



Committee for the Evaluation of Social Work and Human Services
Study-programs

**School of Social Work
Haifa University
Evaluation Report**

September 2007

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Chapter 1- Background

At its meeting on March 8th, 2005 the Council for Higher Education (hereinafter: the CHE) decided to evaluate study programs in the fields of Social Work and Human Services during the academic year 2005-2006.

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

- Professor Jonathan Rabinowitz - School of Social Work, Bar-Ilan University, Committee Chairman
- Ms. Ilana Ben-Shahar - Director of the Social Work Department, Ministry of Health
- Professor Ronald A. Feldman - School of Social Work, Columbia University, USA
- Professor Eileen Gambrell - School of Social Welfare, the University of California at Berkeley, USA
- Professor Zahava Solomon - School of Social Work, Tel-Aviv University

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

1. Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Social Work and Human Services, and to hold on-site visits at those institutions.
2. Present the CHE with final reports for the evaluated academic units and study programs - a separate report for each institution, including the committee's findings and recommendations, together with the response of the institutions to the reports.
3. To submit to the CHE a report regarding its opinion as to the examined field of study within the Israeli system of higher education and a proposal of standards for Social Work & Human Services studies. The committee will submit a separate report to the CHE in this matter.

The first stage of the quality assessment process consisted of self-evaluation by the institutions. This process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Fields of Social Work and Human Services which were compiled by the committee.

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

Chapter 2 -Committee Procedures

The Committee held its first meeting on May 11, 2006, during which it discussed fundamental issues concerning Social Work and Human Services study programs in Israel and the quality assessment activity.

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

In November 2006 the committee members conducted a full-day visits to Social Work and Human Services Departments in five universities and three colleges. During the visits, the committee met with the academic leadership of the institution and that of the academic units under evaluation, representatives of committees, academic staff members, teaching assistants and students.

This report deals with the School of Social Work, Haifa University

The committee's visit to the School of Social Work took place on November 13, 2006. The schedule of the visit, including the list of participants representing the institution, is attached as Appendix 2.

The committee members would like to express their appreciation for the extensive amount of labor, thought and resources that went into preparations of the report and on-site visit and thank the management of the University, the Faculty of Welfare and Health Studies and the School of Social Work for their hospitality towards the committee.

Chapter 3 - The School of Social Work, Haifa University

I. Mission and Goals

The school was founded in 1965 and was the second academic School of Social work to open in Israel. From 1974 until 1995 the school was one of the four independent academic units within the university. In 1995 the university opened a Faculty of Welfare and Health Studies, of which the School of Social Work became a part, together with other departments. The school has been the locomotive of the Faculty of Welfare and Health Studies' development in terms of student body, recruitment of faculty and administrative staff.

The university is the only university in the North. It attracts many students of diverse ethnic and religious backgrounds who come from both urban and rural areas.

The School appears to have strong support from the central administration of the university. It has a significant role in the university in bringing in research funding. However, the school lacks a comprehensive development plan. As with other social work programs, the self-study report notes the constant tension of being part of a research university and the concomitant need to produce competent social workers. At the same time, the focus of the university development is shifting to life sciences.

II. Study Program

The school offers a BA, MA and Ph.D. programs as well as a retraining MA program for students with a degree in other professions. They also operate an off-campus BA program for ultra-orthodox men in Bnei Brak, which was not subject to the current evaluation effort and thus not discussed in this report. In addition, the school has a joint bachelor program with the faculty of Law in which students graduate with degrees in both disciplines, yet they do not have any special courses for that program.

The BSW program is based on the multi-system conception, which places equal emphasis on the three methods of social work: individual casework, group work and community work. Although there are no specializations in the BSW program, it has been pointed out that emphasis of the study program is on community and social involvement on all levels.

The MSW program offers seven specializations that focus on different dimensions of the social work profession: family, child and youth, correction, health and rehabilitation, clinical, trauma, organization and administration. The MSW program includes two main tracks – research track and applied-oriented track.

