

החלטת מל"ג מיום 01.01.13 בנושא דוחות הוועדה להערכת איכות במדעי התזונה :

המועצה להשכלה גבוהה מאמצת את המלצות ועדת המשנה להבטחת איכות מיום 27.12.12 בעניין דוחות הוועדה להערכת איכות במדעי התזונה, ומחליטה כלהלן :

1. להודות לוועדה להערכת איכות במדעי התזונה בראשות פרופ' אליס ליכטנשטיין על עבודתה הרבה והמקצועית.
2. לאמץ עקרונית את דוחות ההערכה של הוועדה.
3. לפרסם את דוחות ההערכה ותגובות המוסדות באתר האינטרנט של המל"ג.
4. לבקש מכל מוסד להגיש עד **חודש יולי 2013** תכנית פעולה ליישום המלצות הוועדה הנוגעות אליו (כולל לו"ז), כמפורט בדוח הוועדה, בדוח הכללי ובנספח המצ"ב.
5. לבקש מכל מוסד להגיש עד **חודש ינואר 2014** דוח ביניים אודות יישום תכניות הפעולה הנזכרות בסעיף 4 לעיל.
6. המל"ג מביעה תמיכתה העקרונית בהמלצות הוועדה הבינלאומית בדבר הכללת הפרקטיקום בתכנית הלימודים, הרחבה משמעותית של מקומות הפרקטיקום וכן ביצירת עתודה אקדמית למחקר והוראה בתחום. בהתאם לכך יוקם פורום משותף לראשי המחלקות למדעי התזונה שעברו הערכה (או מי מטעמם), מנהלת המחלקה לתזונה במשרד הבריאות, נציג ות"ת וסטודנט למדעי התזונה שישמש כשמקיף, שידון בהמלצת הוועדה הבינלאומית לכלול את תקופת הפרקטיקום במסגרת התואר הראשון וכתוצאה מכך להאריך את משך הלימודים לתואר. הפורום יתבקש להעביר לות"ת ולמל"ג את חוות דעתו עד לחודש אפריל 2013.
7. ראשי המחלקות מתבקשים לדון בנושאים המשמעותיים הנוספים העולים בדו"ח הכללי של ועדת ההערכה, בהם: הצורך בגיבוש תכנית אסטרטגית חמש שנתית שתכלול התייחסות להכשרת עתודת ההוראה והמחקר בתחום, ריענון הקוריקולום במדעי התזונה בכל רמות התואר, הפרדה בין מסלול קליני ומחקרי ועוד ולהגיש המלצותיהם לוות"ת ומל"ג.
8. הוועדה לתכנון ותקצוב תתבקש לבחון את הנושאים השונים המופיעים בסעיפים 1-5, ו-7 בנספח המצ"ב תחת: "המלצות למל"ג/ות"ת", ולהגיש התייחסותה לדברים עד חודש יולי 2013.
9. להודיע לכל המוסדות שיגישו בקשה לפתיחת תכניות חדשות במדעי התזונה או שתכניות מטעמם במדעי התזונה נמצאות בשלבי אישור בוות"ת ומל"ג, כי ות"ת ומל"ג בוחנות את המלצת הוועדה הבינלאומית להכללת ההתנסות המעשית במסגרת הלימודים לתואר, וכי אישור שיוענק לפתיחת התכנית, ככל שיוענק, יהיה כפוף לכל החלטה שתתקבל בעניין זה ומותנה בהתחייבות המוסד לעמוד בה, לרבות בהחלטה מיום 29.11.11 בעניין דו"ח פיינרו.

נספח להצעת החלטה

הערה: אנא תשומת ליבכם כי עיקר ההמלצות להלן מופיעות בכל אחד מהדוחות הפרטניים. יצוין כי בנוסף להמלצות אלו נדרשת תשומת ליבכם גם להתייחסויות השונות ולפירוט ההמלצות וההרחבות המופיעים לאורך הדוחות.

