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גבוהה

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

Tel Aviv University
Bob Shapell School of Social Work
Evaluation Report

September 2007

Contents

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 to[1]:
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.

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[1]The 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 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, Tel Aviv University

The committee's visit to the School of Social Work took place on November 6, 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, Zahava Solomon, Professor in the School of Social Work, did not participate in the evaluation process of the institution.

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

Chapter 3 - Bob Shapell School of Social Work, Tel Aviv University

I. Mission and Goals

The school was founded in 1969 and was the fourth academic department of social work to open in Israel. It is a part of the faculty of Social Sciences; however, in some areas the school has an independent status and is directly subordinate to the university committees.

As with other social work programs, the school's report notes the constant tension of being part of a research university and the concomitant need to produce competent social workers.

The Rector has identified a cluster of priorities for the near term that do not include social work. These include ancient Israel archeology, biophysics, regenerative medicine, astronomy, and astrophysics. The university has undergone major budget cuts in the last several years and it is unclear what further negative impact the university's priorities and projected additional budget cuts will have on the school of social work.

II. Study Program

The school offers BA, MA and PhD programs and runs a continuing education unit for social workers and allied helping professions. A social work career change program was also offered until the 2004-2005 academic year. The curriculum emphasizes a number of areas that are of importance for Israeli society including group work, aging, mental retardation, and legal issues.

There are no specializations in the BSW program. According to this school's philosophy, an undergraduate cannot be a specialist in any area, because such expertise requires knowledge that can be acquired only in more advanced degree programs or in specialized training programs. The MSW program offers five concentrations for students: family, children and youth, groups, women and gender, and health and rehabilitation.

The School also has added contemporary cognitive-behavioral approaches to the curriculum to complement what might otherwise be undue reliance upon more traditional psychodynamic approaches. A wide range of courses is offered. The rationale for offering these include faculty preferences and student demand. Evidentiary criteria should be more heavily considered in choosing course materials. A review of selected courses syllabi indicates that at least some course material is in need of updating.

Concerns expressed by the students who met with the review committee include the following: desire for a more flexible course schedule that is better suited for students who work; undue overlap of BA and MA courses; need for greater relevance of the required general courses; a need to be provided with

more knowledge about intervention methods and models. Students are concerned about a shortage of faculty members who can serve as thesis advisors, especially for qualitative research. The faculty are aware of these concerns and say they are taking account of them in the design of their new MA program.

The program covers too many areas thereby precluding sufficient in-depth study in a given area. The self-study report asserts that the MA program does not have a clear core of knowledge that students are required to master to advance from one year to the next, apart from the requirement to obtain an exemption from statistics. Curriculum concerns may stem from a lack of clarity or consensus regarding the knowledge and skills required for progressing in the program.

About 50% of MA students do not complete their studies within the time frame allowed by university regulations. This requirement overloads the studies of the students who work for their living on the one hand, and hinders the research of thesis students on the other.

About two-thirds of all Ph.D. graduates have become teachers of social work at various universities and colleges. This speaks well for the program.

There appears to be insufficient expertise and curriculum content regarding the processes and philosophy of evidence-based practice. There seems to be no familiarity with the philosophy neither of evidence-based practice as described in original sources nor of the unique processes needed to help practitioners integrate practice and research in their daily practice. In discussions at all levels evidence was not cited as a criterion for selecting interventions. The 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.

There is a shortage of courses in social policy, mental health, and community work and a lack of emphasis on ethics in the BSW study program. In addition, the curriculum on health and rehabilitation does not adequately emphasize the uniqueness of each. Another area requiring attention is the need to increase the connection between classroom instruction and field practice.

III. Teaching Staff

There are 14.5 faculty positions: 3 full professors, 3 associate professors, 6 senior lecturers, one lecturer, 5 senior and 7 junior teachers in the parallel teaching track and 19 external lecturers. Ratio of students per faculty member is 42/1 and ratio of students for advanced degrees per senior teaching staff is 22/1. Nearly one-third of the School's teaching positions have been lost in recent years. Hence, teaching and administrative loads have increased for the remaining faculty. A better balance in staff should be achieved by increasing the number of full-time regular faculty members and most importantly by reducing the number of faculty members in the teachers track which is currently almost equal to the number in the regular track.

Since budgetary restrictions have made it impossible to recruit new faculty members to replace those who have retired, some of the specialized curriculum areas that were offered at the School are no longer available. More faculty positions will be lost in 2006-07 due to retirements. As a result, the educational program must draw inordinately upon adjunct lecturers. Criteria used to select adjunct staff should be clarified to assure that adjunct staff meet the aims of the school.

