved, and the need for a broader educational context to the course. The EC is aware that the CHE has given guidelines for the RN-BN programs and that it is currently re-evaluating these programs.

Because of the wide range in years of nursing experience before entering the program, some students expressed a lack of appropriate prior preparation for the computer and science courses.

Recommendations:

1. The EC supports the CHE review of the curriculum in terms of appropriate content, current assessment strategies, and the academic exit qualifications for experienced nurses. The EC believes that in appropriate cases, the course should lead to a Master's degree qualification.
2. The school should provide information on the expected requirements of the science courses, and the computer literacy needs prior to the student attending the program so that students can be better prepared for their studies.
3. Students should be advised to come with a review of curriculum content and a self-assessment of their probable strengths and weaknesses so that their progression in the

program could be facilitated. Ways to support potential students in this way should be explored by faculty assisted by the university.

Second career program for graduates from other disciplines

The EC noted that this program is not currently available at Tel Aviv University, and the EC is cognizant that the recommendation of other programs does not fall within its remit. However, the EC noted that this program in other universities in Israel provides an excellent opportunity for the recruitment of academically prepared candidates into nursing. The EC suggests that this option should be considered and that graduation with a BA in nursing, and with a master's in nursing for appropriate candidates, should be the exit points.

MA Program

The program options (women's health, geriatrics and psychiatry, and administration) culminating in an MA either with or without thesis are strengths. The program prepares leaders for nursing practice, nursing education and clinical administration for Israel. The thesis option is strong with concomitant focus on dissemination of this scholarship. This program is rigorous and high quality. However, there is a shortage of faculty for thesis supervision. In 2008-9 there were 90 students across the two years of the program (46 with thesis, 44 without). There is a substantial pool of qualified applicants for the graduate programs, but the lack of senior faculty for research advisement limits the enrolment potential. The EC does not concur with the view put forward by the university authorities that more students should study for the Masters without thesis. Although this is a commendable option for students who wish to pursue a career in advanced

clinical practice, the Master's with thesis is excellent preparation for those who may wish to proceed to PhD studies, or to follow an academic or administrative nursing career.

Recommendations:

1. As part of its overall attention to the staffing needs of the Department, the university should support an increase in the number of senior faculty for research supervision as faculty reductions have severely limited the availability of sufficient numbers of supervisors for theses and dissertations. 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.
2. Graduate education in nursing in line with the research mission of the university should be emphasized; and the number of Masters students with thesis increased.

PhD Program

The faculty had the vision to develop the first and (currently) only nursing PhD program in Israel, which is an asset to the nursing discipline; dissemination of scholarship is evident among faculty and program graduates in high quality peer reviewed international nursing journals; faculty serve as role models for the PhD students. In 2008-9 two PhDs graduated from the program and there were 8 PhD students in the final stages (18 students in total).

The EC concurs with the weaknesses of the PhD program identified by the faculty in their self-evaluation report. These are derived from the fact that the program is a 'local' branch of the doctoral studies program of the Faculty of Medicine. This situation has contributed to a loss of academic independence and decision-making regarding the potential value of nursing research through PhD study. Doctoral studies in the Faculty are mainly structured for students of the basic medical sciences, and the PhD Committee consists primarily of scientists in these fields. As a consequence: admissions and progression processes are not controlled by the nursing faculty and are not standardized; the PhD approvals Committee that reviews potential student proposals does not contain a nurse; the length of time prior to approval for PhD study in this particular system is excessive and demoralizing; and once submitted the time span for the examination of the PhD thesis can be excessive. The EC believes that once the thesis is submitted, a student should be able to expect a decision on their PhD within six months. The EC learnt that this time span has frequently been exceeded. The whole process is a deterrent to obtaining PhD graduates in nursing, and contributes to the lack of PhD prepared nurses in the country; applicants are pursuing degrees in other disciplines at a time when the need for nurses with PhDs in nursing is great. Further, the committee noted that the apprenticeship model of research is predominant. There is a need to develop a full-fledged nursing PhD program with courses in the philosophy of science, theories, methodologies and other cognates. The overburdening of faculty is noteworthy and limits the development of the profession of nursing and the scientific knowledge in nursing and health care.