האוניברסיטה העברית

Immediate (0-2 years):

- Developing a 5-year strategic plan for the School of Nutritional Sciences to define its future mission, vision and goals for academic programs and research agendas.
- A comprehensive review of the BSc curriculum be undertaken to determine whether two tracks should be created, one for students intending to become clinical dietitians and one for students intending to pursue subsequent graduate level studies;
- A comprehensive review of the BSc curriculum be undertaken to determine whether all the first and second year required basic science courses are essential for the training of clinical dietitians (e.g., physics, calculus) and if not, develop a curriculum that would allow students to take their basic nutrition courses earlier in their program so that they can take additional nutrition related elective courses in their third year. Special attention should be focused on potential areas of coursework overlap and gaps;
- Other factors to consider when reviewing the BSc curriculum should include:
 - increased basic instruction of dietetics during year 1 of study
 - introduction to nutrition sciences earlier in the program, during year 1
 - expanded exposure to public health nutrition
 - more integration of the basic sciences into advanced nutrition course
 - increased exposure to the food industry
 - reinstatement of courses in clinical nutrition and evaluation of nutritional status
 - develop a course that specifically focuses on macronutrients and chronic disease risk
- Other factors to consider when reviewing the MSc curriculum should include:
 - Determine whether some students are entering the non-thesis MSc program as a default option while waiting for placement in a dietetic internship,
 - provide greater exposure to the area of advanced clinical nutrition via courses specifically designed for MSc students, and
 - provide additional guidance with regard to the availability of advanced courses at neighboring intuitions that would benefit students in pursuing research careers.
- Other factors to consider when reviewing the PhD program should include:

- require PhD dissertation committees to meet with the student and the advisor twice a year to review progress and assess potential additional training that would benefit the student;
- add formal instruction in the areas of (1) manuscript and grant writing, in English, and (2) research ethics, responsible conduct of research and laboratory safety;
- facilitate students taking courses at other nearby campuses that are not available at the Hebrew University;
- The curricula for BSc, MSc and PhD should be examined to determine major student learning outcomes to be achieved and make appropriate course adjustments, if necessary, focusing on balancing the theoretical and applied courses.
- Participation in a nationwide effort involving all the appropriate stakeholders to explore the possibility of adding a fourth year to the Nutritional Sciences BSc program that would include the dietetic internship, additional nutrition/dietetic specific elective courses and community involvement (please see the General Report for further details).
- Increasing the involvement of the adjunct faculty in the areas of curriculum and course revisions, and student research supervision. An effort should be made to encourage and enable the adjunct teachers to take part in applied research in the school of nutrition and especially with the internship students in the hospitals;
- Recruiting at least two additional faculty members with clinical experience, preferably with dietetics credentials to augment the strong basic science faculty. A responsibility of the new faculty members should include developing applied clinical nutrition electives and directing applied-nutrition research projects;
- Employing additional graduate teaching assistants with the intent of enhancing both the learning experience of the students and training of these graduate teaching assistants as future academic professionals.
- Reducing the number of faculty (currently 4) in team-taught courses to facilitate maximal integration of the material.
- Participate in a nationwide effort involving all the appropriate stakeholders to explore the possibility of adding a fourth year to the Nutritional Sciences BSc program that would include the dietetic internship, additional nutrition/dietetic specific elective courses and community involvement; please see the General Report for further details;
- Reviewing requirements for admission to the MSc program to ensure it not be used as a space holding period until the opportunity is available to complete the dietetic internship;
- Reviewing requirements for admission to the PhD program to ensure that only those students with a high likelihood of completing the program are admitted and there is an appropriate balance of mentors to mentees to ensure adequate guidance through completion of the degree.
- Developing a standard format for course syllabi which includes learning objectives and indicates specific readings/projects for each class;

- Developing a system to ensure these course syllabi, once deemed complete by the department chair or faculty committee, are updated annually to reflect the changing science in the field of nutrition;
- In those courses for which the final exam represents 90% to 100% of the grade, additional approaches to student evaluation should be introduced to provide mid-semester feedback along with specific grading criteria.
- Assessing the available research space to determine current distribution relative to research priorities and support, and making modifications, if appropriate, on the basis of this review;
- Condensing individual research groups into single spaces/buildings;
- Separating desk space from research laboratories; and
- Constitute faculty committees to develop a plan for assessing the current curriculum and instituting an ongoing plan to evaluate the curriculum. This committee should involve faculty from all different levels, including adjunct faculty;

Intermediate (2-4 years):

- Upgrading and refurbishing the teaching kitchen for effective teaching of food preparation and food service.
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- Hiring new faculty on the basis of teaching needs in order to maintain a well-balanced curriculum that supports a comprehensive BSc, MSc and PhD program for the students.
- Introducing clinical research studies to the department, commensurate with the interests of new faculty hires and developing new research collaborations with scientists currently working in the field to bridge the gap between basic and applied nutrition.
- Connections should be explored with the Hadassah Medical School to create a stronger curriculum in applied nutrition by examining models that have begun in the School of Pharmacy, Veterinary Medicine, Public Health, Nursing to initiate collaborative research and the sharing of resources for teaching and clinical practice.
- Identify appropriate resources to support faculty to improve the teaching and evaluation of students.

