



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

**The Paul Baerwald School of Social Work  
and Social Welfare  
The Hebrew University of Jerusalem  
Evaluation Report**

**September 2007**



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## **Contents**

Chapter 1: Background.....	3
Chapter 2: Committee Procedures.....	4
Chapter 3: School of Social Work and Social Welfare, Hebrew University of Jerusalem.....	5
Chapter 4: Recommendations.....	11

## **Chapter 1- Background**

At its meeting on March 8<sup>th</sup>, 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<sup>1</sup>:

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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<sup>1</sup>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 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 and Social Welfare, the Hebrew University of Jerusalem**

The committee's visit to the School of Social Work took place on November 15, 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, and the School of Social Work for their hospitality towards the committee.

## **Chapter 3 - The School of Social Work, Hebrew University of Jerusalem**

### **I. Mission and Goals**

The school was founded in 1948 in Versailles, France. It was originally started as a non-academic institution with the purpose of training Jewish communal workers. The school later relocated to Israel and with its integration into the Hebrew University of Jerusalem in 1955 became the first academic department of social work to open in Israel. The school has its own special status as a school within the university and not part of another faculty.

The school views its mission as training high quality professional social workers while at the same time maintaining high standards of research like other departments in the university. As with other social work programs, the report notes the constant tension of being part of a research university and the concomitant need to produce competent social workers. It indicates the challenges and dilemmas that this has posed to the school since its founding over half a century ago. The report notes that these challenges have been handled well; yet, little evidence to support this is presented and it appears that the tension continues.

### **II. Study Program**

The School offers a BA program, MA program, and Ph.D. program. It also offers a retraining program at the BA level for holders of a previous undergraduate degree. In addition, it offers innovative programs such as a joint undergraduate degree with the Faculty of Law. A joint master's degree program with the Institute of Criminology is currently under consideration by the University administration.

The undergraduate program has two tracks: students in the general track acquire knowledge and skills in working with individuals and families. Students in the community social work track acquire knowledge and skills in working with macro- systems.

The MA program offers three tracks: a direct practice (clinical) track, a policy and administration track, and a research track. It also offers concentrations in various social problems and at-risk populations such as children, family, community work, health, trauma, and women. There also are two master's degree programs in the school's Schwartz Program that operate in conjunction with the School of Education: Early Childhood Education and Nonprofit Management which were not subject to the current evaluation.

The Ph.D. program does not offer a common doctoral research methodology course. Consideration should be given to offering such a course in order to improve the rigor of the doctoral program. The Rector has

indicated that he would like to decrease the quantity and increase the quality of Ph.D. students.

The course syllabi reviewed by the visiting team appear to be quite strong in terms of contemporary content. At the same time, courses have been removed from the study program on a last-in, first-out basis. As a result, some essential courses may have been removed from the curriculum merely on the basis of their recency in the study program.

Faculty believe that the School needs to increase its offerings in certain fields such as mental health, disabilities, rehabilitation, and gerontology. Additional elective courses ought to be available in the MA program. Faculty recognize a necessity to increase the number of practicum and methods courses in the MA program so as to advance students' practice skills and sufficiently differentiate the content of the MA program from the BA program. There is also a lack of emphasis on ethics in the study program.

Importantly, in response to questions from the review team, students reported difficulty in stating how they would find a sound research study that could help them to select appropriate interventions for their clients. The curriculum should focus more intensively on this matter and should aim to better teach students how to evaluate and apply research in order to improve their practice competencies.

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 have a clear understanding of what evidence-based practice is as described in original sources. The faculty describe evidence-based practice as "Interventions that have been proven to be effective." That is, they describe evidence-based practices (e. g., practice guidelines), not the philosophy and practice of evidence-based practice.

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

The staff members also mention "experience" as a key criterion for using and selecting intervention methods. In the process of evidence based practice, clinical expertise is used to integrate knowledge from different areas, but raw experience is not considered to be an accurate indicator of what may be effective interventions.

### **III. Teaching Staff**

There are 19 full time tenured faculty slots (15 in regular, 4.25 in parallel track) for 4 full professors, 2 associate professors, 7 senior lecturers and 3 lecturers in the regular track and 2 senior teachers and 5 teachers in parallel track. There are also 32 adjunct lecturers who teach 107 yearly units. Three and until recently four, of the tenure slots have been vacant for the past several years.