Recommendations:

1. Faculty in collaboration with other disciplines should develop a full-fledged curriculum, including philosophy of science, history of nursing, theory courses and other cognates as underpinnings for their scientific inquiry, as well as electives.
2. The university should set up an ad hoc committee with nursing representation in order to review and advise on the procedures for doctoral graduate admission and examination for nursing candidates.
3. Nursing faculty should be included in appropriate PhD Committees and have oversight of the identification of important research questions and their significance to societal needs
In the short term, until faculty strength has been built up to previous levels, appropriately qualified national and international nursing faculty should be recruited on a case by case basis to ensure that optimum methods to answer research questions, and the approval of supervisors, receive immediate review and attention.
4. Graduate education in nursing in line with the research mission of the university should be emphasized; and the number of PhD students increased (this will require more PhD-prepared faculty).
5. The EC further recommends that the nursing faculty at Tel Aviv, work collaboratively with Haifa, Hebrew and Ben Gurion 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.

6. The EC recommends the writing of theses and dissertations in English to shorten time to publication in international journals, and provide the opportunity for use of representatives from other countries as additional supervisors and external examiners.

Students

The nursing department has attracted high quality students for all its programs, although the EC noted that recruitment to the generic BA has declined in recent years, despite the capacity to accept more students. Graduates assume leadership positions in clinical practice and, with the appropriate qualifications, participate in clinical teaching as preceptors and clinical faculty. Students indicated strength in the program content, high satisfaction, and harmonious faculty student relationships.

Recommendations:

1. Maintain existing, and consider increasing, the admissions standards for the BA generic program as international experience suggests that this improves the pool of potential entrants
2. Taking into consideration the recommendations of the current CHE committee, continue the RN to BA program with consideration of the option to proceed where appropriate to master's level qualification

3. The university should give consideration to a second career program whose students would matriculate for a degree in nursing, with consideration being given to the master's degree as an exit for appropriate students.
4. Increase the number of PhD students, and Master's with thesis students.
5. Create scholarships to cover at least tuition costs.

Research

The Departmental research portfolio is strong and on a par with international and national standards, despite the overload of faculty with teaching, research advising and administrative responsibilities. In the five years 2004-2009 the Department's staff received \$347,563 in research scholarships of which \$132,738 was research grants, mostly from outside funds. The fields of research interest in the Department are extremely wide, which can be a deterrent to the development of centres of departmental expertise and excellence, and to joint funding applications. The unit of analysis is also broad ranging across the individual, the family, the community and various work environments. There is evidence of interdisciplinary cooperation from areas outside nursing and a limited number of joint, comprehensive topics, although the EC believes that these opportunities could be more systematically exploited.

There are limitations to the process of ethical review for human subjects' protection (especially in the community setting). The Helsinki Committee process has become stricter and for part-time research students exhausting and very time-consuming when there are strict limits to the time available, especially for Master's thesis submission. In special cases (e.g. dementia patients) approval has become virtually impossible.

Recommendations

1. Faculty should undertake an overall review of research topics to identify several broad research themes. This would enable the creation of specific research groupings involving several researchers able to submit joint applications for research grants. The EC envisages that some of these applications should be interdisciplinary.
2. Faculty should encourage research students to develop their studies within the Department's overall research groupings. This would lead to a strengthening of the Department's research base and to economies of scale in post-graduate teaching and supervision
3. Faculty should develop collaboration with medicine and other disciplines for interdisciplinary health, health systems and health services research
4. The university and other appropriate authorities should review the process of ethical review for human subjects' protection, with consideration of the research needs of patients whose consent is complicated and often difficult to obtain. The difficulties of part-time students undertaking time-limited Master's or PhD degrees should be taken into consideration when applications for ethical approval are submitted.
5. Faculty should increase and develop research collaboration with international colleagues.
6. The EC recommends the writing of theses and dissertations in English to shorten time to publication in international journals, and provide the opportunity for use of representatives from other countries as additional supervisors and external examiners.

