



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

**School of Social Work
Bar-Ilan 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 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 School of Social Work, Bar-Ilan University

The committee's visit to the School of Social Work took place on November 7, 2006. The schedule of the visit, including the list of participants representing the institution, is attached as Appendix 2.

In order to avoid the appearance of conflict of interests, Prof. Rabinowitz, a staff member in the School of Social Work, did not participate in the evaluation process of the institution. Prof. Solomon served as a chairperson of the committee during the visit to Bar Ilan University.

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, and the School of Social Work for their hospitality towards the committee.

Chapter 3 - The School of Social Work, Bar-Ilan University

I. Mission and Goals

The school was founded in the fall of 1966 and was the third academic School of Social work to open in Israel. The founders of the school aspired to combine Jewish values with the values of the social work profession.

The School of Social Work is committed to serving the unique needs of Israeli society including such populations as new immigrants and ultra-orthodox students. Unlike some other schools of social work in Israel, it is not a separate faculty or independent unit. Rather, it is a unit situated within the Faculty of Social Sciences. This necessarily limits the School's autonomy and, in some quarters, is regarded as antithetical to the development of a professional school within a leading university. The report notes the constant tension of being part of a research university and the concomitant need to produce competent social workers, which is characteristic for all social work programs situated in the universities.

The Rector sees the Social Work School as an important part of the university and is satisfied with its academic standing and achievements. He believes that Social Work should be taught in a University where research enriches and enhances practice. He sees the School's major achievements in the 250% increase in PhD students in recent years, in recruitment of young and promising faculty (despite the budget cuts) and the great number of applicants that exceed the number of places. The Rector is pleased with research outcomes of the school as reflected in publications, grants and number of PhD students.

II. Study Program

The school offers a BA, MA and Ph.D. program as well as a retraining BA program for students with an undergraduate degree in other professions. It also operates an off-campus BA program for ultra-orthodox women at the Haredi College in Jerusalem. The school has reportedly stopped cooperating with Haredi College in Bnei Brak due to their low level of academic achievements. The program at the Haredi College in Jerusalem was not subject to the current evaluation effort and thus not discussed in this report.

The bachelor's degree study program concentrates on three methods of intervention: casework, group work and community work. In the second year of studies, the students choose one of two specializations: individual-group specialization and community-group specialization.

The MA program offers three specializations: clinical practice, social planning, administration and community work, and, rehabilitation. In all three specializations, a student may enroll in a thesis or non-thesis track. The School claims to be the only one in Israel that offers a specialization in community social work.

The most popular is the clinical track that has a psychoanalytic orientation. It attracts many students and its faculty consists of one full

professor and clinicians alongside junior faculty. The two other tracks are much smaller, but also share a practice orientation.

The committee's impression was that both MSW students and faculty in the clinical track are satisfied with the content and style of the program. The students who wish to become clinicians feel that the program trains them well. Some even insist that the psychoanalytic orientation meets the needs of social welfare clients. No critical thinking regarding the applicability of this somewhat controversial, long and expensive mode of intervention was expressed. Other modes of intervention (e.g., CBT) are seldom taught.

The community program should be diversified. Students in the community track should be allowed to study additional intervention methods, which do not relate to the community work.

Students in the Rehabilitation track complain about lack of updated courses in mental health rehabilitation, very few elective courses and no option for independent study. Similar complaints about the limited number of courses were also voiced regarding the community track.

In all three tracks students have the option to conduct a research project and write a thesis. Only a relatively small proportion of graduate students (23%- based on the data of 2005/6) choose this option while the majority complete the course work including practicum, but do not engage in independent research.

At the same time, the committee noted that most students do not complete their studies in the MA thesis track in two years. This requirement overloads the studies of the students who work for their living on the one hand, and hinders the research on the other. The faculty would like to increase the time allocated to the MSW from two to three years.

There are three tracks in the PhD Program: track for the graduates of thesis-track MSW, a direct track and a combined program. PhD students are offered several core courses and in addition can take courses, particularly statistics, in other academic units.