PhD students are offered several core courses and in addition can take courses in other academic units, particularly statistics. In comparison to other departments in the university, this PhD program offers more courses to its PhD students (research seminar, philosophy, research methods etc.).

Decisions about curriculum including decisions as to which practice theories and interventions are to be used are based mostly on faculty interests

and knowledge and are not determined and updated based on systematic scientific continuous reviews. When staff were asked what criteria are used to select practice theories and intervention programs to teach, the evidentiary status of the intervention program or practice theories was not mentioned. Also it does not seem that they have a clear understanding of what evidence-based practice is as described in original sources. The faculty describe evidence-based practice as "Interventions that have been proven to be effective." That is they describe evidence-based practices (e. g., practice guidelines), not the philosophy and practice of evidence-based practice.

Most faculty were not familiar with the Cochrane and Campbell databases of reviews. Both of these are designed to prepare, maintain and disseminate high-quality exhaustive reviews regarding specific practice and policy questions.

A particular area of strength in the curriculum is youth delinquency. The faculty believe that the curriculum on social policy should be upgraded and that courses should include more material on cultural sensitivity. There is a lack of emphasis on ethics in the study program.

III. Teaching Staff

The faculty comprises of three tracks: regular academic/research track, teachers and experts who come from the field. There are 29 full time faculty members including 12 professors, 10 senior lecturers, 5 lecturers and 2 teachers in the teachers track as well as 32 adjunct instructors. The teachers track has been discontinued for future appointments. Six of the full time faculty members are in the experts track.

Faculty are diverse and comprises of junior, mid career, and senior faculty. Faculty offer a good mix of research and practice and possesses a wide range of expertise. However, the hiring process tends to operate in a way that discourages the dissemination of tenders to potential faculty candidates from outside of Haifa University. This situation should be rectified in order to enhance the probability of hiring top-quality faculty from elsewhere.

The Rector aspires to a situation where 75 to 80% of faculty will be on the regular academic track. The optimum composition of faculty and 'right' proportion between the tracks is controversial among faculty. The rector thinks it is adequate except for the shortage of thesis advisors.

The school has its own manpower committee. Its members are associate and full professors and heads of programs regardless of rank and an ad hoc search committee. These committees are advisory to the head of the school who recommends appointments to the Dean of the Faculty of Welfare and Health Studies who brings appointments to the Rector.

The school operates via numerous committees and faculty members are also required to take part in other university committees. It is not clear that the number of meetings and committee work does not exceed the point of diminishing returns and may impede productivity. Another area requiring attention is that faculty lack knowledge about evidence-based practice.

IV. Teaching and Learning

Student surveys for the MA program indicate that 39% reported a high level of satisfaction, 43% reported a medium level of satisfaction, and 18% reported a low level of satisfaction. The causes of the low satisfaction expressed by nearly one-fifth of the students need to be investigated by the faculty.

There is a severe shortage of thesis supervisors. The number of students who wish to write a thesis far exceeds the number that are manageable based on the number of available supervisors. As a result, many students are left without supervision and are obliged to move to the non-thesis track. Supervision of research graduate students is a drain; according to the school there are currently 196 MA thesis students and 63 PhD students. At this point, there are no plans to increase the number of PhD students.

There are approximately 40 students per full time faculty member. Classes in some of the BA and MA programs are large. Reductions in class size are likely to enhance the quality of the professional education offered to students. The MA statistics course has 130 students. Yet some courses are taught in very small groups.

The research courses do not provide students with fluid skills in critical appraisal of the literature, attending to the match between research methods and the question raised. When asked "What criteria are used to select practice theories and interventions?", evidentiary status was not emphasized. Students also did not have an awareness of what type of research would be most germane to a particular decision that must be made. Students could not identify what kind of published research would be needed calling into question the claim that the school produces educated research consumers.

