



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

**Department of Social Work
Ben-Gurion University of the Negev
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 Gambrill - 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 visit 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 Department of Social Work, Ben Gurion University of the Negev

The committee's visit to the Department of Social Work took place on November 12, 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 Humanities and Social Sciences and the Department of Social Work for their hospitality towards the committee.

Chapter 3 - Ben-Gurion University, Department of Social Work

I. Mission and Goals

The Charlotte B. and Jack J. Spitzer Department of Social Work was established and accredited by the Council of Higher Education in 1982. Organizationally, the Department belongs to the Faculty of Humanities and Social Sciences and as such operates within the academic regulations of the Faculty.

The Department of Social Work asserts that its mission entails striving toward excellence in teaching and research by providing students with generic and multi-modal training that gives them theoretical knowledge and practical skills in the methods of social work. The proliferation of social concerns that have accompanied the decline of the Israeli welfare state has caused it to redefine its goals toward greater emphasis on promoting the student's ability and interest in social activism. The Department also places emphasis on recruitment of students from a wide variety of backgrounds in the southern region, including the Bedouin community. The curriculum emphasizes multicultural training.

The university officials have pointed out that the department is in the university's top-priority ranking and has a prominent role in defining the university's mission since the department prioritizes social policy issues and is very much oriented towards meeting the social needs of the Negev and Southern region and its specific problems.

II. Study Program

The Department of Social Work offers BA, MA and Ph.D. programs as well as professional retraining courses on both the bachelor's and master's levels. At the BA level, the retraining program is for immigrant university graduates. No specializations are offered in the BA program. At the MA level the retraining program is primarily for persons holding a BA in an allied field like psychology or sociology. There also is a major in Art Therapy in the MA program. The Ph.D. program is implemented under the auspices of the Kreitman School of Advanced Graduate Studies in conjunction with the Faculty of Humanities and Social Sciences. The Department of Social Work does not offer any coursework for the PhD and supervision is handled jointly with other faculties

The self-study report notes that there is a shortage of elective courses in the MA program. Moreover, not all MA courses are sufficiently challenging intellectually nor are they sufficiently differentiated from BA courses. One should also note that the teaching program is highly reliant upon external teachers.

In the same vein, students expressed some concerns that not enough attention was paid to community level practice, social justice and NGO's. They desire improvement in the academic content of some courses. The students also

noted that course offerings in the department change too rapidly, e.g. the availability of electives varies from year to year thereby mitigating against careful advanced planning of their studies. A review of the curriculum by committee members supports the students' concerns. There also appears to be a need to scrutinize more carefully the extent of overlap in course content between the BA and MA programs. There is also a lack of emphasis on ethics in the BSW study program.

The department describes its degree programs as being "evidence based". Yet, their materials do not provide support of this assertion in the sense of producing students who integrate external research, client values and preferences and local resources using clinical expertise to do so. A key goal of this program is to produce a well-rounded practitioner who is able to apply the most appropriate method in response to clients' needs. Little evidence that this is the case was provided. 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 the faculty have a clear understanding of what evidence-based practice is as described in original sources. The staff members 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.

III. Teaching Staff

According to the department's report, there are 14 senior faculty members: 1 full professor, 4 associate professors, 4 senior lecturers and 6 lecturers. In addition, there are 22 external lecturers who teach in the department. The ratio between students and faculty seems appropriate. Vis-à-vis comparable institutions.

IV. Teaching and Learning

Methods in social work courses are taught in classes of 40-60 students. Students expressed their concern about the very large size of classes. Faculty desire smaller classes and more scholarships for students. According to the self-study report there is a shortage of teaching assistants and, therefore, a need for more assistants in teaching and research.

While the department encourages students to write a master's thesis and the faculty also provide supervision for doctoral students, there is a need for additional qualified supervisors. There is considerable variability with some faculty advising 15 students while other faculty supervise none. In some cases for MA students and many PhD students the supervision is done with the help of faculty from other departments. The Department has recently changed its requirements for a thesis. It now requires the format of a journal article. This is believed to be more manageable for students. The committee sees it as a

positive development enabling more students to write a thesis. At the same time, the committee suggests careful scrutiny and evaluation of this changed policy.