The PhD program has increased the number of students considerably in recent years. The committee indicates, however, with great concern that the faculty size and composition do not support the supervision of 45 PhD dissertations and 72 MSW theses².

Severe fiscal limitations constrain the study program. Limits on the size of the faculty workforce prevent the expansion of elective courses. The BA and MA courses seem to concentrate heavily upon traditional and relatively unproven treatments (including psychodynamic formulations) at the expense of other well-researched methods of intervention. This finding is consonant with students' requests for further and more extensive study of intervention techniques in the BA and MA programs. There is a lack of emphasis on ethics in the study program.

Though in recent years the faculty have added elective courses to the BA and MA program in areas such as coping with stressful situations, violence against women, and brief therapy and cognitive behavioral therapy, the school does not readily make elective courses available to students. The

² This data relates to 2006-2007 and has been provided to the committee during the on-site visit

number of the elective courses should be increased and new courses in health, mental health, rehabilitation of the mentally disabled in the community should be integrated into the study program following the changes in social welfare policy and legislation. Today the aspects of physical, not mental rehabilitation are covered in the study program. The integration of mental and physical rehabilitation is a fundamental element of the up-to-date treatment, since the most up-to-date approaches emphasize that this combination (combination of both physical and mental rehabilitation) is essential for the success of the treatment. The doctoral program would benefit from increasing the number of research methodology courses that are offered and/or required. These include courses on qualitative research.

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. 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.

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 staff members have a clear understanding of what evidence-based practice is as described in original sources. They 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.

III. Teaching Staff

The faculty comprises of three tracks: regular academic/research track, teachers and experts who come from the field. In the last five years, the composition of the faculty has changed. Since 2003 the university prohibited filling position vacated by the resignation or retirement. As a result, the school lost several positions and was left with 19.3 senior positions and 5.85 positions for junior faculty members.

The faculty includes 3 tenured full professors, 2 associate professors, 6 senior lecturers and 5 lecturers, 3 senior teachers and 2 teachers as well as five instructors with a PhD and one assistant. The school has 29 adjunct teachers all of whom hold at least a masters degree and are experts in different fields of social work. There are approximately 38 students per full time faculty member.

Faculty members are committed to the School's education program. However, the freeze on hiring for new positions reportedly makes it impossible to add faculty members or to promote faculty members who are already employed. Moreover, the promotion system within the School (and, likely, at other schools and universities within Israel) seems to offer few incentives for faculty to invest much of their time in community service. Classes in the BA and MA programs are so large that adequate discussion and

experiential learning are hindered or altogether precluded. In this vein, the faculty would like to see the following improvements: monitoring junior staff, reductions in class size, clearer demarcation/differentiation between courses in BSW and MSW programs.

IV. Teaching and Learning

Based upon the student evaluations reported in the self-study report, it appears that teaching quality at the School is quite high. However, students wish to have more curriculum content about intervention methods.

Heavy advising loads for the faculty make it difficult to ensure top-quality advising. There are not enough senior faculty members to meet the demand for sponsoring top-flight doctoral dissertations.

In fact, figures provided by the school indicate that junior staff (and instructors even without PhD) supervise MSW theses. Furthermore, lecturers supervise PhD students. The head of the school supervises 16 research students in addition to her teaching and administrative responsibilities. The devotion and dedication of faculty members is well appreciated, but this clearly jeopardizes the quality of the academic work.

The number of students in practice courses (e.g. intervention methods) should be reduced in size to ensure effective learning.

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.

V. Students

In the 2005-2006 academic year 313 students studied towards a BA in Social Work, 55 students wrote a thesis in the framework of the MSW program, 181 studied towards an MSW without a thesis, and there were 38 doctoral students, an increase of approximately 240% over the last five years.

Students express concern about the need to complete MA studies with a thesis within a period of merely two years. They believe that three years would be more appropriate unless there are major revisions in the study program.

VI. Research

The staff members of the Bar-Ilan University School of Social Work are involved in numerous fields of social work research, such as different therapy methods, community work, supervision, rehabilitation, coping with life crises, suicide and trauma, family, children and adolescents, the elderly, intergenerational relations, policy and administration, health, and mental health.