Faculty

Faculty are well prepared in their content area; they publish in high impact peer reviewed journals in nursing and related disciplines. Faculty at all ranks are highly committed to the academic mission and excellence in nursing. Nevertheless, the EC observed strengths and weaknesses in the teaching staff. On the positive side, there is talent and deep commitment among the staff to their students, to their research, and to the ultimate goal of health and health care improvement. Yet, the EC learned that the rich contribution to health and nursing knowledge that is being created by nursing research and teaching at Tel Aviv University, and which encompasses not only medical science but also the humanities, and social sciences, is undervalued by the university authorities.

As noted in the self-evaluation report, senior faculty have an excessive workload. In the decade 1989/9 to 2008/9 nine senior faculty positions (50%) were lost and not replaced. Currently there are only 9.5 senior positions for the entire department. In addition there are only 5 faculty members qualified to advise graduate research. The EC was extremely concerned by this resource situation. In the current year there are 955 enrolled students across all programs, with a ratio of 1 senior faculty member to 100 students. These staff carry the responsibility of managing the programs and carrying out the many tasks that are required in addition to teaching, supervising graduate students and undertaking their own research. Inevitably this has led to feelings of demoralisation and unless this grave situation is treated as a matter of urgency, the situation will become impossible when four of the senior staff retires in the next two to three years.

The Department is becoming less attractive as a career option for appropriately qualified staff owing to the perceived constraints, and greater remuneration and career opportunities outside the university. While the clinical and adjunct teachers are dedicated to their mission, they do not feel that they have a stake in the Department's development. Most of the adjunct teachers are not affiliated academically to the Department but teach part time in addition to holding a full time job outside the university. This leads to a sense of 'not belonging' in the University.

The EC was told that there is a rapid turnover of excellent clinical preceptors for a variety of reasons including promotions and job opportunities elsewhere, but also because preceptorship offers no rewards in terms of job enhancement. There needs to be a system in place to acknowledge, as in medicine, clinical teachers' and preceptors' vital contributions to nurse education and to assist these members of staff with career advancement in the clinical field.

Recommendations:

1. In view of the EC's grave concern at the 50% reduction in senior faculty positions over the decade 1989/9 to 2008/9 and the expected retirements of senior faculty, the EC recommends that the university authorities should undertake immediate, detailed scrutiny as to how the per capita student fees provided to the University are distributed to the Nursing Department.
2. In order to achieve the research mission of the university and the department of nursing and to develop academic scholars, the EC recommends that a department of this size should have at a minimum 18.5 full time positions (which requires restoring all lost positions). This level of staffing is required to meet institutional and societal needs for the

production of an academically prepared nursing workforce. This figure does not take into account any administrative positions.

3. In order to assure appropriate administrative support, the two administrative positions (one for the baccalaureate and one for the master's program), which are at present 75% full time equivalents, each needs to be upgraded to full time positions. With the recruitment of additional academic staff, appropriate administrative support will have to match these additional demands.
4. Faculty student ratio for research advisement in the short term should not exceed 15 to 1; this should move to 8 to 1 over the next five years.
5. The university should implement transition planning for faculty replacement in the face of impending retirements; this may be accomplished through a number of strategies including appointing search committees for the recruitment of senior as well as junior faculty.
6. The university should take interim action to recruit international faculty through a variety of mechanisms such as Fulbright Scholarships and inviting faculty from overseas for sabbaticals until a critical mass of senior faculty has been restored, along with mid level and junior faculty grooming and mentorship.
7. The university should explore post-doctoral funding of dedicated traineeships as an incentive to recruitment.
8. The university should identify and implement a mechanism for the recognition of adjunct faculty within the university.
9. The university and the Faculty of Medicine should implement a clinical promotion track similar to a model used in medicine for teaching preceptorships in the clinical programs.