The Faculty of the school represents a mix of researchers and practitioners. Faculty members claim considerable expertise in child welfare,

school violence, aging, domestic violence, the Arab sector, treatment planning, social justice, management of human service organizations, and non-profit organizations. The faculty is especially strong in research and teaching concerning social policy.

Some of the courses have very large classes that preclude effective discussions or dialogue between teacher and students.

Difficulties were reported in recruiting new tenure track faculty. The school reports that there is a paucity of such faculty candidates both in Israel and abroad. It may be helpful to advertise faculty openings overseas and to better publicize the availability of openings to senior colleagues in Israel and abroad. One barrier to recruiting and hiring talented faculty members is the requirement of a foreign post-doctoral training experience. Such opportunities are limited and the utility of this requirement should perhaps be examined. The school also has a strong preference for hiring faculty who have been educated in their own school. This policy should also be re-examined.

Another issue requiring attention is the considerable turnover of adjunct teachers and the possible need for improved quality control of their work.

#### **IV. Teaching and Learning**

Some staff members believe that there is a need to better integrate research and practice and to forge better working linkages with other units of the university. Incentives need to be provided in order to increase the number of available supervisors for students in the MA thesis program and the PhD Program. Ratio of students per faculty member is 42/1 and ratio of students of advanced degrees per senior teaching staff is 17/1. Given the number of advanced degree students, it is not clear how the faculty can adequately supervise them while maintaining guidelines on numbers of students per faculty advisor

There is a lack of clear criteria for selecting the particular intervention modalities to be taught at the School. On the other hand, 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.

There is a tendency to depend on credentialing as a surrogate for demonstrated practice competence. This stance is of questionable utility. For example, on page 35 the self-report states "By accepting only students with a BSW to the MSW program we guarantee that they come to the program with the knowledge and skills necessary for a practitioner of our profession." No e-learning courses are offered.

#### **V. Students**

In 2005-2006 academic year 374 students studied towards BA in Social Work, 33 students wrote thesis in the framework of MSW program, 135 studied towards MSW without thesis and there were 46 PhD students. 59



students who hold a previous undergraduate degree studied towards BSW in the framework of two-year retraining program.

The student body appears to be highly talented. However, there has been a marked decline in the number of students from 205 in 2000 to 175 in 2005. The students wish to see higher academic requirements for some courses and greater depth introduced to courses. Some students also would like to have a specialization offered in the BA program. They report tension between the field, classroom and research and do not view the common ground among these domains.

Students report that faculty and administrators are readily accessible. There are constructive interactions among Haredi, secular Jewish, and Muslim students.

Scholarship funds are extremely limited and the students hope to see an increase of funding for scholarships. Similarly, funds for travel to field work are not sufficient. Students hope for improvements in this realm.

Students state that only one copy of the field work rights and regulations manual is available to them.

## **VI. Research**

Faculty members are actively engaged in research. However, a major mechanism employed for evaluating the quality and impact of faculty research and publications is of questionable utility. In particular, the impact ratings assigned to certain professional journals by the School in what is called the "Jerusalem Index" can be called into question. This list replaces the commonly accepted Impact Factor lists that are used in many countries including Israel. That system should be examined closely and revised.

There are some excellent internally funded programs designed to increase staff's research productivity including start-up funds of \$20,000. Despite the supportive statements made by the Rector the University apparently has done little to establish an endowed research center affiliated with the school. More efforts to engage students in faculty research should be made.

## **VII. Infrastructure**

Twenty seven years ago the school had its own building at the Givat Ram campus until it moved to its current location on Mount Scopus. The physical infrastructure for the School of Social Work is dated and not readily conducive to contemporary social work education. Some classes must be taught elsewhere on campus. The computer lab and School library are situated separately far from the center of the School. The School lacks space for staff or student meetings. Fiscal, space, and scheduling constraints require that most MA courses are taken merely one day a week. This may not be compatible with top-flight professional education. Nevertheless, the deficiencies of the physical infrastructure are somewhat offset by consistent student reports which indicate that the School's administration strives mightily

to meet their varying needs. Students are accorded considerable individualized attention.

On an operational level, despite being categorized as a separate professional school, the School of Social Work is sometimes underrepresented in various university discussion and decision-making forums. For example, the Dean is not a member of the Standing Committee which is the academic authority that makes numerous operational decisions of importance. This structural disadvantage of the School of Social Work should be rectified.