The number of publications published by the faculty during the last five years is reportedly reaching some 400 articles, books, and chapters in books. The faculty members (including faculty members in the teachers track and in the clinical expert track) have published an average of two to three publications per year, in each of the last five years.

According to the self-evaluation report of the school, in recent years there has been a sharp increase in the number of grants awarded to members of the faculty. The members of the faculty received nearly 80 research grants from various sources. The total amount of grants awarded is NIS 14 million.

Research is facilitated in part through the Hurwich Chair for Community Services, The Eli Wiesel Chair for Holocaust Studies and the Kukin Center for Family Treatment.

The number of students involved in the research of the faculty members should be increased. Faculty and students would like to see the formation of research groups jointly with social agencies, giving credits to students who publish articles in the professional literature.

VII. Infrastructure

The School of Social Work lacks a special building of its own. The existing physical spaces are cramped and do little to promote high quality professional education. Classes are held in buildings throughout campus. Adequate in-house facilities do not exist such as intimate classrooms, moveable seats, and modern audiovisual equipment, closed-circuit television, one-way mirrors, and rooms to practice therapeutic skills. The lack of the building for the school of social work hinders the work of both teachers and students.

The university has approved the construction of three new buildings, one of which will house the School of Social Work.

There is no special library for Social Work, the existing library is unsatisfactory and does not have access to up-to-date journals or an adequate budget for purchasing books and periodicals. The students are obliged to reserve books in the libraries of other universities.

VIII. Field Work/Practicum

The students are supervised by 120 supervisors, some of them supervise for other schools as well. The process of choosing and recruiting fieldwork instructors is a very meticulous one: they are required to have an MSW and five years of experience after completing their degree.

The Coordinator of the field work unit is responsible for all field work, filling the following roles: planning the training program, choosing the places of training, recruiting the supervisors, overseeing assignments and conditions of study of the students in their places of training, and overseeing their grades in field work.

In 2005, the School decided to reinstitute field work in the first year of BSW studies in a different format. An orientation program was developed,

comprised of field trips and lectures in the field in the first semester, and basic, limited experience in direct intervention with a client in the second semester. At the same time, the School also made a significant change in the system of fieldwork, in order to improve the interrelationship and coordination between studies in class and in the field.

The committee's impression was that fieldwork representatives are not acquainted with the faculty members who specialize in major fields such as health and mental health, contacts between fieldwork specialists and staff members should be established, especially in rapidly changing fields. Consequently, the theory courses in the syllabus should be coordinated with the needs of the field.

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 outcome.

IX. Budget

While the rector informed the committee that 25% of the school's budget is allocated to fieldwork, the scrutiny of the data provided by the school indicated that it is 40%.

X. Self-Study Process

Faculty members have approached the self-study process with seriousness of purpose and an effort to assist the external review team. However, the team's capacity to evaluate the School was seriously compromised by the fact that the Rector reportedly directed faculty and administrators to answer all of the team's questions only in Hebrew, even those who were native English speakers. This hindered communication significantly and, due to the need for continuous translation, afforded the team only one-half of the time for questions and answers that had been available for interviews at other schools. Moreover, Bar-Ilan is the only School of Social Work that did not provide the team with current budget data during its site visit. In addition, the self-evaluation report evinced difficulties articulating weaknesses

Formal mechanisms for evaluating the educational program and its impact are rather scant. Student satisfaction is relied on to assess the quality of education offered. Such satisfaction may not be highly correlated with what students are learning and there should be more emphasis, particularly in the bachelor's program - a professional degree program, on assessing exactly what students know, can do, and use on the job rather than simply making claims that they learn a great deal. Improvements are needed to enhance the validity, reliability, and objectivity of the instruments employed to evaluate all aspects of the educational program including and especially the extent of student learning. Nevertheless, in conjunction with the self-study process, the School has developed a more systematic questionnaire that may

facilitate future efforts to evaluate the program more systematically. Moreover, a number of productive curriculum changes have been made in conjunction with the self-study process.