המכללה האקדמית תל חי :

Immediate (0-2 years):

- Focusing on developing systems that will support students completing their BSc degrees in 3 years, unless structural modifications are made to the BSc program of study, see to recommendations under the subheading of **The Study Program**;
- Forming a faculty committee to review and potentially modify faculty

expectations in terms of teaching relative to research responsibilities with the intent of ensuring that adequate time is allocated to quality teaching and that the faculty is appropriately recognized for such efforts.

- Forming a faculty committee to review and revise the curriculum to reinforce the basic nutrition therapy content and build on this basic material with more complex concepts and case scenarios. Consider replacing some of the basic science course required during the first two years with additional nutrition related courses;
- Increasing Tel Hai's relationship with the local hospitals and clinics to support student exposure to the clinical aspects of health and disease as elective courses prior to entering their internship;
- Expanding the scope of elective courses in the area of public health policy or education/teaching, sports nutrition, nutrition through the life cycle;
- Increasing access and learning opportunities across the health disciplines within the institution;
- Developing a cross disciplinary course in ethics, professionalism and health systems for all the health sciences programs;
- The CHE and MOH should discuss together the possibility of formally incorporating the dietetic internship program into the BSc program to ensure an efficient and seamless transition from didactic to practical experience and timely completion of the requirements to become a dietitian; please see the General Report for further details.
- Formally harnessing the student and alumni enthusiasm for the program to build a stronger alumni base that could provide additional training opportunities for Tel Hai graduates.
- Carefully track the quality of the admitted students and adjust admission rates on the basis of applicant qualifications rather than a targeted goal for number of students admitted per year.
- Retroactively assess student graduation rates, cumulative grade averages and similar outcome measures relative to student admission data and, if necessary, modify admission criteria.
- Supporting research in the areas of clinical and applied nutrition research and providing opportunities for students to become involved in these types of research projects.
- Requiring all faculty to submit updated course syllabi and additional course material using a revised format developed in collaboration with the Center for Excellence in Teaching, to include learning objectives for each lecture and instituting a system so these syllabi are kept updated on an annual basis;
- Instituting a system whereby the vice-president/department and/or a head/faculty committee collaboratively review updated course syllabi and other available course related material, with the intent of identifying potential areas of overlap and gaps, and providing additional opportunities for the students to take nutrition related elective courses and/or experiential learning;
- Developing a formal system to provide regular feedback to the faculty with regard to their teaching responsibilities and if areas of improvement are

identified, providing resources to remedy the situation and enhance student learning.

Intermediate (2-4 years):

- Continuing to innovate and assess effective teaching methods
- Infusing the curriculum with up-to-date approaches for the application of nutrition principles, which has already begun with the addition of evidence based dietetics practice, oral health assessment, the nutrition care process and International Nutrition and Dietetics Terminology (INDT).
- Adding a clinical nutritionist to the faculty to share teaching responsibilities and initiate clinical research projects that provide experiential opportunities for students

Long Term (4-6 years):

- Considering development of two alternate curricula for the 3rd year, with an emphasis on dietetics or training for advanced research degrees; please see the General Report for further details.

המרכז האוניברסיטאי אריאל:

Immediate (0-2 years):

- Developing a 5-year strategic plan for the department to further define its mission and develop goals for achieving that mission, with particular emphasis on the preparation of clinical dietitians.
- Introducing a course focused on an overview of the field of nutrition during the first year;
- Assessing the faculty staffing plan to determine whether, within the context of current funding levels, a goal of having 50 BSc students per year enrolled in the program is feasible;
- Examining the curriculum to determine whether there is an appropriate balance between the basic sciences (e.g., computer science, two semesters of physics) and applied nutrition (e.g., advanced nutrition therapy across the life span);
- Examining the content of courses to ensure a balance of didactic material among the courses and a logical sequence in the curriculum, e.g., macronutrients, micronutrients, nutrition and chronic disease risk, nutrition and the lifecycle, ethical decision making and professionalism;
- Reviewing available electives and potentially adding new offerings that focus on nutritional needs of special populations e.g., pediatric, geriatric and athletes;
- The CHE and the Ministry of Health (MOH) should discuss together the possibility of formally incorporating the dietetic internship program into the B.Sc. program to ensure an efficient and seamless transition from didactic to practical experience and timely completion of the requirements to become a dietitian; please see the General Report for further details;
- Supporting an additional full-time senior faculty member to:
 - teach the higher level nutrition courses,
 - supervise the applied nutrition research,