There appears to be a substantial excess of committee work that impedes productivity. Most decisions are made by committees and some require approval of more than one committee. This model hampers the ability of a school head to make changes. For example, even though there is no university requirement, the school has its own promotions committee, which may be detrimental.

IV. Teaching and Learning

Self-study data indicate that the School's faculty receive the highest ratings by students of all the departments on campus. However, they note that much of their course reading materials are not available on-line and that there is a shortage of needed books. Another underdeveloped area is e-learning

As noted above, the students reported that there is not a sufficient number of faculty members to supervise MSW theses. The committee noted that there is a considerable variability among faculty: a few staff members supervise numerous graduate (MSW and PhD) students while others supervise none. There should be a mechanism that will distribute the load of student supervision between staff members.

Due to budget cuts there is less contact among the instructors in the field and classroom. The larger classes imposed by budget cuts compromise the quality of education.

Students 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 this would be calling into question the claim that the school produces educated research consumers.

V. Students

In 2005-2006 academic year 300 students studied towards a BA in Social Work. 64 students wrote thesis in the framework of MSW program, 188 studied towards an MSW without a thesis and there were 21 students in regular and 12 in the direct track towards a PhD. Six students finished their BSW in the framework of two-year career change program that has been recently discontinued. In general, there is a tendency of decline in the numbers of students from the level of 2001-2003 due to the quota set by the university administration.

There is high demand for both the BA program (only 12% of students were accepted in 2004-05) and the MA program (only 35% of applicants were

accepted). Students who enroll in these programs appear to be capable and highly motivated. However, the criteria for terminating studies of the students who fail courses appear to be rather low. Students who have failed or have not completed five or more courses are not permitted to continue on to the next year. BA students who fail more than seven courses are not permitted to continue in the program. These criteria are not demanding enough.

Students feel that they are treated well by faculty and administrators. There are strong positive relationships between students and faculty supervisors.

VI. Research

Some of the faculty members are productive researchers. Some are supported by two research centers at the School: The Interdisciplinary Center for Children and Youth Studies and The Adler Research Center for Child Welfare and Protection. According to the data of the university's Research Authority, the faculty has been awarded research grants reaching a sum of $635,147 over the past five years.

The review of the recent records shows that the faculty have conducted dozens of research projects over the past five years. Publications of the faculty members in peer-reviewed journals average 43 per year, the number per staff members ranges from 1 to 49. Namely, there seems to be a considerable variability among faculty in both quantity and quality of research. Alongside prominent researchers, there are others who produce very little solid research. A mechanism should be put in place in order to encourage high quality research.

VII. Infrastructure

The physical facility is specially designed for the School of Social Work and is adequate in most respects. However, the elevator does not provide access to all parts of the building including computer rooms; therefore, undue difficulties are created for persons with physical handicaps. Classrooms are in need of new equipment including projectors, cameras, and computers in the library.

The administrative infrastructure is overstaffed having 14.5 administrative tenure slots, which is the same as the number of academic slots.

VIII. Fieldwork/Practice

Every student in the undergraduate program do field work in each of the three years of study: one day a week in Year 1 and two days a week in Years 2 and 3.

The student is placed in a different agency every year and is supervised by a supervisor who works within the agency. A separate syllabus has been developed for each study year, according to each year's goals. Each supervisor provides individual supervision to two students each year. In addition, the

supervisor meets the students together to work on planning, implementation, and evaluation of group or community

The field work program may be understaffed with only a 0.5 FTE position who must deal with some 300 field work students.

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.

IX. Budget

The budget is heavily weighted on the administrative side, which has become even more pronounced given the recent cutbacks in academic positions. A shift in this would appear to be advantageous to the school. One significant disparity of opinions emerged during the interview process. Namely, the head of the program asserted that unexpected costs such as roof repairs must be borne by the School while the Rector asserted that they are borne by the central administration of the University. There ought to be transparency and congruence of expectations between university and school administrators regarding basic matters such as the fiscal responsibility for facility maintenance.

X. Self-Study Process

The self-study process evidently was approached with seriousness and a sense of purpose. However, the report evinced marked difficulties in articulating strengths and weaknesses. It also made many assertions and claims that were not supported by evidence. This includes assertions about attaining success even though relevant criteria, data, and measures were not presented.