It is not clear to what extent MA courses cover material distinctly different from BA courses. The curriculum is not updated rapidly enough to meet changes in the field. Importantly, the School does not have a mechanism for examining the reliability and validity of its methods for assessing student performance.

Students rated teaching quality as quite strong. Teaching quality is assessed primarily by student satisfaction, which does not indicate what students actually learn, what they use in their field agencies and to what effect. Students in the BA program expressed concern about difficulties in linking and coordinating field work assignments with classroom learning.

There is an underutilization of e-learning which could be particularly beneficial since many of the student's live considerable distances from the campus.

V. Students

The numbers of students are robust and stable. In the 2005-2006 academic year 569 students studies towards a BA in Social Work, 209 students wrote a thesis in the framework of the MSW program, 265 studied towards the MSW without thesis, and there were 50 doctoral students, an increase of 85%

over the last five years. The school also runs a MA program for persons without a BA in social work.

The student body is among the most diverse in Israeli schools of social work. Students are concerned about an undue dichotomy between academic and field work needs. Efforts need to be made to link the two domains more readily. The school does not have an active alumni association.

VI. Research

The social work faculty has received approximately \$4 million in extramural research funding in the last five years. Between 2001 and 2005 faculty members reportedly had published, or had accepted for publication, six books, approximately 300 articles in scholarly journals, about 40 chapters in professional books, and about 40 other publications. The university encourages research by providing some limited seed money and small intramural grants.

The school has three research centers, the Center for Research of Human Development and Rehabilitation, the Center for Research and Study of the Family, and the Center for Research and Study of Aging.

VII. Infrastructure

The offices for the School are housed on one floor of the Eshkol tower. The School is served by a central library, which offers a very good selection of books and journals, internet access and inviting space to work in. The central library exposes students to a broad range of journals and books that they would not find in a specialty social work library. Classes are taught at various sites throughout the campus. Office spaces for faculty are cramped and inhibit projects that require space including especially large research projects.

VIII. Field Work/Practicum

The field work unit places 170 second year and 150 third year students with the help of 3 field coordinators. The field work unit also administers the MA practicum courses. Students are placed over a wide geographical area and are supervised by 100 supervisors. Because field work locations are spread out across a wide geographical radius it is costly to visit, monitor and evaluate training sites in order to assure their quality. Moreover, there is a high turnover of field work supervisors. As a result, students do not always get good exposure and training in their field work. Additionally, students are not given adequate exposure to case work. Traditional methods are used to evaluate students' activities in the field. There is little direct observation of students with clients. It is not clear that research based formats are used to train students like repeated corrective feedback based on observation. In field work insufficient attention is given to client focused outcomes.

The reported students' satisfaction with field work is somewhat low. Faculty members believe that students' ratings reflect some inherent confusion that stems from tensions between academia and the field. Group supervision

has replaced individual supervision in many cases because of budget cuts¹. Students complain about bureaucracy, not enough supervision on the part of the university field supervisors, and excessively long and expensive travel to field work. Students are not reimbursed for travel.

IX. Budget

About 30% of the school's budget is for field work. The manpower lines (see section on faculty) and operating expenses are covered by the university. The school does not engage in active fund raising and does not have steady outside sources of income. There has been some revenue from conferences and summer school. The school has some scholarship funds based on donations. The school believes that it will benefit financially from increased government and non-profit interest in the North.

X. Self-Study Process

The self-study was conducted in a thoughtful and thorough-going manner. Numerous assessment mechanisms were employed to evaluate various components of the educational program. Moreover, the findings of these assessments evidently have been employed in order to design revisions and enhancements of the educational program. There remains a need to strengthen aspects of the curriculum concerned with social policy, social planning, and multiculturalism.

Improvements are needed to enhance the validity, reliability, and objectivity of the instruments employed to evaluate all aspects of the educational program including especially the extent of student learning. The report contained many unsupported assertions of strengths including a summary statement that all major goals have been met. At the same time, there are strong prospects for realizing one of the necessary advances suggested in the self-study process, namely, the creation of a new post staffed by a senior permanent staff member under the title of "Self-evaluation Officer". This person will bear overall responsibility for continued follow-up, application of the recommendations of the self-study report, and correcting weaknesses identified during the self-study.