- focus on advising students in seminars,
 - take a lead role in the departmental curriculum committee to facilitate coordination among course offerings and avoid overlap or duplication of course content.
- Reviewing the data on student attrition from the program to develop systems to better support students to remain in the field of Nutritional Science and provide enhanced instruction in career planning.
 - Conducting an in-depth analysis of the alumni data to determine which courses were of most help for their jobs post-graduation and which areas they felt would have been helpful to have had additional training.
 - Contacting graduates who did not remain in the field of Nutritional Science, ascertaining the reasons and assessing whether the majority of attrition was related or unrelated to their BSc training.
 - Concentrating on a narrower range of research projects to maximize the efforts and strengths of the faculty.
 - Establishing a plan for transferring some of the responsibilities for directing the department to multiple faculty members to avoid excessive dependence on a single person, currently the department chair, particularly in the area of future directions.
 - Introducing a mid-term examination and/or additional approaches to student evaluation in those courses for which the final exam represents 90% to 100% of the grade;
 - Develop a system to ensure that all course syllabi include learning objectives and specific weekly readings/projects, and, once deemed complete by the department chair or faculty committee, are updated annually to reflect the changing science in the field of nutrition;
 - Developing a formal process/timetable by which each faculty member submits their teaching materials to the Academic Development and Evaluation Department for input on potential approaches to improving and updating the material;
 - The department chair should determine whether the process of updating faculty CVs and syllabi has been completed and meets predefined criteria.

Intermediate (2-4 years):

- Conduct a comprehensive assessment of all courses, with specific emphases on evaluating potential overlaps and gaps.

Long term (4-6 years):

- Infrastructure needs to be reassessed once the new facilities on the lower campus are completed.
- Enrich the teaching and learning environment by taking advantage of technological advances to share resources with other programs, e.g. “electronic” classrooms.

המלצות מתוך הדוח הכללי

המלצות למוסדות

Recommendations to the Institutions:

Immediate (0-2 years):

1. Strategic planning - Undertake a 5-year strategic planning effort taking into consideration the projected needs of Israel in terms of persons trained in the area of Nutritional Sciences at all levels, BSc, MSc and PhD:
 - a. convene a national committee that involves all stakeholders
 - b. evaluate current capacity and projected future needs
 - c. develop a plan to match the projected needs with current capacity, including a consideration of whether additional Israeli based MSc and PhD programs are needed and whether some students should be encouraged to train outside Israel with the intent of returning
 - d. explore the possibility of adding a fourth year to the Nutritional Sciences BSc program that would include the dietetic internship, additional nutrition/dietetic specific elective courses and community involvement
 - e. develop an ongoing system to evaluate the 5-year plan.

2. Student/faculty ratios - Each institution should review student/faculty ratios and determine whether adequate staffing is available when all the responsibilities of the faculty are taken into consideration; teaching, student advising, research, administrative, particularly, if they expand on the basis of this report.
 - a. assess current student/faculty ratios relative to best practices,
 - b. if changes are warranted, work with the CHE to develop a plan to alter the student/faculty ratios,

3. Review and revise BSc program - Each institution should undertake a comprehensive review of their BSc curriculum to determine whether all the first and second year required basic science courses are essential for the training of clinical dietitians relative to the time available to focus on nutritional science and particularly contemporary topics in areas related to current national health needs (e.g., obesity, sports nutrition, chronic disease risk reduction).

4. Each institution should evaluate the appropriateness of dividing their BSc program into two study tracks – (1) dietetic internship and (2) research starting in year 2 of study;
 - a. undertake a comprehensive review of the BSc curriculum to determine whether two tracks should be created, one for students intending to become clinical dietitians and one for students intending to pursue subsequent graduate level studies,
 - b. if deemed necessary, develop curricula for the two tracks,

- c. if deemed necessary, evaluate resources necessary to provide appropriate courses and experiential learning, and make recommendations to the CHE;
5. Each institution should develop a system to ensure that all their course syllabi include learning objectives and week specific readings/projects, and are updated annually to reflect the changing science in the field of nutrition. This systems should be standard across all courses and should include:
- a. adequately detailed learning objectives,
 - b. mandatory reading that should be current and drawn from original sources rather than textbooks which become dated quickly,
 - c. grading schemes that relay on variety methods such as midterm examination and/or assignments/projects to be given throughout the semester and not limited to a single final examination.