The school did not meet the committee's request to prepare for the meeting a list of major school's strengths and weaknesses. One of the sources of data presented in the self-study report was a questionnaire sent to graduates which had a very low response rate. Therefore, the findings are of questionable value.

Although student questionnaires are used to evaluate the quality of teaching, little appears to be done in the way of quantitative assessment of key aspects of the educational program. While global processes pertaining to evaluation are described in the self-study report (such as "meetings" and "verbal feedback") more systematic and objective measures should be employed. Specific criteria need to be devised and articulated for the selection of courses and course content. The review team was told that faculty regularly examine key aspects of the School's programs through its various committees.

In addition, the School does not have a mechanism for examining the reliability and validity of its methods for assessing student performance.

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Chapter 4 - Recommendations (* urgent recommendations)

Recommendations to the university's administration:
- *The university should significantly increase the number of full time academic slots.
- *The university should allow the school to shift manpower budget lines from administrative to academic positions.
- *The university should create incentives for academic units to save resources by allowing them to reap the benefits of their savings for the long-term.
- Because the School is budgeted on a par with other departments of the Faculty of Social Sciences, it is difficult to acquire the resources needed to provide professional social work education in laboratory-type classes that necessarily require fieldwork practice and small numbers of students.

Recommendations to the School of Social Work

Study program:
- Reduce overlap between BA and MA courses.
- Develop better procedures for identifying and adopting course content that is especially likely to benefit social work clients.
- Conduct a critical evaluation of the content of the BA program to increase its relevance to changes in Israeli society, social welfare policy and laws.
- Improve mechanisms for delivering practice content to students and for evaluating the extent to which students are successful in practice.
- Increase depth of study in given areas while reducing undue breadth of curriculum topics.
- Improve intellectual level of required practice courses.
- Provide more curriculum content about methods of intervention that have been shown via critical tests to help clients
- Infuse curriculum with content that enables students to select the most effective interventions for given groups of clients.
- Increase courses in BA and MA programs in social policy, mental health and community work.
- Develop e-learning for relevant courses.

Teaching staff
- * Increase number of faculty members who can serve as thesis advisors
- Reduce committee work of faculty members. Critically examine the tasks performed by each committee to determine if the committee is necessary.

Teaching and Learning
- Reduce class sizes
- 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.
- *Faculty and students should gain greater familiarity with state-of-the-art tools for research and practice. These include the CONSORT and QUOROM guidelines and the Cochrane and Campbell Collaborations. They should become better acquainted with the processes and philosophy of evidence-based practice.

Students
- Develop a data system for following alumni after they graduate.
- *Improve access throughout building for students with physical handicaps.

Research
- A mechanism that will monitor and encourage research activities should be established.
- More efforts to engage students in faculty research should be made.

Signed by:

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Prof. Jonathan Rabinowitz
Chairperson

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Ms. Ilana Ben Shahar

_____
Prof. Ronald A. Feldman

_____
Prof. Eileen Gambril

APPENDIX 1

Terms of Reference of the Committee

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 Gambrill	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.
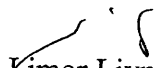7. Physical and administrative infrastructure available to the study-program.

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.

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APPENDIX 2

The schedule of the visit

Schedule of the on-site visit to Tel Aviv University, November 6th

06.11.2006 סדר יום ביקור בוועדה לאוניברסיטת תל-אביב

חדר 120 בבניין לאוטמן לישיבות

Meeting with	Participants	שעה	מיקום	משתתפים	נפגשים עם
Closed meeting of the committee		09:00-09:30	חדר 120 בבניין לאוטמן לישיבות		ישיבה סגורה של הוועדה
Academic and administrative management of the university:	Rector-Prof.Dany Leviatan; Vice-Rector,Prof.Raanan Rein; Head, Academic Quality Assessment Unit-Prof. Saul Abarbanel; Quality Assessment Committee member-Prof.Arie Nadler; Dean-Prof.Noah Lewin-Epstein; Head, School of Social Work-Prof. Tammie Ronen	09:30-10:00	בניין לאוטמן חדר 120 היום		ההנהלה האקדמית והמנהלית של האוניברסיטה: הרקטור, סגן הרקטור, ראש היחידה להערכת איכות, חבר ועדת ההערכה, הדקאן וראשת בית הספר לעבודה סוציאלית
Academic and administrative management of the school	Prof. Tammie Ronen; Mrs. Orna Oberman; Prof. Riki Savaya; Dr. Bilhah Davidson Arad	10:00-11:00		פרופ' תמי רונן; גב' אורנה אוברמן; פרופ' ריקי סויה; ד"ר בלהה דוידזון ארד	הנהלה אקדמית ומנהלית של בית הספר
The representatives of the committees:	Daniela Brounshtein	11:00-11:30		מייצגי הוועדות: דניאלה ברונשטיין	נציגי הוועדות:
• Laboratory Committee					• ועדת מעבדות
• Library Committee	Ester Rot HadarGlikman			אסתר רוט הדר גליקמן	• ועדת ספרייה
• Computerization Committee					• ועדת מחשוב
• Appointments Committee	Prof. Giora Rahav	11:30-12:00		פרופ' גיורא רהב	• ועדת מינויים