Library staff have been cut seriously and funds for the purchase of books and periodicals have been reduced substantially. Any further cuts in these areas will compromise the quality of professional education available at the School. Despite significant advances in the use of technology, lack of financial resources prevents the School from equipping all classrooms with modern "smart" technologies that can greatly enhance teaching and learning.

### **VIII. Fieldwork**

The Field Work unit operates 13 learning centers that focus on various populations, needs, and social problems. Each center is headed by a coordinator who is employed by the university and who links the university with field work agencies. Field instructors take part in a one-year intensive training course on basic issues in supervision. In addition, new instructors receive bi-weekly individual supervision from the coordinator of the pertinent field work learning center. Though costly, this is an excellent model that would seem to enhance the quality of field work education. It is estimated that the Field Work program consumes approximately 15 % of the School's overall budget (and 50 % of its operational budget). This is a heavy burden that requires financial assistance from the appropriate parties. It is not covered by the operating budget allocated to the school.

During the first year of BSW, the rigorous schedule of academic courses is combined with hands-on experience in the field that is designed to help the students understand individual and social development and establish relations with individuals in distress (2 credits). Studies for the second year include 14 credits of fieldwork under the direct supervision of senior practitioners providing assistance to individuals, families, groups and committees. Students in the third year deepen their fieldwork practice (18 credits).

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. Some faculty members believe that better methods are needed to evaluate the field work performance of students who perform in the middle ranges (that is, neither exceptionally superior nor inferior in terms of performance).

## **IX. Budget**

The School's budget has been cut by 35%, which has presented serious difficulties. It has had to use internal funding sources to support field work. External sources should be found. Funds are needed for strategic investments, for example, postdoctoral training for promising faculty candidates. In addition, a shortage of scholarship funding was noted. It is probable that the budgeting system employed both by the university and CHE hinders creative funding possibilities for the BA program. The utility of the budgeting procedure and its respective impact upon BA, MA, and Ph.D. programs should be reviewed by the pertinent parties.

## **X. Self-Study Process**

The faculty have approached the self-study process in a thoughtful and comprehensive fashion. Importantly, the School regularly conducts a strategic self-examination every five years. Faculty members map changes in the School's environment, identify changing needs of the curriculum, and delineate directions for future developments. This process is a welcome and constructive one. However, the School does not have a mechanism for examining the reliability and validity of its methods for assessing student performance. The self-evaluation activity needs to be strengthened through the implementation of formal, reliable, and objective measurement systems that can yield more detailed and useful assessments.

The self-study report indicates that the School is experiencing difficulty in finding the correct balance between meeting expectations as a School that trains professional workers and fulfilling the requirements of a unit situated within a top-ranked research university. This quandary can best be addressed through an infusion of necessary funds to increase research projects, decrease teaching loads, and provide incentives that will enable faculty members to serve more readily as advisors for theses and dissertations.

The self-study report makes several claims based upon comparisons with other social work schools in Israel. Since the self-study report was to be introspective these comparisons to other institutions were not germane and detracted from the report. However since they were included in the report we note that the comparisons regarding quantity and quality of faculty output vis-à-vis other institutions are open to question.

## **Chapter 4 - Recommendations**

### **Recommendations to the university**

- \*The university should integrate the School's administrators into discussion and decision-making forums of the larger university.
- \*Provide greater fiscal support for the School in order to sustain its quality.
- \*Provide a physical facility for the School that is more conducive to top quality professional education.
- Like other universities in Israel, Hebrew university is encouraged to create endowed research center or centers in the School of Social Work to promote systematic research.
- Increase number of student scholarships.

### **Recommendations to the School of Social Work**

#### **Study Program**

- The faculty are trying to meet the demand for a more clinically oriented MA program without weakening its research emphasis. This is a challenge not only with regard to curriculum development, but with regard to the recruitment of new faculty who have expertise in both areas. The extant efforts should be recognized and encouraged.
- Increase curriculum offerings in special fields such as mental health, disabilities, rehabilitation, and gerontology.
- Improve intellectual level of required practice courses.
- Infuse curriculum with content that enables students to select the best and most appropriate and effective interventions for given groups of clients.
- The curriculum should reflect more contemporary social issues and social changes, including new legislative initiatives.