¹This is only the case for the regular MA track. For the BA program and the pre-MA and direct MA tracks, students receive both individual and group supervision.

Chapter IV - Recommendations

General Recommendations to the University

- As with social work education programs elsewhere in Israel there is a tension between the need to "academize" educational programs (largely by means of strong emphasis upon research and publication) and to "professionalize" them in ways that meet the practical training needs of the social work profession. Requirements of "academization" must be addressed in ways that accord due recognition and credit to research programs that advance social work practice without necessarily utilizing the methodologies employed in other disciplines that are not confronted with the need to conduct research about complex social and psychological problems.
- *The budget system at the University does not provide incentives for saving funds and employing extant funds judiciously. Because unexpended funds must be returned to the central administration at the end of the fiscal year, there is compelling reason to spend all of the budgeted funds rather than carry them forward to the next fiscal year when they might possibly be used to greater advantage. The budget system should be revised.

Study program

- *The faculty needs to engage in serious and ongoing discussions aimed at determining the best ways to select the intervention methods to be taught at the School. Courses tend to be introduced and/or retained largely on the basis of "traditionalism" or popularity rather than formal and clearly articulated criteria that seek to determine their efficacy for social work practitioners.
- Develop better linkages between classroom content and concurrent field work learning.
- Improve intellectual level of required practice courses.
- The committee recommends adding course content about social policy and multi-cultural issues to the study program.
- Better differentiate between the curriculum and course content of the BA and MA programs.
- Infuse curriculum with content that enables students to select the most effective interventions for given groups of clients.

Teaching staff

- Long-term strategic planning is needed to assure that faculty members are recruited and hired for the most pressing curriculum areas.
- Disseminate tenders for faculty positions more effectively throughout Israel and abroad.
- Encourage faculty and field collaboration on research.

Teaching and Learning

- *The school should hire more faculty who can serve as advisors for research theses and doctoral dissertations or, alternatively, provide appropriate incentives for these activities.
- Reduce class sizes
- *Examine the feasibility of introducing e-learning where appropriate. Given the large geographic spread of students, this would seem to be particularly welcome.
- Attention should be given to helping students develop fluid critical appraisal skills for reviewing different kinds of research related to particular practice and policy questions.
- *Familiarize faculty and students with the philosophy, methods and tools of evidence based practice including the Campbell and Cochrane Collaborations.

Research

- The teaching faculty should explore the feasibility of problem-based learning to help students integrate research and practice more fully.

Fieldwork

- Hire additional administrative staff to coordinate and improve the field instruction program.
- *There does not appear to be sufficient monitoring or supervision of persons who serve as field work supervisors. Although expensive, such monitoring and supervision systems could greatly enhance the quality of students' field work experience and, even more, help to bridge the gap between classroom learning and field-based learning.
- Provide sufficient funding to pay field work supervisors and to reimburse students for expenditures incurred for traveling to field work sites
- *Develop field placement opportunities that reduce student travel.

Physical Infrastructure

- Improve the physical infrastructures needed for social work education; this includes more offices that are spacious and that are located near classrooms equipped with the latest technologies.

Signed by:

Jonathan Rabinowitz

Prof. Jonathan Rabinowitz
Chairperson

J. Ben-Shahar

Ms. Ilana Ben Shahar

Ronald A. Feldman

Prof. Ronald A. Feldman

Eileen Gambrell

Prof. Eileen Gambrell

Zahava Solomon

Prof. Zahava Solomon

APPENDIX 1

Terms of Reference of the Committee



מדינת ישראל

STATE OF ISRAEL

Minister of Education Culture and Sports

December 4, 2005

To:

Professor Jonathan Rabinowitz	School of Social Work, Bar-Ilan University
Ms. Ilana Ben-Shahar	Director of the Social Work Department, Ministry of Health
Professor Ronald A. Feldman	School of Social Work, Columbia University, USA
Professor Eileen Gambrell	School of Social Welfare, Berkeley University of California, USA
Professor Zahava Solomon	School of Social Work, Tel-Aviv University

Esteemed Ladies and Gentlemen,

I hereby appoint you as members of the Council for Higher Education's (CHE) Committee for the Evaluation of Social Work & Human Services Study-programs (that have already received authorization) within institutions of higher education in Israel.