Intermediate (2-4 years):

6. Expand research opportunities in the field of clinical nutrition nationwide to bridge the gap between basic and applied nutrition. It would thus be desirable to introduce applied clinical nutrition studies to the research carried out in the institutes. Potential approaches could include:
- a. recruit clinical faculty to facilitate the introduction of the desired studies into the institutes,
 - b. encourage adjunct faculty members, associated with hospital departments, to integrate students and faculty into ongoing clinical studies,
 - c. foster collaboration with scientists interested in applied nutrition, nationally and internationally, to bridge the gap between basic and applied nutrition.
7. Infuse the curriculum with up-to-date approaches for the application of nutrition principles globally: evidence-based dietetics practice, oral health assessment, nutrition care process and International Nutrition and Dietetics Terminology (INDT),
- a. expand the opportunities for faculty to interact with professionals involved in Nutritional Sciences training internationally,
 - b. provide support to adapt and integrate approaches used successfully in other countries into the national training systems.

Long Term (4-6 years):

8. Innovate in the area of teaching methods:
- a. explore distance learning methodologies that have worked successfully in other disciplines,
 - b. invest in technologies that allow the adoption of innovative teaching methods,
 - c. provide faculty with ongoing training and support to incorporate newly available teaching methods into the classrooms.

המלצות למל#גשות#ת

Recommendations for the CHE:

All recommendation should be implemented immediately (0-2 years):

1. Prohibit development of new MSc and PhD programs or expansion of current programs in the field of Nutritional Sciences until a needs assessment and 5-year strategic plan has been developed. If deemed appropriate, increase the number of institutions which offer MSc and/or PhD degrees in the field of Nutritional Sciences and provide financial resources to the institutions to support the programs in terms of faculty salaries, graduate stipends and PhD dissertation research. If adopted, new programs should undergo regular evaluations every 5-years to ensure the goals are met.
2. Prohibit development of new BSc programs or expansion of current BSc programs in the field of Nutritional Sciences until such a long-range strategic plan is developed and the problem of inadequate dietetic internship opportunities is resolved.
3. Encourage some Israeli students to earn PhDs in the field of Nutritional Sciences outside of Israel with the intent of returning to Israel to fill academic and healthcare positions by providing graduate student stipends. If adopted, this program should undergo regular evaluations every 5-years to ensure the goals are met, particularly in terms of whether students return to Israel and fill key jobs requiring their skills.
4. Encourage more postdoctoral experiences outside of Israel by providing fellowship support to select PhD graduates with degrees in Nutritional Sciences who will then be obligated to return to Israel to fill tenure-track academic positions. If such an approach is adopted it should undergo regular evaluations every 5-years to ensure the goals are met.
5. Support should be available to new faculty members to design and update courses, and when appropriate initiate research projects.
6. Provide resources and practical support to constitute a committee representing all the institutions currently granting BSc degrees in Nutritional Sciences, to develop a joint long-term strategic plan, with the intent of evaluating and potentially updating current curricula, assessing future needs and recommending optimal approaches to meeting these needs. This committee should include a wide range of stakeholders, including the Ministry of Health, and individuals in fields related to Nutritional Sciences such as but not limited to medicine and public health, and could include educators conducting research outside of Israel. This report should be finalized within 2 years after the committee's first meeting.

7. Assess the role of adjunct faculty in terms of time efficiency when teaching at multiple institutions and underutilization in terms of providing practical field experiences and research experiences for the students.
8. Request each institution retroactively assess student graduation rates, cumulative grade averages and similar outcome measures relative to student admission data to determine whether the criteria used to determine admission to the Nutritional Science academic programs are good predictors of student success. On the basis of these data, if necessary, modify admission criteria.
9. In order to facilitate adoption of the committee's recommendations the committee proposes that each institution submit, biennially (every 2 years), a report to CHE that includes the following:
 - a. Summary of changes to the degree curricula/degree programs, including but not limited to new degree programs, addition/deletion of courses, changes in degree requirements
 - b. Updated course syllabi (dated)
 - c. Changes in departmental faculty
 - d. Summary of ongoing self-evaluation/quality assessment, including changes, if appropriate, in the method of self-evaluation/quality assessment
 - e. Other educational related activities, including but not limited to faculty support services, modifications to classroom/institutional infrastructure.