Students did not display awareness regarding what types of research would be most germane for a particular practice decision that must be made. Students with whom the committee met could not identify what kinds of published research would be appropriate thereby calling into question the claim that the department produces educated research consumers.

V. Students

In 2005-2006 academic year 222 students studied towards BA in Social Work. 39 students wrote thesis in the framework of MSW program, 76 studied towards MSW without a thesis and there were 23 student studying towards a PhD. Forty-three students studied in the Retraining BSW Program for Immigrant University Graduates, 30 toward an MSW in Art Therapy and 19 in the general MSW retraining program for persons holding a BA in an allied social science field.

The student body is diverse. The majority of the students in both BSW and MSW programs come from the South. The acceptance rate is low due to the high admission requirements and a relatively large number of applicants for study in the Department (29% and 26% for BSW and MSW respectively). Faculty believe that support services for Bedouin students need to be more extensive and stronger.

The MA program has two distinct groups of students. One group of students in the regular program is comprised of experienced social workers who have been working in social services for many years. The other group is comprised of students in the MA retraining program for persons who have recently completed a BA in an allied field and who do supervised field work during their MA studies. Unlike the regular program, all of the retraining students write an MA thesis.

VI. Research

Four research centers are based in the Department. These are the Center for Women's Health Studies and Promotion; the Israel Center of Qualitative Methodologies; the Regional Alcohol and Drug Abuse Resources Center; and, the Regional Research and Development Center for Bedouin Society. These are valuable resources. In addition, the department has an impressive record of generating research funding among others from very competitive sources such as NIMH, GIF and ISF. However, the publication record of the faculty shows moderate productivity ranging from approximately 40 journal and book chapter publications in 2006 to approximately 75 in 2005. Closer scrutiny reveals considerable variability in productivity among faculty members. Given the low teaching load and available resources some of the faculty should be encouraged to be more productive.

Concerns were raised by the Dean regarding the quality of faculty research. As with other social work programs, the report of the department

notes the constant tension of being part of a research university and the concomitant need to produce competent social workers. Both the rector and the dean are well aware of the inherent conflict between the aims of a professional school that trains social workers and the university's demands for excellence in research.

With regard to students' research, as noted above, the majority of MA students do not write a thesis. In general the university's leaders would like to see greater intellectual challenges taken on by research in the department.

VII. Fieldwork

The students begin their fieldwork practice during the first year of studies which is devoted to NGOs and civil rights organizations. Students spend one day a week in one semester in the community agency. In second year students spend two days per week for two semesters in the field. During the second year the direct interaction with the clients takes place and the students are exposed to different methods of intervention. In the third year, students deepen their experience in individual, group and community fieldwork.

The field instruction program offers one-to-one supervision for only one of the three years of study. The first year of field work takes place at NGO's that do not typically employ a social work supervisor. The third year consists largely of group supervision, a recently introduced cost saving measure. Students are especially concerned by the fact that there is no one-to-one supervision in year 3 of the BA program. Only group supervision is provided

Hence, in only one of the three study years does the student receive one-to-one supervision from a professional social worker. The utility of this format should be evaluated carefully and perhaps modified. The field supervisors are not paid wages, but rather receive non-taxed scientific travel funds and other benefits as BGU employees.

Traditional methods are used to evaluate student's 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 attention is not given to client focused outcomes.

Students are concerned about the need to pay for their transportation expenses to and from field work since the costs can sometimes be prohibitive. Funds for reimbursement of field work appear in the Department's budget however when we inquired about this discrepancy at the site visit a satisfactory response was not given despite several attempts at asking.

VIII. Budget

General funding constraints were noted by the faculty. The Department Administrators believe that these compromise their long-term strategies for further development the Department.

IX. Infrastructure

The physical infrastructure of the department had been in deplorable conditions until the summer of 2006 when it acquired a new building. The new building offers distinct advantages such as office space, laboratories, and computer facilities. In order to make the most of its newly acquired laboratories and computer facilities, an in-house computer support person is needed.