You are kindly requested to operate in accordance with the Appendix to the Terms of Reference of Evaluation Committees (study-programs), which is attached to this Terms of Reference document.

The Committee is requested within the framework of its activity to:

1. Examine the self-evaluation reports that shall be submitted by the institutions that provide study-programs in Social Work & Human Services, and hold on-site visits to those institutions.
2. Present the CHE- by January 2007- with final reports regarding the evaluated academic units and study-programs- a separate report for each institution including the Committee's findings and recommendations, together with the institutions' responses to the reports.

Within the framework of the final reports, the Committee is requested to refer to the following topics, among others, in relation to each of the study-programs:

1. The goals and aims of the evaluated academic unit and study-programs.
2. The study-program and its standard.
3. The academic staff.
4. The students.
5. The organizational structure — both academic and administrative - of the academic unit and study-program.
6. The broad organizational structure (school/faculty) in which the academic unit and the study-program operate.
7. Physical and administrative infrastructure available to the study-program.

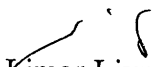
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

In addition to its final report concerning each study program under examination, the committee shall submit to the CHE the following documents:

1. A report regarding its opinion as to the field of Social Work & Human Services within the Israeli system of higher education.
2. A proposal of standards for Social Work & Human Services studies.

Professor Jonathan Rabinowitz shall preside over the Committee as Chairman.
Ms. Hadas Keppel shall coordinate the Committee's activities.

Yours sincerely,


Limor Livnat
Minister of Education, Culture and Sport
Chairperson of The Council for Higher Education

cc: Mr. Naftali Weitman, Secretary of The Council for Higher Education
Ms. Hadas Keppel, Committee Coordinator

Enclosure

**Appendix to the Terms of Reference of Evaluation Committees (study-
programs).**

Appendix to the Terms of Reference of Evaluation Committees **(Study-Programs)**

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated once in six years and institutions once in eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of this subject and to develop internal mechanisms for the evaluation of academic quality on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment activity. The evaluation committee is requested not to make comparisons between the institutions.

2. The Evaluation Committee

- 2.1 The CHE shall appoint a Committee to carry out quality assessment of the study-programs.
- 2.2 A senior academic figure in the examined field shall be appointed as Chairman.
- 2.3 The Committee shall include 3 to 5 senior academic figures in the field from leading institutions in Israel and abroad. In exceptional cases, and in cooperation with the committee chairman, an authoritative figure who is not on the academic staff of an institution of higher education may be appointed as a committee member.
- 2.4 In the event that a member of the committee is also a faculty member in an institution being evaluated, he will not take part in discussions regarding that institution.

3. The work of the Evaluation Committee

- 3.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 3.2 The committee shall visit the institution and the academic unit being evaluated within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-study report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit the committee will meet with the heads of the

institution, faculty members, students, the administrative staff, and any other persons it considers necessary.

- 3.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the head of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end of the visit, the committee will summarize its findings, and formulate its recommendations.
- 3.4 The duration of the visits will be coordinated with the Chairman of the Committee according to the issue, and in any event will not be less than one day.
- 3.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response. The institution's and the academic unit's response will not result in changes to the content of the Committee's report, unless they point out errors in the data or typographical errors in the Committee's report. In such cases, the committee will be able to make the required corrections in its final report.