The faculty intends to conduct continuing self-evaluations of the program every two years. This is a positive development depending on the extent to which the system is valid, reliable, systematic, and formalized.

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.
- Conduct on-site assessment of the School's Haredi program.

Recommendations to the School of Social Work

Study program

- Introduce more elective courses and more courses on contemporary intervention methods.
- The study program should be updated on a regular basis and adjusted to the needs of the field and changing socioeconomic situation of the country.
- Theoretical courses that will allow acquiring practitioner's skills should be added to the program.
- The intellectual level of required practice courses should be improved.
- The psychodynamic approach does not meet the needs of the field in the public sector, the study program should be adjusted to more appropriate intervention approaches
- The theoretical background in the following fields: community, social policy, health and mental health should be expanded.
- Seek closer coordination between substance and timing of classroom content and field work activities.
- *The decisions on curriculum content are not based on formal mechanism for evaluating practice theories and interventions to be used in the study program. The faculty need 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.

Teaching and Learning

- Hire more senior faculty who can serve as advisors for theses and doctoral dissertations or, alternatively, provide more meaningful incentives for such activities.
- Provide contemporary educational technologies.
- 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 cooperation with the field should be intensified and the research applied to the needs of the field should be expanded
- The number of the students involved in research of faculty members should be increased.

Fieldwork

- The application of theory in the field should be adjusted to the needs of the clients, not vice a versa that the clients cases are adjusted to confirm the theory.

Infrastructure

- At relatively low cost, strengthen or supplement the library's limited resources by seeking internet agreements with the publishers of key professional journals.
- The existing physical structure of the School is unsatisfactory and has to be improved. The committee hopes that the university's decision to allocate a new building to the school will be implemented so that in the near future the school will have a proper infrastructure.

Self-evaluation

- Develop procedures and systems for continued self-evaluation and, especially, for enabling faculty to determine the most suitable intervention methods to be taught in the curriculum.

Signed by:

Zahava Solomon
Prof. Zahava Solomon

J. Benzhaber
Ms. Ilana Ben Shahr

Ronald A. Feldman
Prof. Ronald A. Feldman

Eileen Galbraith
Prof. Eileen Galbraith

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.

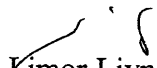
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

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



ביקור ועדת ההערכה מטעם המל"ג (בית הספר לעבודה סוציאלית) 7/11/06

Self-Evaluation Committee Visit - On Behalf of the Council for Higher Education 7/11/06

כל הפגישות יתקיימו בחדר הישיבות של הפקולטה לנדע"י החברה, בניין מקסיקו (213), חדר 320 (קומה ג')
 All the meetings will be held at the conference room of the Faculty of Social Sciences,
 Mexico building (213), room no. 320 (3rd floor)

Meeting with	Participants	Hour / שעה	משתתפים	פגישה עם
Closed Meeting of Committee		09: 30 – 09: 00		ישיבה סגורה של הוועדה
University Administration	Prof. Joseph Menis , Rector of the University Prof. Yuval Wolf , Dean of the Faculty of Social Sciences	10: 15 – 09: 30	פרופ' יוסף מניס , רקטור האוניברסיטה פרופ' יובל וולף , דיקן הפקולטה למדעי החברה	הנהלת האוניברסיטה
Academic and Administrative Staff of the School	Prof. Haya Itzhaky , Director of the School Dr. Tova Yedidia , Deputy Director and Chair of B.A. Program Dr. Chaya Schwartz , Chair of the M.A. Program and Chairman, curriculum evaluation committee in the School of Social Work	11: 00 – 10: 15	פרופ' חיה יצחקי , ראש ביה"ס ד"ר טובה יידידיה , סגנית אקדמית לראש ביה"ס וראש תכנית תב.א. ד"ר חיה שוורץ , ראש תכנית תמ.א. ויו"ר ועדת ההערכה של ביה"ס פרופ' מאיר ללנברג , פרופ' אמריטוס שושי פריימן, סגנית מנהלת לראש ביה"ס	הנהלת אקדמית ומנהלת של בית הספר