Despite the fact that the physical infrastructure of the department has greatly improved, space limitations are a still problem insofar as most classes must be conducted in buildings located elsewhere on campus. Unfortunately, the newly built classrooms are not large enough to meet the needs of the growing classes.

X. Self-Study Process

The Department does not have a mechanism for examining the reliability and validity of its methods for assessing student performance. The Department's self-study processes needs to employ more formalized, systematic, and reliable measures. Moreover, the self-study report indicates that no survey was conducted of graduates from the Department. Such a survey should be designed in the near future and ought to be employed regularly in evaluations of the educational program. These concerns notwithstanding, the faculty conducted the self-study process in a thoughtful fashion.

Chapter 4 - Recommendations (*Priority recommendations).

General

- *The Department of Social Work is a unit of the Faculty of Humanities and Social Sciences. Although this institutional arrangement offers certain advantages to the Department it severely limits its ability to act independently in response to social work academic and field practice priorities. Because the Department is budgeted on a par with other departments of the Faculty, it is difficult to acquire the resources needed to provide professional social work education in laboratory-type classes that necessarily require small numbers of students. Fiscal support for the field work program tends to be renegotiated anew every year. This component of the budget should receive stable funding annually that supports effective long-term planning.
- The Department members recognize that there is a need to define formalized mechanisms of self-evaluation and assessment for the social work training program. This should remain a top priority. The faculty reportedly has decided to institute a special annual retreat to work specifically on self-evaluation and to design a formal mechanism for continuing the evaluation process. This represents a welcome development that should be implemented.
- Provide needed funds to help the department in purchasing adequate and ample computer hardware.
- Ready access to a computer support person ought to be provided for faculty.

Study Program

- Efforts should be made to better differentiate the content of MA courses from that of BA courses.
- There should be more elective courses in general and in community practice and social policy in particular.
- Improve intellectual level of required practice courses.
- Explore the possibility of implementing e-learning courses.
- *Review the curriculum and make necessary changes. Infuse curriculum with content that enables students to select the most effective interventions for given groups of clients. Furthermore, adapt it for preparing students to serve the needs of the local population

Teaching Staff

- *A better balance in staff should be achieved possibly by increasing the number of full-time faculty members and most importantly by reducing the number of external teachers.
- The committee would like to point out that all faculty members' teaching responsibilities are limited to six hours per week. In light of this relatively

low load the committee would like to recommend that all faculty members take active part in advising research graduate students.

Teaching and Learning

- Class sizes should be reduced in number.
- Increased effort should be directed toward assisting students with their research theses and doctoral dissertations.
- 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.

Fieldwork

- One-to-one supervision should be available to BA students either in the first year or the third year of their studies or preferably in all three years.

Students

- Employ admission criteria more flexibly to allow admitting more minority students.

Research

- *The faculty aims to establish a stronger research base. This should be accomplished at the earliest opportunity.
- Encourage more collaborative research with the field.

SIGNED BY:

Jonathan Rabinowitz
Prof. Jonathan Rabinowitz
Chairperson

J. Benshakar
Ms. Ilana Ben Shahar

Ronald A. Feldman
Prof. Ronald A. Feldman

Eileen Galbraith
Prof. Eileen Galbraith

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.

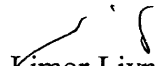
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

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



לוח זמנים לביקור הוועדה להערכת איכות במחלקה לעבודה סוציאלית-12/11/2006
BCU Social Work - November 12, 2006
Building 17, Room 6