4. The Evaluation Committee's Report

- 4.1 The final report of the evaluation committee shall address every institution separately.
- 4.2 The final report shall include recommendations on the subjects listed in the guidelines for self-evaluation, and in accordance with the Committee's Terms of Reference.
- 4.3 The recommendations can be classed as one of the five following alternatives:
 - 4.3.1 *Congratulatory remarks and minimal changes recommended, if any.*
 - 4.3.2 *Desirable changes recommended* at the institution's convenience and follow-up in the next cycle of evaluation.
 - 4.3.3 *Important/needed changes requested for ensuring appropriate academic quality* within a reasonable time, in coordination with the institution (1-3 years).
 - 4.3.4 *Essential and urgent changes required, on which continued authorization will be contingent* (immediately or up to one year).
 - 4.3.5 *A combination of any of the above.*
- 4.4 The committee's report shall include the following:
 - 4.4.1 **Part A — General background and an executive summary:**
 - 4.4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
 - 4.4.1.2 An executive summary, which will include a description of the strengths and weaknesses of the academic unit and program being evaluated, according to the subjects listed in the body of the report and a list of recommendations for action.
 - 4.4.2 **Part B — In depth description of subjects examined:**
 - 4.4.2.1 This part will be composed according to the topics examined by the evaluation committee, in accordance with the committee's Terms of Reference and the report submitted by the institution, and at the discretion of the committee.
 - 4.4.2.2 For each topic examined - the report will present a summary of the findings, the relevant information and an analysis thereof, and conclusions and recommended actions.
 - 4.4.3 **Part C — Summary and recommendations:**

- 4.4.3.1 A short summary of every one of the topics described in detail in Part B, including the committee's recommendations.
- 4.4.3.2 Comprehensive conclusion/s and recommendation/s regarding the evaluated academic unit and the study-programs.
- 4.4.4 **Part D- Appendices:**
 - The appendices shall contain the committee's Terms of Reference, relevant information about the institution and the evaluated academic unit, the schedule of the on-site visit.
- 4.5 The final report will be delivered to the institution, with the deadline for its and the academic unit's response noted.
- 4.6 The Committee's final report together with the response of the institution and the academic unit will be brought before the CHE.
- 4.7 The CHE will discuss these documents and formulate its decisions within (approximately) a year from the time the guidelines for self-evaluation were sent to the institutions.

APPENDIX 2

The schedule of the visit



School of Social Work

ביה"ס לעבודה סוציאלית

Schedule of visit for the Assessment Committee – November 13, 2006

סדר יום - ביקור ועדת ההערכה מטעם המל"ג - 13.11.2006

Meeting with	Participants	שעת Time	מיקום Location	משתתפים	פגישה עם
Academic and administrative management of the university	Prof. Yossi Ben-Artzi, Rector Prof. David Faraggi, Vice Rector Prof. Perla Werner, Faculty Dean Mrs. Ruchama Elad-Yarum, Assistant to the Vice-Rector	09:30-10:00	חדר 2702 קומה 27 מגדל אשכול Eshkol Tower	פרופ' יוסי בן ארצי, רקטור פרופ' דוד פראגי, המשנה לרקטור פרופ' פרלה ורנר, דיקן הפקולטה גב' רחומה אלעד-יארם, עוזר המשנה לרקטור	הנהלת ראוניברסיטה: הנהלת אקדמית ונהלולית של בית הספר
Academic and administrative management of the school	Dr. Amnon Lazar, Head of School Dr. Ilana Duvdevani, Head of B.A. Program Dr. Faisal Azaiza, Head of M.A. Program Prof. Adial Ben Ari, Head of Ph.D. Program Dr. Eli Buchbinder, Head of field studies Mrs. Mina Kontes, School Administrator Dr. Israel Doron, Self Assessment Report Coordinator	10:00-11:00	חדר 501 קומה 5 מגדל אשכול Eshkol Tower	ד"ר אמנון לזר, ראש ביה"ס ד"ר אילנה דובדבני, ראש תכנית ב"א ד"ר פייסל אזאיזה, ראש תכנית מ"א פרופ' עדיאל בן ארי, ראש תכנית ד"ר ד"ר אלי בוכבינדר, ראש לימודי שדה גב' מינה קונטס, מנהלת ביה"ס ד"ר ישראל דורון, מרכז דו"ח הערכה	
committees: • Workforce Committee (Promotion and recruitment Committee - faculty representatives) • Teaching	Prof. Perla Werner Prof. Hasida Ben Zur Prof. Perla Werner Dr. Shai Tzafir Dr. Amnon Lazar	11:00-11:30	חדר 501 קומה 5 מגדל אשכול Eshkol Tower	ועדת מינויים פקולטטיות* פרופ' פרלה ורנר, דיקן הפקולטה פרופ' חסיד בן צור, חברת ועדה ועדת הוראה פקולטטיות פרופ' פרלה ורנר, דיקן הפקולטה ד"ר ששי צפירי, חבר ועדה ד"ר אמנון לזר, ראש ביה"ס	נציגי הוועדות: • ועדת מינויים פקולטטיות* • ועדת הוראה (וועדה פקולטטיות)