	Dr. Alan York (Social Planning, Administration and Community Work)			
Representatives of Doctoral Committee	Prof. Haya Itzhaky (Admission and Curriculum) Dr. Rachel Dekel (Supervision)	12: 30 – 11: 00	פרופ' חיה יצחקי (קבלה ותכנים) ד"ר רחל דקל (התחיה)	נציגי הועדה לתואר שליש
Representatives of Research Committee	Prof. Yuval Wolf , Dean of the Faculty of Social Sciences Prof. Rimon Kasher , Dean of the Libraries (will arrive at 11:30) Prof. Revial Gross (Qualitative Research) Dr. Orit Taubman Ben-Ari (Quantitative Research)		פרופ' יובל וולף , דיקן הפקולטה למדעי החברה פרופ' רימון כשר , דקן הספריות (יגיע ב-11:30) פרופ' ריטל גרוס (מחקר איכותני) ד"ר אורית טאובמן בן-ארי (מחקר כמותי)	נציגי ועדת מחקר
Tour of School		13: 00 – 12: 30		סייר בבית הספר
Luncheon		14: 00 – 13: 00		ארוחת צהריים
Meeting with Budget People	Prof. Haya Itzhaky , Director of the School Shoshi Freiman , Executive Deputy to Director Mr. Eli Gutman , Comptroller	14: 30 – 14: 00	פרופ' חיה יצחקי , ראש ביה"ס שושי פריימן , סגנית מנהלת לראש ביה"ס מר אלי גוטמן , חשב האוניברסיטה	פגישה עם אנשי תקציבים
Representatives of Senior Faculty	Prof. Moshe Halevi Spero , Full Professor Prof. Liat Kulik , Associate Professor	15: 15 – 14: 30	פרופ' משה הלוי ספיר , פרופ' מן המניין פרופ' ליאת קוליק , פרופ' חבר פרופ' רייטל גרוס , פרופ' חבר ד"ר אהרון יורק , מרצה בכיר	נציגי סגל בכיר

	<p>Prof. Revital Gross, Associate Professor</p> <p>Dr. Alan York, Senior Lecturer</p> <p>Dr. Chaya Schwartz, Senior Lecturer</p> <p>Dr. Rachel Dekel, Senior Lecturer</p> <p>Dr. Ricky Finzi-Dottan, Senior Lecturer in Clinical Expert Track</p> <p>Dr. Liat Ayalon, Lecturer</p> <p>Dr. David Ribner, Senior Teacher</p>	<p>15: 15 – 14: 30</p>	<p>ד"ר חיה שוורץ, מרצה בכיר</p> <p>ד"ר רחל דקל, מרצה בכיר</p> <p>ד"ר ריקי פינצי-דוטן, מרצה בכיר כללית</p> <p>ד"ר ליאת איילון, מרצה</p> <p>ד"ר דוד ריבנר, מנחה בכיר</p>	
<p>Representatives of Junior Faculty</p>	<p>Dr. Rachel Lipschitz-Elhawi</p> <p>Dr. Ayelet Makaros</p> <p>Drorit Levy</p> <p>Dr. Ofra Aran</p> <p>Dr. Miriam Chopra-Hoffman</p>	<p>15: 45- 15: 15</p>	<p>ד"ר רחל ליפשיץ-אלחאוי</p> <p>ד"ר איילת מקרוס</p> <p>דוררית לוי</p> <p>ד"ר עפרה ארן</p> <p>ד"ר מירימ צ'ופרה-הופמן</p>	<p>נציגי סגל זוטור</p>
<p>Representatives of Field Work Committee and Field Supervisors</p>	<p>Reuven Miller, Coordinator of Field Work Unit (Building, Placement, Group-Individual Training)</p> <p>Drorit Levy (Group-Community Training)</p> <p>Dr. Tova Yedidia, Deputy Director and Chair of B.A. Program</p> <p>Representatives of Field Supervisors:</p> <p>Dr. Ricky Finzi-Dottan (Geha Hospital)</p>	<p>16: 45 – 15: 45</p>	<p>ראובן מילר, ראש היחידה להכשרה מקצועית (מבנה, שיבוצים, הכשרה קבוצתית-פרטנית)</p> <p>דוררית לוי (הכשרה קבוצתית-קהילתית)</p> <p>ד"ר טובה ידדיה, סגנית אקדמית לראש בה"ס וראש תכנית ה.ב.א.</p> <p>נציגי מדורריכים:</p> <p>ד"ר ריקי פינצי-דוטן (בית חולים גהה)</p> <p>אופירה שור-לוי (לשכת רווחה אור-יחודה, היחידה לערוות במעוקה)</p> <p>לאה נדל (המרכז לגיל החד רמת שקמה, רמת גן)</p>	<p>נציגי הוועדה להכשרה מקצועית ונציגי מדורריכים בשדה</p>