10. The university should implement a system for periodic faculty appraisal for research and teaching career development, and contribution to the Department's mission, and advancement.
11. The university authorities should address the multiple barriers to the recruitment of faculty as set out in the self-evaluation report (finance, and lack of other material resources including office space and support for research together with, lack of promotion opportunities, alternative career options, and the part-time teaching situation, which become a barrier to academic progression and satisfaction).

Resources

The 5 schools of nursing are a major strength in providing excellent opportunities for a variety of clinical experiences, small group advisement and teaching, guidance in small groups, and library access.

There is a lack of self-study materials through computer-assisted learning.

As identified in the self evaluation report, there are a number of problems with the existing university infrastructure and technical resources; most generally that despite its recent construction and striking architecture, the existing building hardly meets the Department's need for adequate and appropriate classroom space and staff's own needs for offices. Simulation laboratories are inadequate for the teaching of clinical skills. As a result classes are taught in different buildings due to the large number of students; there are space constraints for faculty scientific work and writing; there is a shortage of adequate simulation laboratories; and there is an overall lack of computers for students use.

Recommendations:

1. The university should assess the current need for infrastructure for all of the Department's teaching, learning and research activities. As indicated in the Summary above, the university should give serious consideration to the formation of a separate School of Nursing within the Faculty of Medicine in order to strengthen the nursing program in its quest for resources, grant funding and research capabilities, and to the provision over the next decade of facilities such as buildings, infrastructure and teaching and learning facilities dedicated to, and appropriate for such a School.
2. In the short term, until the above development can be put in place, increase the overall space dedicated to the Department of Nursing
3. Increase availability of computers for the Department of Nursing
4. Develop and increase simulation teaching and either considerably upgrade the simulation laboratories, or afford access to the National Centre for Medical Simulation with resources for nurse faculty to prepare the appropriate simulation scenarios.
5. Increase availability of self study materials, especially computer assisted learning to supplement the existing teaching modalities

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

רח' שבטי ישראל 34 ירושלים מיקוד 91911 • טל' 02-5602330 • פקסמיליה 02-5602246
34 Shivtei Israel St' 91911 Jerusalem. Tel. 02-5602330. Fax 02-5602246
شارع شبطي يسرائيل 34 . اورشليم القدس 91911 . هاتف 02-5602330 فاكس 02-5602246
כתובת אתר ממשל זמין: <http://gov.il>
כתובת אתר המשרד: <http://www.education.gov.il>

Appendix 2- Site Visit Schedule

Agenda for Site Visit to TAU

Meetings will be held in Raymond Building for Health Professions, room 301

Tuesday, May 4, 2010

Time	Subject	Participants	Comments
10:00-10:30	Opening session w\heads of TAU & senior members appointed to deal with QA	Prof. Dany Leviatan , Rector Prof. Aron Shai , Vice Rector Prof. David Horn , Head of Quality Assessment	
10:30-11:00	Meeting with academic leadership of the Sackler Faculty of Medicine	Prof. Yoseph Mekori ,Dean, Sackler Faculty of Medicine	
11:00-11:30	Meeting with academic leadership of the Stanley Steyer School of Health Professions	Prof. Zeevi Dvir , Head, Stanley Steyer School of Health Professions	
11:30-12:00	Meeting with academic & administrative Heads of the Nursing Dept.	Prof. Mally Ehrenfeld , Head, Department of Nursing Ms. Gila Smaransky , Administrative assistant	
12:00-13:00	Meeting with senior academic faculty and with representatives of relevant committees*	Prof. Tamar Krulik , Head of the PhD track Prof. Nili Tabak , Head of the MA program Dr. Sivia Barnoy , Head of Baccalaureate nursing program for nurses (R.N. to B.A.) Dr. Tova Hendel , Head of Baccalaureate nursing program (generic) Prof. Hava Golander , Organizer of the department's annual research day, senior member at the Herczeg institute of Aging Research Prof. Yoram Bar-Tal , member of Research and Publications Committee, Procedures Committee, Admission Committee for Master's Degree Dr. Silvia Koton , member of Academic affairs committee, Procedures Committee, Teaching Committee (R.N.to B.A.)	