Meeting with	Participants	שעות Time	מיקום Location	משתתפים	פגישה עם
<p>• Admission Committee for BSW, MSW and PhD</p>	<p><u>B.A. Admission Committee**</u> Dr. Ilana Duvdevani</p> <p><u>M.A. Admission Committee</u> Dr. Faisal Azaiza Dr. Michal Shamy</p> <p><u>Ph D Admission Committee</u> Prof. Adital Ben Ari Prof. Hasida Ben Zur Dr. Amnon Lazar</p>	11:30-12:15	<p>חדר 501 קומה 5 מגדל אשכול Eshkol Tower</p>	<p>ועדת קבלה לתכנית בי"א ** ועדת קבלה דו-כדבר, יו"ר תכנית בי"א נעדרת קבלה לתכנית בי"א ד"ר פייסל עזאזיזה, יו"ר התכנית ד"ר מיכל שמאי, יו"ר קורס ועדת קבלה לתכנית ד"ר פרופ' עדי בן ארי, יו"ר התכנית פרופ' חסי בן צור, היו"ר הקודם ד"ר אמנון לזר, ראש בי"א</p>	<p>נציגי הוועדות: • ועדת קבלה+ראשי תכניות</p>
<p>Representatives of the field studies unit</p>	<p>Dr. Eli Buchbinder Dr. Nava Arkin Mrs. Vered Golan Mr. Gidon Techlet Mrs. Miriam Ben Oz Mrs. Miri Solomon</p>	12:15-13:00	<p>חדר 501 קומה 5 מגדל אשכול Eshkol Tower</p>	<p>ד"ר אלי בוכבינדר, ראש היחידה ללימודי שדה ד"ר נאווה ארקינ, מתאמת ל. שדה גב' ורד גולן-שנער, מתאמת ל. שדה מר גדעון תכלת, מתאם ל. שדה גב' מרים בן עזר, מתאמת לימודי פרקטיקום ותכנית השלמות לבי"א. גב' מרים סלומון, נציגת מלריכים, עיריית חיפה</p>	<p>נציגי המדור להכשרה מקצועיות</p>
<p>Lunch – closed meeting of the committee</p>		13:15-14:00	<p>חדר 2702 קומה 27 מגדל אשכול Eshkol Tower</p>		<p>ארוחת צהריים – ישיבה סגורה של הוועדה</p>
<p>Meeting with the representatives of the institution/School responsible for the budget</p>	<p>Prof. Perla Werner Dr. Amnon Lazar Mrs. Tova Grinberg Mrs. Mina Kontes</p>	14:00-14:30	<p>חדר 501 קומה 5 מגדל אשכול Eshkol Tower</p>	<p>פרופ' פרילה ורנר, דיקן הפקולטה ד"ר אמנון לזר, ראש בי"א גב' טובה גרינברג, ראש מינהל הפקולטה גב' מינה קונטס, מנהל בי"א</p>	<p>פגישת עם אנשי תקציבים (ממונים על התקציב*)</p>