	<p>Ofira Shor-Levi (Welfare Agency, Or Yehuda, Division of Young Girls in Distress)</p> <p>Leah Nadel (Infancy Center, Ramat Shikma, Ramat Gan)</p>	<p>16:45 – 15:45</p>		
<p>Student Representatives</p>	<p>Adi Armitai (B.A. 2nd year, individual-group specialization)</p> <p>Roi Ben Tolila (B.A. 2nd year, individual-group specialization)</p> <p>Adam Yitzhak (B.A. 3rd year, individual-group specialization)</p> <p>Yehuda Avni (B.A. 3rd year, community-group specialization)</p> <p>Yaron Topaz (B.A., Retraining Program, 2nd year, individual-group specialization)</p> <p>Neta Barel (M.A., Rehabilitation specialization)</p> <p>Timna Mizrahi (M.A., Social planning, administration, and community work specialization)</p> <p>Keren Dagan (M.A., Clinical practice specialization Combined Ph.D. Program)</p> <p>Varda Spielman (Ph.D.)</p> <p>Racheli Oring (Ph.D.)</p>	<p>17:45 – 16:45</p>	<p>עדי אמיתי (ב.א. שנה ב', מגמה פריטנית-קבוצתית)</p> <p>רוי בן-טולילה (ב.א. שנה ב', מגמה פריטנית-קבוצתית)</p> <p>אדם יצחק (ב.א. שנה ג', מגמה פריטנית-קבוצתית)</p> <p>יהודה אבני (ב.א. שנה ג', מגמה קהילתית-קבוצתית)</p> <p>ירון טופז (ב.א. תכנית הסבה שנה ב', מגמה פריטנית-קבוצתית)</p> <p>נטע בלאל (מ.א., מגמת שיקום)</p> <p>תמנע מזרחי (מ.א., מגמת מיינהל, תכנון ועבודה קהילתית)</p> <p>קרן דגן (מ.א. מגמה טיפולית, מסלול משולב לדוקטורט)</p> <p>ורדה שפילמן (דוקטורט)</p> <p>רחלי אורינג (דוקטורט)</p>	<p>לירי סטודנטים</p>
<p>Summary Meeting with University Administration</p>	<p>Prof. Joseph Menis, Rector of the University</p> <p>Prof. Yuval Wolf, Dean of the Faculty of Social Sciences</p>	<p>18:15 – 17:45</p>	<p>פרופ' יוסף מניס, רקטור האוניברסיטה</p> <p>פרופ' יובל וולף, דיקן הפקולטה למדעי החברה</p> <p>פרופ' חיה יצחקי, ראש ביה"ס לעבודה סוציאלית</p>	<p>שיבת סיכום עם הנהלת האוניברסיטה וביה"ס</p>

	<p>Prof. Haya Itzhaky, Director of the School of Social Work Dr. Chaya Schwartz, Chairman, curriculum evaluation committee in the School of Social Work</p>	<p>18:15 – 17:45</p>	<p>ד"ר חיה שוורץ, יו"ר ועדת ההערכה של ביה"ס לעבודה סוציאלית</p>	
<p>Closed Summary Meeting of Committee</p>		<p>18:45 – 18:15</p>		<p>ישיבת סיכום סגורה של הוועדה</p>