#### **Teaching staff**

- \*Prompt attention should be accorded to the need to fill vacant faculty positions.
- Consider modifications to the policy that requires foreign post-doctoral experience for possible faculty candidates.

#### **Teaching and Learning**

- The committee encourages the faculty to examine its standards regarding level of thesis and particularly dissertation advisers.
- Provide appropriate incentives for faculty to serve as supervisors for research theses and doctoral dissertations.
- Improve faculty access to contemporary technologies for teaching, for example, e-learning and encourage the use of such technologies.
- \*Familiarize faculty and students with the philosophy, methods and tools of evidence-based practice including the Campbell and Cochrane Collaborations.

- \*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.

### **Students**

- The faculty see a need to improve the linkages between the School and alumni. Initiatives in this area can be rewarding for the School and need to be supported and reinforced.

### **Fieldwork**

- Strengthen the ties between field work and classroom instruction.
- Make field work rights and regulations manual more readily available to students.

### **Research**

- \*Examine and modify system for rating the "impact" of various professional journals in which the faculty publish.

**Signed by:**

Jonathan Rabinowitz  
Prof. Jonathan Rabinowitz  
Chairperson

J. Benshakar  
Ms. Ilana Ben Shahr

Ronald A. Feldman  
Prof. Ronald A. Feldman

Eileen Gaimbril  
Prof. Eileen Gaimbril

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.



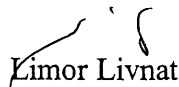
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

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.

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# APPENDIX 2

The schedule of the visit

**The Hebrew University of Jerusalem**  
**School of Social Work and Social Welfare**  
**Schedule for November 15<sup>th</sup>, 2006**

**בית"ס לעבודה סוציאלית ולרווחה הבריתית - סדר יום לניקוד ועדת מל"ג 15.11.2006**

Meeting with	Participants	שעות	משתתפים	פגישת עם
Academic and administrative management of the University	Prof. Miri Gur-Arye, Vice Rector; Prof. Jacob Metzger, Head of Academic Review in the Humanities, Social Science and Law.	10:30 – 10:00	פרופ' מירי גור-אריה, סגנית הרקטור; פרופ' יעקב מצר, אחראי על בקרת איכות במדעים העיוניים	הנהלת האוניברסיטה: ממונה על הערכת האיכות במוסד
Academic and administrative management of the School	Prof. Gail Auslander, Dean. Dr. Anat Zeira, Head B.A. Studies. Dr. Dorit Roer-Strier, Head M.A. Studies. Shula Weller, Associate Dean. Sabina Honigwachs, academic secretary.	11:15 – 10:30	פרופ' גייל אוסלנדר, דיקנית בית"ס ד"ר ענת זעירא, ראש תוכנית הבוגר. ד"ר דורית רוור, ראש תוכנית המוסמך שולה ולר, דיקן משנה סבינה הוניגוואכס, מוכירה לענייני הוראה	הנהלה אקדמית ומנהלית של בית הספר
The representatives of the committees: <ul style="list-style-type: none"> <li>• Development Committee for recruitment and promotion of academic staff</li> <li>• Teaching Committee</li> <li>• Admission Committee for BSW, MSW and PhD</li> <li>• Research and Computerization Committee</li> <li>• Heads of BSW, MSW and PhD Programs</li> </ul>	Prof. Gail Auslander Prof. Howie Littwin Prof. Muhammad Haj-Yahia Prof. Uri Yanay Dr. Asher Ben-Arieh Dr. Anat Zeira Dr. Dorit Roer-Strier Minda Garr	12:30 – 11:15	פרופ' גייל אוסלנדר פרופ' הווי ליטוויין פרופ' מוחמד חאג' יחיא פרופ' אורי ינאי ד"ר אשר בן-אריה ד"ר ענת זעירא ד"ר דורית רוור - סטריאר	נציגי הוועדות: <ul style="list-style-type: none"> <li>• ועדת מינויים - פיתוח</li> <li>• ועדת הוראה</li> <li>• ועדות קבלה לתארים בוגר, מוסמך וללימודי דוקטורט</li> <li>• ועדת מחקר ומחשוב</li> <li>• ראשי תכניות לתואר ראשון, שני ושלישי</li> </ul>