Meeting with	Participants	שעות Time	מיקום Location	משתתפים	פגישה עם
Representatives of the senior staff members	Prof. Hasida Ben Zur Dr. Irit Hershkowitz Dr. Zeev Winstok	14:30-15:15	חדר 501 קומה 5 מגדל אשכול Eshkol Tower	פרופ' חסי בן צור - פר"ח ד"ר אירית הרשקוביץ-מרצה בכיר ד"ר זאב וינשטוק, מרצה בכיר	נציגי סגל בכיר של בית הספר לעבודה סוציאלית
Representatives of junior staff members and tutors	Dr. Keren Or Chen Dr. Orly Enes Dr. Israel Doron Dr. Anat Freund Dr. Sharon Gil Mr. Beni Sheori Mrs. Tali Yogev	15:15-16:00	חדר 501 קומה 5 מגדל אשכול Eshkol Tower	ד"ר קרן אור חן - ד.מ. מרצה ד"ר אורלי אינס קניג - ד.מ. מרצה ד"ר ישראל דורון - מרצה ד"ר ענת פריינד - מרצה ד"ר שרון גיל - מרצה מר בני שחורי - עוזר הוראה גב' טלי יוגב - עוזר הוראה	נציגי סגל זוטור והמתרגלים בבית הספר לעבודה סוציאלית
Representatives of the students: BSW	<u>B.A. Students</u> Mrs. Rana shman Mrs. Maneal basol Mr. gabi Duvdevani Mrs. Rotem fharchi	16:00-16:45	חדר 501 קומה 5 מגדל אשכול Eshkol Tower	<u>תלמידי תואר ראשון</u> רנא שמאן מנאל בסול גב' דובדבני רוטם פרחי	נציגי סטודנטים של בית הספר לעבודה סוציאלית
Representatives of the students: MSW PhD	<u>M.A. Students</u> Mrs. Natali fishman Mrs. Adi minster <u>Doctoral Students</u> Ela Perkis Tal Araten Haya Koren Tali Livne	16:45-17:30	חדר 501 קומה 5 מגדל אשכול Eshkol Tower	<u>תלמידי תואר שני</u> נטלי פישמן עדי מינשטר <u>תלמידי תואר שלישי</u> גב' פרקיס אלה גב' טל ארטן גב' חיה קורן גב' טלי ליבנה	נציגי סטודנטים לתארים מתקדמים של בית הספר לעבודה סוציאלית

הערות:

* נשאוי המינויים והתקציב ברמה האוניברסיטאית יידונו בישיבה עם הנהלת האוניברסיטה.

** לתכנית הב"א מתקבלים לפי חתך קבלה שנקבע מראש, כך שיו"ר ועדת הקבלה אחראי לקבלה חריגה.

*** ד"ר אמנון לוז, ראש ביה"ס ידוה נוכח בכל הישיבות, למעט ישיבות המגודרות כסגורות או ללא נוכחות של הנהלת המוסד.

תברי הוועדה המעריכה:

פרופ' יונתן רבינוביץ' (יו"ר הוועדה) - בית הספר לעבודה סוציאלית, אוניברסיטת בר אילן
 גב' אילנה בן-שחר - לשעבר מנהלת השירות הארצי לעבודה סוציאלית, משרד הבריאות
 פרופ' איילין גמבריל - בית הספר ללימודי רווחה חברתית, אוניברסיטת ברוקלין, קליפורניה, ארה"ב
 פרופ' זרבה סולומון - בית הספר לעבודה סוציאלית, אוניברסיטת תל אביב
 פרופ' רונלד א. פלדמן - הספר לעבודה סוציאלית, אוניברסיטת קולומביה, ארה"ב
 מרכות הוועדה, אנה קלינובה