פגישה עם	משתתפים	שעות	Participants	Meeting with
ישיבה סגורה של הוועדה	פרופ' גימלי וינבלט פרופ' יעל אדן פרופ' אבישאי חניק	09:30 – 09:00 10:15 – 09:30	Prof. Jimmy Weinblatt Prof. Yael Edan Prof. Avishai Henik	Closed meeting of the committee Academic and administrative management of the university:
תחלת האוניברסיטה: רקסור, ממנונה על חצרבת האיכות במוסד זיקן	פרופ' עליאן אלקריינאווי גבי זרחבה דגא	11:00 – 10:15	Prof. Alean Al-Krenawi Ms. Zehava Dana	Academic and administrative management of the department
נציגי הוועדות: <ul style="list-style-type: none"> • ועדת מינויים • ועדת תשתיות • ועדת הרואה • ועדת קבלה • ראשי תכניות לתואר ראשון, שני ושלישי 	פרופ' עליאן אלקריינאווי פרופ' יונתן אנסון ד"ר יאיר רוני ד"ר דורית סגל-אנגלצ'ין ד"ר רוני קאופמן ד"ר מיקל קרומור-נבו ד"ר לאה קסין פרופ' ורד סלונין-נבו פרופ' יוליה מירסקי גבי זרחבה דגא	12:00 – 11:00	The representatives of the committees: <ul style="list-style-type: none"> • Appointments Committee • Infrastructure committee • Teaching Committee • Admissions Committee • Heads of BSW, MSW and PhD Programs 	
סיור במחלקה לעבודה סוציאלית ארוחת צהריים – ישיבה סגורה	פרופ' עליאן אלקריינאווי	12:30 – 12:00	Prof. Alean Al-Krenawi	Tour in the department
סל בברי של המחלקה לעבודה סוציאלית	פרופ' ורד סלונין-נבו פרופ' יונתן אנסון פרופ' יוליה קוויקל ד"ר קאופמן רוני ד"ר מנסבן אברהם ד"ר קליה מירסקי ד"ר לאה קסין ד"ר אורלי שריד ד"ר שירלי אברהמי ד"ר נוסמן-אורן אורית ד"ר דורית סגל-אנגלצ'ין ד"ר יאיר רוני ד"ר שרונה לאנה ד"ר קרומור-נבו מיקל	13:00 – 12:30 14:00 – 13:00	Prof. Vered Slonin-Nevo Prof. Yonathan Anson Prof. Julie Cwikel Dr. Roni Kaufman -Dr. Abraham Mansbach Dr. Julia Mirski Dr. Lea Kacen Dr. Orly Sahrid Dr. Shirly Avrahmi Dr. Orit Nuttman- Shwartz Dr. Dorit Segal-Engelchin Dr. Ya'ir Ronen Dr. Yanna Shraga Dr. Michal Krumer-Nevo	Lunch – closed meeting of the committee Senior staff members

Meeting with	Participants	שעות	משתתפים	מגישה עם
Meeting with the representatives of the institution/Department responsible for the budget	Prof. Alean Al-Krenawi Mr. Yossi Rokni Ms. Rachel Damri Ms. Zehava Dana	14:30 – 14:00	פרופ' עליאן אלקרניאוי מר יוסי רוקני גבי רחל דמרי גבי זחבה דנא	פגישה עם אנשי תקציבים
Representatives of the field work training unit	Prof. Vered Slonim-Nevo Dr. Orly Sahrud Dr. Dorit Segal-Engelchin Mrs Michal Cohen	15:00 – 14:30	פרופ' ורד סלונים-נבו ד"ר אורלי שרוד ד"ר דורית סגל-אנגלצ'ין גבי מיכל כהן	נציגי המודור להכשרה מקצועית
Representatives of undergraduate students (BSW)	Attached List	15:45 – 15:00	רשימה מצויינת	נציגי סטודנטים לתואר ראשון
Representatives of graduate students (MSW, Ph.D)	Prof. Jimmy Weinblatt Prof. Yael Edan Prof. Avishai Henik Prof. Alean Al-Krenawi	16:15 - 15:45	פרופ' ג'ימי וינבלט פרופ' יעל אידן פרופ' אבישאי הניק פרופ' עליאן אלקרניאוי	תהלת האוניברסיטה: רקטור, ממונה על הערכת האיכות במוסד, ד"ר הפקולטה למדעי הרוח וחברה, רמ"ח
Summary meeting with the heads of the department and the university				נציגי סטודנטים לתואר ראשון
Closed meeting of the committee		16:45 - 16:15		פגישה סגורה של הוועדה