<ul style="list-style-type: none"> <li>• Committee for Awards and Scholarships</li> <li>• Learning disabilities committee</li> <li>• Students-Teachers committee</li> </ul>				<ul style="list-style-type: none"> <li>• ועדת מלגות</li> <li>• ועדה ללקויי למידה</li> <li>• ועדת מורים-תלמידים</li> </ul>
Tour in the school	Prof. Gail Auslander Dr. Anat Zeira Shula Weller	13:00 – 12:30	פרופ' גייל אוסלנדר ד"ר ענת זעירא שולה ולך	סיור בבית הספר לעבודה סוציאלית
Lunch – closed meeting of the committee		13:44 – 13:00		ארוחת צהריים – ישיבה סגורה של הוועדה
Meeting with the representatives of the institution/School responsible for the budget	Prof. Gail Auslander Shula Weller Edna Borrut, School accountant	14:15 – 13:45	פרופ' גייל אוסלנדר שולה ולך עדנה בוררט, חשבת בית"ס	פגישה עם אנשי תקציבים (ממונים על התקציב)
Representatives of the senior staff members	Prof. Uri Aviram Dr. Mimi Aizenstadt Prof. Rami Benbenisty Dr. Johnny Gal Dr. Anat Zeira Dr. Elisheva Sadan Dr. Miriam Shiff Dr. Oriah Tishbi	15:00 – 14:15	פרופ' אורי אבירם ד"ר מימי איזנשטדט פרופ' רמי בנבנישטי ד"ר ג'וני גל ד"ר ענת זעירא ד"ר אלישבע סדן ד"ר מרים שייף ד"ר אוריה תשבי	נציגי סגל בכיר של בית הספר לעבודה סוציאלית
Representatives of the teachers	Orly Olstein Dorit Eldar Menachem Birenbaum Meirav Harari Gay Perel Katy Katz	15:45 – 15:00	אורלי אולשטיין דורית אלדר מנחם בירנבוים מירב הררי גיא פרל קאתי כץ	נציגי מורים בבית הספר לעבודה סוציאלית
Representatives of the field work unit	Yehudit Avnir Barbara Epstein Bilah Bachrach Goldie Marans	16:30 – 15:45	יהודית אבנר ברברה אפשטיין בלהה בכרד גולדי מרנס	נציגי הממדור להכשרה מקצועית
Representatives of the students (BSW, MSW)	BSW: Johana Fibnica	17:15 – 16:30	בוגר: ג'ואנה פיבניקה	נציגי סטודנטים של בית הספר לעבודה סוציאלית

	<p>Sivan Zaken Noa Frankberg Michal Gornel Inbar Aviram Tamar Dinisman Yoel Mashlach <b>MSW:</b> Hanita Kosher Yehoshua Kaplan Neta Hamo Miri Vered Arik Ezra</p>		<p>סיון זקן נועה פרנקברג מיכל גומל ענבר אבירם תמר דיניסמן יואל משיח <b>מוסמך:</b> חניטה קושר יהושע קפלן נטע חמו מירי ורד אריק עזרא</p>	
<p>Representatives of PhD Students</p>	<p>Yifat Chen Laurein Wolfsfeld Rabia Halaila Tami Surkis Hilla Haim-Tzweig Gabby Hoffman</p>	<p>17:45 – 17:15</p>	<p>יפעת חן לורן וולפספלד רביע תלאילה תמי סורקיס הילה חיים צוויג גבי הופמן</p>	<p>תלמידי דוקטורט</p>
<p>Summary meeting with the Heads of the School and the University</p>	<p>Prof. Chaim Rabinowitz, Hebrew University Rector. Prof Miri Gur-Arye, Vice Rector; Prof. Jacob Metzger, Head of Academic Review in the Humanities, Social Science and Law. Prof. Gail Auslander, Dean School of Social Work Dr. Anat Zeira, report co- ordinator.</p>	<p>18:15 – 17:45</p>	<p>פרופ' חיים רבינוביץ, רקטור האוניברסיטה העברית פרופ' מירי גור-אריה, סגנית הרקטור; פרופ' יעקב מצר, אחראי על בקרת איכות במדעים העיוניים פרופ' גייל אוסלנדר, דיקנית בית הספר לעבודה סוציאלית דר' ענת זעירא, מרכזת דו"ח המל"ג</p>	<p>ישיבת סיכום עם הנהלת האוניברסיטה ודו"ח"ס</p>