	Names	Time		
• Admissions Committee	Dr. Bilhah Arad Davidson		ד"ר בלהה ארד דוידסון	• ועדת קבלה
• Teaching Committee	Dr. Einat Peled Dr. Rina Feigin Prof. Riki Savaya	12:00-12.30	ד"ר עינת פלד ד"ר רינה פייגין פרופ' ריקי סוואיה	• ועדת הוראה
• Scholarship Committee	Dr. Einat Peled		ד"ר עינת פלד	• ועדת מלגות
Tour in the school		12:30-13:00		סיור במוסד
Lunch – closed meeting of the committee		13:00-14:00		ארוחת צהריים – ישיבה סגורה של הועדה
Meeting with the representatives of the institution/School responsible for the budget	Smadar Mashich Ozan Orna Oberman Tammie Ronen	14:00-14:30	סמדר משיח אוזן אורנה אוברמן תמי רונן	מפגש עם נציגי המוסד/בית הספר האחראים על התקציב
Representatives of the senior staff members	Dr. Yael Geron Dr. Dan Sharon Dr. Orna Cohen Dr. Idit Weiss Dr. Bilhah Davidson Arad Prof. Riki Savaya Dr. Karni Ginsbourg	14:30-15:15	ד"ר יעל גרון ד"ר דן שרון ד"ר אורנה כהן ד"ר עידית וייס ד"ר בלהה דוידסון ארד פרופ' ריקי סוואיה ד"ר קרני גינזבורג	נציגי הסגל הבכיר של המוסד
Representatives of the teachers	Mrs. Batya Pinchasi Mrs. Sharit Shay Dr. Nora Korin Langer Mrs. Bel Fried	15:15-16:00	גב' בתיה פנחסי גב' שרית שי ד"ר נורה קורין לנגר גב' בל פריד	נציגי הסגל
Representatives of the field work training unit	Ronit Even Zahav Batya Pinchasi Sharit Shai Dr. Nora Korin Langer Dr. Yael Geron	16:00-17:00	רונית אבן זהב בתיה פנחסי שרית שי ד"ר נורה קורין לנגר ד"ר יעל גרון	נציגי יחידת ההכשרה המעשית

Representatives of the students (BSW , MSW)	MA Students Dalit Reshef Neta Yerushalmi Shirly Oren Clair Einat Zeruia BA Students Adva Berkovitz Ohad Zur Ranak Houria Reuot Aram	17:00-17:45	נציגי הסטודנטים: הדגל הרגיל – הסטודנטים בתכנית (*) הסטודנטים בתואר שני בהכשרה מעשית והכשרה ישירה ובמגמה ישירה – הסטודנטים בתואר לעבודה סוציאלית ובמגמה קלינית (המשך)	נציגי הסטודנטים של בית הספר לעבודה סוציאלית בתכניות ההכשרה לתואר ראשון ושני בהכשרה, לתואר 4 נציגי הסטודנטים לתואר ראשון ושני בכתה ראשונה ושני (המשך)
Representatives of PhD Students	Doctorat Students Adi Barak Lia Levin Gai Shilo Roada Zarzur Bel Fried	17:45 – 18:15	נציגי הדוקטורנטים עדי ברק ליה לוין גיא שילה רעדה צרצור בל פריד	
Summary meeting with the heads of the school and the university	Rector-Prof.Dany Leviatan; Vice-Rector.Prof.Raanan Rein; Head, Academic Quality Assessment Unit-Prof. Saul Abarbanel; Quality Assessment Committee member-Prof.Arie Nadler; Dean-Prof.Noah Lewin-Epstein; Head,	18:15 – 18:45	סיכום מפגש יום	פגישת סיכום עם ראשי בית והאוניברסיטה עם ראשי המוסד

	School of Social Work-Prof. Tammie Ronen	18:45-			שיבה סגורה סיכום ישיבת הועדה
Closed meeting of the committee					