		<p>Dr. Shoshana Goldberg Ms. Miri Dotan, Chairperson of Teaching Committee (Generic program) Ms. Chana Shatzman, Chairperson of Exemptions Committee (Generic program) Ms. Ronit Kigli, member of Teaching Committee (Master's Degree)</p>	
13:00-13:30	Lunch (light lunch in meeting room)		
13:30-14:15	Meeting with junior faculty and graduate students *	<p>Junior Academic Staff: Dr. Chaya Balik, Dr. Ilya Kagan, Ms. Iris Winerlak, Dr. Anat Peles-Bortz, Dr. Merav Ben-Natan, Ms. Adi Liberty</p> <p>Ph.D. studies: Ms. Irit Ohana, Ms. Rama Zilber, Ms. Shlomit Blomental, Ms. Limor Yariv, Ms. Shoshi Werner</p> <p>Master Degree: Ms. Smadar Gofman, Ms. Tamar Vachter, Ms. Sophia Dombe, Mr. Ronen Segev</p>	
14:15-14:45	Meeting with adjunct lecturers*	<p>Dr. Ilana Hayout, Dr. Mina Rotem, Ms. Sima Azulay, Ms. Geula Bonstein, Ms. Liora Slomiansky, Ms. Anat Amit Ahron, Ms. Dorit Kreiser, Ms. Miriam Honovich</p>	
14:45-15:30	Meeting with clinical instructors*	<p>Dr. Michal Itzhaki, Ms. Vered Moses, Ms. Debby Gedal-Beer, Ms. Rut Khikin, Ms. Yehudith Marcus, Ms. Traister Lilit, Ms. Hadassah Rosenblatt, Ms. Esther Tal</p>	
15:30-16:00	Tour of Campus	Tour: 1. Sackler Faculty of Medicine 2. Library	
16:00-16:30	Closed door working meeting of the evaluation committee		

Wednesday, May 5, 2010

Time	Subject	Participants	Comments
10:00-13:00	Tour of clinical sites	10:00 – 11:20 Sheba School of Nursing (Tel Hashomer) 11:20 – 11:50 travel time 11:50 – 13:00 Dina Academic School of Nursing (Beilinson) (plus Prof. M. Ehrenfeld, Dr. T. Hendel , Ms. G. Smaransky)	
13:00-13:30	<i>Travel time from clinical site to campus</i>		
13:30-14:15	Lunch with alumni* (light lunch in meeting room)	Mr. Yuri Markman, Ms. Cochava Sharon, Ms. Anna Kushnir, Ms. Efrat Victor, Ms. Maya Etedgy, Mr. Khalil Iktilat, Mr. Michael Rashin, Ms. Iris Leibovitch	
14:15-15:00	Meeting with undergraduate students*	Ms. Rivka Lichtenshtein, Ms. Hussneih Hmado, Ms. Jennie Elmaleh, Ms. Merav Vaisman-Tayeb, Ms. Rachel Bendett, Ms. Tali Guza, Ms. Carmel Ganach , Ms. Nili Zurinam, Ms. Anna Kozolin	
15:00-15:30	Closed door working session QA		
15:30-16:00	Summation w\Heads of TAU & Dept.	Prof. Dany Leviatan , Rector Prof. Aron Shai , Vice Rector Prof. David Horn , Head of Quality Assessment Prof. Yoseph Mekori ,Dean, Sackler Faculty of Medicine Prof. Zeevi Dvir , Head, Stanley Steyer School of Health Professions Prof. Mally Ehrenfeld , Head, Department of Nursing	

* The heads of the institution and academic unit or their representatives will not attend these meetings.